

# ITC 100-04: INTRODUCTION TO INTERCULTURAL COMPETANCE

Grand Valley State University, Winter 2018

T/TH, 2:30-3:45, The Connection 214

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Email is the best way to reach me and you can expect a response within 2 working days.

When emailing me, please include your course # and section # in the subject, a greeting, a sign-off, and a signature. Also, please write the email in full sentences.

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## COURSE DESCRIPTION

This course introduces students to the concept of cultural competence, and provides them with the knowledge and application of skills necessary to succeed in diverse settings. This course examines theories of intercultural engagement and requires students to consider how they might apply knowledge in diverse practical settings. This course is unique because it requires students to be active participants in their learning. Traditional lecture and homework/reading assignments are minor features of this course. The majority of this class will include presentations through mainstream media, panel discussions, journaling, presentations, and internet resources. ITC 100 relates intercultural competence to students today. Fulfills the General Education requirement for Behavioral Sciences and Cultures-U.S. Diversity. In addition to meeting the General Education knowledge and skills goals on the attached General Education sheet (last pages of syllabus), this course fulfills the following requirements:

## U.S. Diversity Student Learning Outcomes

1. Examine the historical trajectories and consequences, worldviews, languages, and/or ways of life of diverse cultures within the United States
2. Examine how social constructions of ethnicity/race and at least one of the following social attributes shape group and individual identities: gender, class, abilities, age, sexual orientation, or common history

## Social & Behavioral Sciences Student Learning Outcomes

1. An understanding of how knowledge in the social or behavioral sciences is created and applied
2. The major approaches, methods, theories, and substantive findings of the field
3. An informed critical stance that will allow students to weigh and apply ideas and claims from the social and behavioral sciences outside the classroom

**Please make sure you read the following requirements prior to the second week of classes as all course expectations as well as assignment instructions are listed in the pages that follow.**

## TEXTS

- All course materials are available on Blackboard.

## COURSE DELIVERY:

Though this course is a face-to-face meeting course, some online skills will be required and we will be using Blackboard as a place to access information, turn in assignments, and some online tools to complete assignments. When you first login to our Blackboard course site, you will see an initial announcement inviting you to click on the “**Begin Here**” button. In that area you will find an orientation to our course site including where you will find what content.

## TECHNOLOGY REQUIREMENTS:

We will use Blackboard as our online class environment. The class-specific technologies will be accessible there, including discussion forums, readings that should be completed prior to course meetings, the gradebook, and turning in assignments. Please do not use other technologies for these assignments without speaking with me first.

You will need to be able to open PDF files and can find links to download this from the “Online Orientation” from the GVSU IT website. From the online orientation website (<http://www.gvsu.edu/online/are-you-ready-for-online-learning-5.htm>), you will find information on the self-directed Blackboard Orientation and links to additional Help documents. For technology related questions, please contact the Help Desk at [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu), or 616.331.2101.

**SAFE SPACES:** This class has been built with an ethic of shared respect and a desire for us to learn together well. I encourage all students to remember that there are survivors of violence in our class. Though this is a space of respect, I cannot guarantee a safe space. I welcome feedback from students on how to make your learning environment more welcoming, but I also encourage anyone triggered by materials to inform me privately so that I can direct you to appropriate resources for support. If you think that there may be subjects that would be impossible for you to engage with, let me know so that we can find the best way for you to succeed.

## COURSE REQUIREMENTS:

### Assignment Overview

Participation & Attendance	20%
Reading Journal	20%
Report on Intercultural Practices	25%
Peer Review of Intercultural Practices	5%
Meeting about report w/ Dr. Benson	5%
Social Justice Group Project	15%
Oral Final	10%

**All assignments will be submitted on Blackboard.**

### Participation & Attendance: 20%

Active participation is a critical part of the learning experience in this course.

We will explore a variety of issues, some of them quite controversial and complicated. Thus, it's important that we all respect each other's needs, values, and views. There is no way for this class to succeed if students don't prepare materials thoughtfully and participate fully in the class. I expect each of us to arrive to each class fully prepared to thoughtfully enter into an ongoing discussion.

