

SOC 213 Sociology of Diversity Course Map 2025

Course number, department code, and course title: SOC 213 Sociology of Diversity

Instructor Name/Institution: Kim Puttman, Oregon Coast Community College

Course description (From OCCC Course Catalog. Not editable)

Frames social status differences within the context of social structure and culture. Examines how inequalities and privilege play out through social status and are reinforced through both culture and social structure. Includes statuses such as: race, gender, ethnicity, sexual orientation, age, etc. Includes concepts such as: privilege, social stratification, cultural bias, institutional inequality, and social construction.

This course provides a sweeping sociological overview of diversity in the United States. While covering the specific areas of race, ethnicity, gender, age, social class, and sexual orientations, it also deals with topics generally related to diversity. For example, concepts and topics such as the following are typically included: racism, sexism, stratification, stereotyping and ethnocentrism, hate violence, youth violence, and immigration laws and impacts.

Expected course size (ex: 50 students): **12**

Course Style: Room and Zoom

Course Outcomes (from course catalog)

Students successfully completing this course will be able to do the following:

- Apply sociological perspectives and use their sociological imagination in analyzing the causes and consequences of social inequality and evaluating social actions and policies as they reproduce privilege and institutional discrimination.
- Locate themselves within their various social statuses and how those play out social contexts (connect their personal biography and social status with societal history) to reflect on the processes that shape and address the structure and operation of systems of stratification.
- Participate as active citizens in their societies and communities, demonstrating respect for diversity, critical thinking, and collaboration in addressing inequality and privilege as it exists in current social actions and contexts.

Notes for 2025 OER Course Re-Design

The basic instructor text for the base course was [Teaching for Diversity and Social Justice, 4th edition](#), edited by [Maurianne Adams](#), [Lee Anne Bell](#), [Diane J. Goodman](#), [Davey Shlasko](#), [Rachel R. Briggs](#), [Romina Pacheco](#)

The basic student text for the base course was [Readings for Diversity and Social Justice, 4th edition](#), edited by Maurianne Adams, Warren J. Blumenfeld, D. Chase J. atalano, Keri “Safire” DeJong, Heather W. Hackman, Larissa E. Hopkins, Barbara J. Love, Madeline L. Peters, Davey Shilasko, and Ximena Zúñiga

I used a handful of pages from the reader in this course design. Also, these texts deeply shaped my pedagogical approach, so you may want your own copies. In some cases, I replaced the few pages from the reader with the full text of the article or book. Feel free to pick your own pages.

Whenever possible, I am using texts and videos that are openly available and follow principles of Universal Design. However, this is a work in process. If you have comments or suggestions, please let me know.

I also have a Canvas course shell and unit slides that I am willing to share upon request. However, they are not completely polished related to Open and universal design, so they are not yet freely available. Just let me know if you want copies to learn from or adapt.

I can be reached at Kimberly Puttman, kimaputtman@gmail.com, or through Open Oregon Educational Resources.

Unit	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Method	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
	Students will be able to do these <i>specific things</i> , which link to bigger course-level learning objectives	Students will express or demonstrate their learning in these ways... Students will get formative feedback on their efforts via...(ex: rubrics, quiz answer explanations, global video announcements, walkthroughs of sample student work, 1:1 conferences)	Students will do these activities to interact with other students, course content, and the instructor...		Students will complete these readings and/or access these videos and course materials.
1: Welcome to Diversity and Social Justice	<ul style="list-style-type: none">• Define core concepts in sociology, diversity, and social justice• Differentiate social identity and social location• Apply a social justice model to a current issue	Tech and Syllabus Quiz Opening Question Unit 1 Reflection Key terms: Diversity, Social Identity, Social Location, Social Justice, Power, Privilege, Oppression, Model	What is diversity? What is identity? What is a model? Why is it powerful? Where do we see challenges to diversity today? Syllabus Classroom agreements	What is Power? What is Social Location? What is social justice?	Readings: <u>Privilege, Power and Difference 3rd edition</u> - Allan Johnson, The Social Construction of Difference, p 17-27 <u>Readings</u> : Theoretical Foundations for Social Justice Education p 34 – 40 <u>White Privilege and Male Privilege</u> - Peggy McIntosh Video: <u>Eliminating Microaggressions: The Next Level of Inclusion</u> Tiffany Alvoid TEDxOakland - 8:59 min <u>Social Identities</u> – Open Educational Resources 12:25 min

					<p>Model: 2.4 Theories and Models</p> <p><u>Readings:</u> Features of Oppression – Figure 6.1 page 35</p> <p>Inequality and Interdependence: Social Identity Wheel and Wheel of Power and Privilege</p> <p>Current Issue: Discrimination Is Alive and Well in Lincoln County - Brown Roundup Letter (not reproduced here)</p> <p>Oregon is a Sanctuary State</p>
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
2: Teaching and Learning for Social Justice	<ul style="list-style-type: none">• Differentiate Diversity and Social Justice Approaches to Education• Articulate personal learning styles and those of others• Apply the concept of sociological imagination to social justice pedagogy• Compare the pedagogical models of banking, and engaged pedagogy	<p>Opening Activity:</p> <p>Reflection Units 2</p> <p>Teaching for Justice: Pick a Topic</p> <p>Key Terms: Pedagogy, Banking Model, learning style, sociological imagination, engaged pedagogy</p>	<p>Small Group: Compare and Contrast Diversity and Social Justice using reading</p> <p>Student Skill: Create and Share Slides/Review slide quality</p> <p>Small Group: Create a slide that compares the banking model and engaged pedagogy</p>	NA	<p>Readings: What is social Justice Education?</p> <p><u>Readings:</u> The Cycle of Liberation - Bobbie Harro, pp 618-625</p> <p>Teaching To Transgress, bell hooks, Chapter 1: Engaged Pedagogy</p> <p>Pedagogy of the Oppressed - Paolo Friere, page 71-79</p>

			<p>Review Lesson Plan Template – Discuss: Activities that engage students based on learning style</p> <p>Student Skill: Find and Cite Key Terms</p>		<p>Inequality and Interdependence: Sociological Imagination: Section 1.2.2 Beyond Individual Experience</p> <p>Activity</p> <p>What Kind of Learner Are You Quiz</p> <p>Optional Materials</p> <p>A Sample Lesson Plan Using All Learning Styles</p> <p>Video:</p> <p>bell hooks on Paolo Freire Snapshot of bell hooks</p> <p>Model:</p> <p>Banking model of Education (image included in course slides)</p>
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
3 Economic Justice	<ul style="list-style-type: none"> Apply the concept of class, stratification, conflict theory, and intersectionality to describe economic inequality in the United States