Personal opinions play a role in class dialogues but do not substitute for a concerted effort to grasp the scholarly material in the course. Understanding the material does not mean you have to embrace all or any of the viewpoints represented. However, it does require that you read it, think about it, and discuss it. Please keep in mind that we address this class from a perspective that assumes inequality exists.

**Students are expected to regularly participate online at least once per week** either during the in-person

meeting or asynchronously outside of the meeting using Slack: <https://gvsu-itc-100-04.slack.com>

In this course, students will be asked to complete in-class writings during our course meetings, responding to a particular prompt in class. These responses cannot be made up and will be 1/3 of the full participation grade.

Participation can be assessed both by in-person participation in the course meetings and by online participation, including posting a discussion question OR a thoughtful response to a discussion question once per week.

I will take this time to remind you to respect each other's opinions and input. If at any time anyone is disrespectful to anyone in the class, I reserve the right to remove posts and address students individually.

For more information about guidelines for participation grading, please see the Participation Grading Rubric in the “Research & Assignment Resources” folder on Blackboard.

### Reading Journal: 20%

Between **Weeks 2-14**, you are required to turn brief summaries of the reading/viewing/listening assignments for each week using the Private Journal feature in Blackboard. Each entry should cover one reading/viewing/listening assignment and have a bibliography entry following APA style (contact me if you are more familiar with another citation style) and a 75- 100 word summary of the key arguments/insights from the assignment. **Texts that should be journaled are marked with a J on the course plan** This means that students

may be submitting 1-3 summaries per class period. Entires are due **prior to the class meeting**.

Students should also copy and paste these entries into GoogleDocs or Word to facilitate access during discussions and while working on other writing projects.

Successful journal entires will do the following:

1. Identify the article/video/chapter
2. Identify the author's main argument (ex. key points). You should be able to paraphrase this argument.
3. Discuss any lingering questions they have about the reading **and** any connections that they see with other readings/ideas discussed in class. **This last section will be required in all entries submitted in or after Week 4.**

### Report on Intercultural Practices: 25%

You will conduct research to investigate how a profession (i.e. nursing, IT support and development, high school English teacher) or academic discipline (i.e. Linguistics, Computer Science, Physics) participates in intercultural communication, cultural competency, diversity, or multiculturalism.

By participation, you have a few approaches:

- Examine "intercultural communication" (or similar phrases) that comes up in education materials, work and orientation materials, and best practices
- How they address issues pertaining to diversity and multi-culturalism including race, gender, class, ability, ethnicity, and sexuality
- How they participate in ongoing conversations related to political and social climate on a global or U.S. domestic scale

Two paths:

- **PROFESSION PATH:** you are researching how that profession engages in intercultural communication for its employees, customers, and brand.
- **ACADEMIC DISCIPLINE PATH:** you are researching how that discipline produces academic scholarship on particular issues regarding intercultural communication or how it makes space for its scholars—educators in its discipline (re: professional organizations, publishing, teacher resources).

Once you complete your research, you will compile a report. Further details available on Blackboard.

**Rough Draft Due, 3/15 in class**

**Due Monday, 3/19 by 11 pm**

### Peer Review of Intercultural Practices: 5%

On Thursday, 3/15, students will review full rough drafts of their intercultural practices report. Successful completion of this review must happen in class and cannot be made up.

### Report Meeting with Dr. Benson: 5%

Students will meet with Dr. Benson for 10 minutes on **Tuesday, 3/20** to discuss their findings in the report on intercultural practices. Students will be expected to summarize their findings, be able to thoughtfully relate those findings to course materials, and have some ideas about how they will move forward with this information when planning their career or integration into an academic discipline.

### Social Justice Group Project: 15%

Students will work in groups (3-4 people) to examine and analyze an assigned community or social justice issue in the United States. Students may be asked to explore topics such as #BlackLivesMatter, the experiences of Hmong Americans in Wisconsin, Transgender rights, Stonewall riots, Idle No More, and the Occupy movement. These projects require students to examine how these particular groups or issues affect specific communities as well as how mainstream Americans' understanding of their assigned topic. This project requires students to demonstrate knowledge of America's diverse groups, their cultures, and American culture and define social, political, economic and historical issues and how they impact race and ethnic relations in the United States.

Each presentation must be 10-15 minutes in length. Students may use PowerPoint or Prezi. The instructor will provide more information on the date indicated on the syllabus. A percentage of this grade will be based on students' peer-assessment and your group project journal.

### Final Oral Exam: 10%

This is a comprehensive, oral examination. Students will be required to demonstrate their proficiency in course concepts/definitions. Students must sign up for an oral exam time via Google Doc link provided on Blackboard > Assignments. These fifteen-minute exams require students to answer three questions. The oral exams will occur in my office (LOH 241) on **Tuesday, 4/24 (10 am – 6 pm)**. **If you cannot make one of the appointment times, you must email me by March 25 to schedule an alternative time on Friday, April 20.**

## COURSE POLICIES

### Access and Accommodations

We all come to learning with different needs and I strive to do what I can to make this class accommodating to a variety of needs and learning styles. If you need accommodations, either for documented disabilities or for other reasons, please contact with me as soon as possible so that we can discuss your needs. Please note that the only way to guarantee accommodated your needs in all classes is to work with Disability Support Resources.

Students with disabilities that have been certified by Disability Support Resources will be appropriately accommodated and should inform the instructor as soon as possible of their needs. Disability Support Resources is at 4015 James H. Zumberge Hall on the Allendale campus and can be reached at 616-331-2490 or [dsrgvsu@gvsu.edu](mailto:dsrgvsu@gvsu.edu). Look at <https://www.gvsu.edu/dsr/> for more information.

### Attendance Policy:

You are expected to attend every class session. Students are allowed **three in-class absences**. Please use these absences wisely. **For every additional absence, you will lose 5 percent per absence from your overall course grade.** For example, if you miss 3 additional classes, 15 points will be deducted from your final grade.

Please notify the professor if you have a personal emergency or health issue causing you to miss class.

### Written Assignment Guidelines

Formal academic grammar and essay guidelines should be followed. All written assignments must be completed in 12 point Times New Roman font, double-spaced with one-inch margins. The professor reserves the right to not accept assignments that fail to adhere to these guidelines. All citations must be standardized (i.e. please be consistent with your use of MLA, Chicago, or APA). For questions about citations, please visit sites such as EasyBib or Purdue OWL.

Written assignments uploaded to Blackboard, must be in Microsoft Word (.doc or .docx) format. No other formats will be accepted. Please visit this link if you have difficulty uploading your:

[http://www.gvsu.edu/cms3/assets/47FDD052-F754-BF04D8DBE5FB47C87DE8/bb911\\_handouts/stu911\\_handouts/stu911\\_assignmentupload.pdf](http://www.gvsu.edu/cms3/assets/47FDD052-F754-BF04D8DBE5FB47C87DE8/bb911_handouts/stu911_handouts/stu911_assignmentupload.pdf).

If the professor provides you with comments or edits on paper drafts, you are responsible for integrating the feedback into your written work to enhance your paper during the revision process. Failure to do so will result in grade deductions.

### Your Mental Health

A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, and

alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact University Counseling Center at 616-331-3266 for appointments at both the Allendale and Pew campuses. This service is free and confidential.

### Children in a Feminist Classroom

Sometimes, people who are parents or caregivers for children will need to have their academic and child-rearing lives combine.

Those people are welcome to bring children to class and we, as a learning community, will welcome the input of our younger colleagues. I would appreciate it if you give me some notice when possible, as I will try to adjust my class facilitation to accommodate and welcome all people in the classroom.

Please contact me with any questions or concerns – being a part of the community that raises a child should never be a reason to not be able to participate in one of my classes.

### Submission and Return of Assignments

Students will be expected to turn in all papers in the appropriate Dropbox in Blackboard at the time noted on the assignment.

Physical copies will not be accepted by your instructor. Because I expect you to submit assignments in a timely manner, I commit to returning them in a timely manner. Assignments will always be graded and feedback will be viewable within 1 week of submission of your assignments unless I inform you of a change in this policy or timeline.

### Late Assignment Policy & Extensions

**I do not** accept late assignments without prior permission and a clear reason. Please mark deadlines on your calendar.

I do understand that life happens sometimes. Students may request extensions 1 week in advance of the due date. One automatic extension will be granted per student, with other extensions less likely.

### Questions?

Please consider the Three Before Me rule, where before emailing me concerning technical questions or other class logistics (due dates, assignment clarification, and the like), try learning your answer through three other means first: For technical support, contact the Help Desk by phone (616.331.2101) or email: [helpdesk@gvsu.edu](mailto:helpdesk@gvsu.edu). You can also review the support documents in our Blackboard course site or by clicking the “Help” button at the top of your Blackboard window.

1. Refer to course resources such as the syllabus, calendar, assignment details that are posted under

Assignments, discussions, including the FAQ forum. Everyone is welcome to post questions and to answer questions that are posted there!

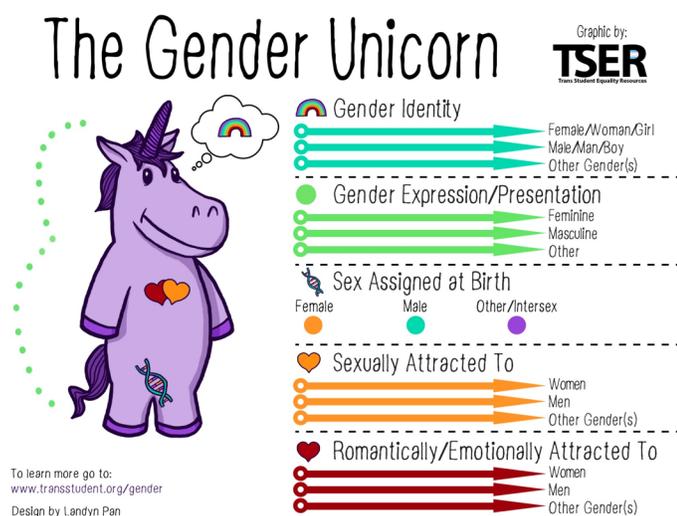
2. Email another student in the class and/or post your question on the Help forum (Discussion Board)
3. Reach out on Slack!

## Academic Misconduct and Plagiarism

All students are responsible for doing their own work and plagiarism will NOT be tolerated. Plagiarism, or the use of another's words without proper citation, or any form of cheating during an exam or quiz, will result in an F for the assignment and possibly the course. A report will be made to

the student's dean and the Center for Academic Integrity so that they may also take appropriate disciplinary action. You may refer to GVSU Student Code Section 223.01 for GVSU's policy. All of the following would constitute plagiarism:

- Using someone else's idea without citing the source where you found that idea.
- Using someone else's structure or organizing strategy without citing it. This often occurs when a writer takes a paragraph out of a source and simply paraphrases each sentence while leaving the original author's structure intact.
- A verbatim (copied directly) phrase or passage that is not quoted



## Tips to Avoid Plagiarism

### Using an Author's Exact Words:

- Use quotation marks around all words copied from a source.
- Provide a citation for the source of the exact words you used immediately after the quotation.

### Paraphrasing an Author's Words:

- Paraphrase an author's words by stating his or her ideas in your own words with your own phrasing. Compare your writing with the author's words to make sure you have not copied the author.

- Always provide a citation for the paraphrased ideas

### Stating Common Knowledge:

- Information that is commonly known by the public or the intended readers of a paper do not need citations for sources.
- Unsure if an idea is common knowledge? When in doubt, cite a source.

### Prepare ahead of time!

Studies show that students plagiarize most often when they are worried about completing an assignment.

Tips from <http://www.nwmissouri.edu/library/>

## Grading

If the professor provides students a rubric for the assignment, they highly suggest students review the rubric to ensure they are meeting all of the assignment benchmarks. In other words, make sure you are fulfilling all of the necessary components of the assignment.

### Grade distribution:

A = 100-93	B+ = 89-87	B- = 82-80	C- = 72-70	D+ =	D = 66-60
A- = 92-90	B = 86-83	C+ = 79-77	69-67		F = 59-
		C = 76-73			

### Definitions:

[ A ] Outstanding. Work displays thorough mastery of material, exceptionally good writing, and genuine engagement with the subject-matter. This grade is reserved for those students who attain the highest levels of excellence in thought and scholarship.

[ B ] Good. Work displays accurate understanding of the material; writing is clear and free of mechanical errors.

[ C ] Fair. Work displays basic grasp of material, though there may be the occasional misunderstanding or inaccuracy. Writing quality acceptable.

[ D ] Marginal. Work displays a grasp of the material adequate for credit, but quality of work indicates lack of effort or aptitude.

[ F ] Unacceptable. Excessive absences, assignments not completed, or assignments unworthy of credit.

## COURSE PLAN

*The professor reserves the right to make changes to the syllabus at any time. This document is an agreement between professor and student concerning course expectations.*

All reading/viewing/listening assignments available or linked on Blackboard

Anything marked with **J** should be journaled BEFORE CLASS MEETS in the private journal.

Date Due	Topic	Reading/Activity Due
Week 1 T, 1/9	Introductions/Welcome to the class	<ul style="list-style-type: none"> <li>• Introductions, review of syllabus, trivia game</li> </ul>
Th, 1/11	<p><b>Communication &amp; Culture:</b> <i>Race &amp; Indigeneity</i></p> <p><b>Last day to add/drop: Friday, 1/12/18, 5 pm</b></p>	<ul style="list-style-type: none"> <li>• Beverly Daniel Tatum, Defining Racism, pp.123-130 <b>J</b></li> <li>• Linda Geddes &amp; Kim TallBear, <a href="#">There Is No DNA Test to Prove You're "Native American"</a> <b>J</b></li> <li>• Focused Arts Media Education, <a href="#">Microaggressions in the Classroom</a> (18:03) (<b>Dr. Benson will post an example of a journal for this one</b>)</li> </ul>
Week 2 T, 1/16	<b>Communication &amp; Culture:</b> <i>White Privilege &amp; White Supremacy</i>	<ul style="list-style-type: none"> <li>• Peggy McIntosh, White Privilege and Male Privilege, 9 pages <b>J</b></li> <li>• Watch <a href="#">White Like Me</a> (1:09:00) through GVSU Libraries &amp; bring a completed viewing worksheet to class <b>J</b></li> </ul>
Th, 1/18	<b>Communication &amp; Culture:</b> <i>Gender</i>	<ul style="list-style-type: none"> <li>• Judith Lorber, The Social Construction of Gender, pp. 54-65 <b>J</b></li> <li>• National Center for Transgender Equality, <a href="#">An Introduction to Transgender People</a> (4:02)</li> <li>• Evin Taylor, Cisgender Privilege, pp. 268-272 <b>J</b></li> <li>• Judith Butler, <a href="#">Your Behavior Creates Your Gender</a> (3:00)</li> </ul>
Week 3 T, 1/23	<b>Communication &amp; Culture:</b> <i>Sexuality</i>	<ul style="list-style-type: none"> <li>• Anonymous – <a href="#">Queers Read This</a> (1-16) <b>J</b></li> <li>• Listen to <a href="#">"A White Horse" episode of Memory Palace</a> (9:29-email me for a transcript) <b>J</b></li> </ul>
Th, 1/25	<b>Communication &amp; Culture:</b> <i>Class</i>	<ul style="list-style-type: none"> <li>• Lynn Parramore, <a href="#">The Brutal Truth About How Childhood Determines Your Economic Destiny</a> <b>J</b></li> <li>• Listen to <i>This American Life</i>, <a href="#">Three Miles</a> (59:47) <b>J</b></li> </ul>
Week 4 T, 1/30	<b>Communication &amp; Culture:</b> <i>Cultural Studies</i>	<ul style="list-style-type: none"> <li>• Douglas Kellner, Cultural Studies, Multiculturalism, and Media Culture, pp. 9-20 <b>J</b></li> </ul>
Th, 2/1	<p><b>Communication &amp; Culture:</b> <i>Synthesis: Asian American Representation in Media</i></p> <p>75% Tuition Deadline: Friday, 2/2</p>	<ul style="list-style-type: none"> <li>• Shilpa Dave, Apu's Brown Voice: The Simpsons and Indian American Accents, pp. 20-39 <b>J</b></li> <li>• Sam Levin, <a href="#">"We're the geeks, the prostitutes": Asian American actors on Hollywood's barriers</a></li> </ul>
Week 5 T, 2/6	<b>Communication &amp; Culture:</b> <i>Intersectionality</i>	<ul style="list-style-type: none"> <li>• Kimberlé Crenshaw, selection from "Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color, pp. 37-46 <b>J</b></li> <li>• <a href="#">Kimberlé Crenshaw Discusses "Intersectional Feminism"</a> (9:56)</li> </ul>
Th, 2/8	<b>Communication &amp; Culture:</b> <i>Synthesis: Who Are We in Michigan?</i>	<ul style="list-style-type: none"> <li>• Students will be assigned to research some aspect of Michigan life and bring in resources, information, and statistics</li> </ul>

Week 6 T, 2/13	<b>Research Day for Report on Intercultural Practices</b>	<ul style="list-style-type: none"> <li>No readings due for today, meet at <b>Lab 1, Atrium Level</b> of the <b>Pew Library</b></li> </ul>
Th, 2/15	<b>Communications &amp; Language:</b> <i>Proscribing Language and Power</i>	<ul style="list-style-type: none"> <li>Geoffery K. Pullman, African American English is not Standard English with Mistakes, pp. 41-58 <b>J</b></li> <li>Gloria Anzaldúa, How To Tame a Wild Tongue, pp. 75-82 <b>J</b></li> </ul>
Week 7 T, 2/20	<b>Communications &amp; Language:</b> <i>Accents, Dialects, Diversity</i>	<ul style="list-style-type: none"> <li>Meredith McCarroll, <a href="#">On and On: Appalachian Accent and Academic Power</a> <b>J</b></li> <li>Use/interact with <a href="#">Hollow: Documentary</a> (should take about 30-40 minutes) <b>J</b></li> </ul>
Th, 2/22	<b>Communications &amp; Language:</b> <i>Indigenous Languages</i>	<ul style="list-style-type: none"> <li>Watch <a href="#">Language Healers: Native Americans Revitalizing Native Languages</a> (41:00, via GVSU Library's Kanopy streaming service) <b>J</b></li> </ul>
Week 8 T, 2/27	<b>Communications &amp; Language:</b> <i>Online Communication</i>	<p><i>Pick 2 for journal – J</i></p> <ul style="list-style-type: none"> <li>Helen Lewis, <a href="#">This is what online harassment looks like</a></li> <li>Donovan X. Ramsay, <a href="#">The Truth About Black Twitter</a></li> <li>Soraya Nadia McDonald, <a href="#">Black Twitter: A Virtual Community Ready to Hashtag Out a Response to Cultural Issues</a></li> <li>Alice Robb, <a href="#">How using emoji makes us less emotional</a></li> </ul>
Th, 3/1	<b>Group Project Work Time</b>	<p>NO CLASS: GROUP PRESENTATION MEETING Students should use this as an opportunity to visit the library. To document your class participation, one student from each group <b>must</b> email me a summary of your group meeting by 11:59 PM EST. Your group members must be copied on the email.</p>
Week 9	<b>Spring break!</b>	
Week 10 T, 3/13	<b>Cultural Competence:</b> <i>Introduction to Implicit Bias &amp; Revisiting Microaggressions</i>	<ul style="list-style-type: none"> <li>Milton J. Bennett, A Developmental Model of Intercultural Sensitivity, pp. 1-12 <b>J</b></li> <li>Derald Wing Sue and David Rivera, <a href="#">Racial Microaggressions in Everyday Life: Is Subtle Bias Harmless?</a> <b>J</b></li> </ul>
Th, 3/15	<b>Peer Review Meeting</b>	<ul style="list-style-type: none"> <li>Bring draft of your report on intercultural practices report to class. <b>Remember, this is 5% of your final grade and can't be made up</b></li> </ul>
<b>Monday, 3/19: Report on Intercultural Practices Due in Blackboard by 11 pm</b>		
Week 11 T, 3/20	<b>Student Meetings about Intercultural Practices with Dr. Benson – Tuesday &amp; Wednesday</b>	

Th, 3/22	<b>Cultural Competence:</b> <i>Disability and Neurodiversity</i>	<ul style="list-style-type: none"> <li>Eli Clare, The Mountain, pp. 1-13 J</li> <li>Eli Clare, A Note About Gender, 1 page</li> <li>Cara Liebowitz, <a href="#">Here's What Neurodiversity Is— And Why It Matters</a> J</li> <li>Leah Lakshmi Piepzna-Samarsinha, So Much Time Spent in Bed: <a href="#">Gloria Anzaldúa, Chronic illness, and Disability</a></li> </ul>
<b>Week 12</b> T, 3/27	<b>Cultural Competence:</b> <i>Universal Design &amp; Inclusivity</i>	<ul style="list-style-type: none"> <li>Sheryl Burgstahler, <a href="#">Universal Design: Process, Principles, and Applications</a> J</li> </ul> <p>Explore at least 2 links from this article in areas of interest to you (e.g.: “Universal Design of Computer Science Departments” and “Universal Design of Housing and Residential Life”) – bring notes to class</p>
Th, 3/29	<b>Cultural Competence:</b> <i>Liberal Arts, Diversity, and the Workplace</i>	<ul style="list-style-type: none"> <li>Jane Sherwin, <a href="#">Cultural Competence in the Workplace: Challenges and Solutions</a> J</li> </ul>
<b>Week 13</b> T, 4/3	<b>Activism and Responses:</b> <i>Prison Reform &amp; Prison Abolition</i>	<ul style="list-style-type: none"> <li>Marie Gottschalk, The Prison State and the Lockdown of American Politics, pp. 1-21 J</li> <li>Reina Gossett + Dean Spade, <a href="#">Prison Abolition + Prefiguring the World You Want to Live In</a> (3:55)</li> <li><a href="#">Van Jones on Prison Reform</a> (2:53)</li> </ul>
Th, 4/5	<b>Activism and Responses:</b> <i>Flint &amp; Environmental Racism</i>	<ul style="list-style-type: none"> <li>Sara Ganim and Linh Tran, <a href="#">How tap water became toxic in Flint, Michigan</a> J</li> <li>The Atlantic, <a href="#">Environmental Racism is the New Jim Crow</a> (1:27)</li> <li>Kyle T. Mays, <a href="#">The #FlintWaterCrisis is not just a Black Issue it is also an Indigenous Issue</a> J</li> </ul>
<b>Week 14</b> T, 4/10	<b>Activism and Responses:</b> <i>#StandwithStandingRock and #NoDAPL</i>	<ul style="list-style-type: none"> <li>Adrienne K., <a href="#">#NoDAPL Updates, Resources, and Reflections</a> J</li> <li>Nick Estes, <a href="#">Fighting for Our Lives, #NoDAPL in Historical Context</a> J</li> <li>Julie Zeilinger, <a href="#">What Really Happened at Standing Rock</a></li> <li>Download and install <a href="#">Thunderbird Strike</a> on either mobile device (Android or iPhone/iPad) or PC laptop. Bring to class. Students without access should email me and I can bring in extra devices.</li> </ul>
Th, 4/12	<b>Social Justice Group Presentations</b>	
<b>Week 15</b> T, 4/17	<b>Social Justice Group Presentations</b>	
Th, 4/19	Semester Reflection	<ul style="list-style-type: none"> <li><a href="#">Complete two Harvard Implicit Bias tests</a>. Please reflect on your scores from each test and write a 6-8-sentence paragraph on your experiences with the two tests. Bring this information to class with you.</li> </ul>
<b>Finals</b> T, 4/24	<b>Final oral exams (15 minutes, LOH 241)</b>	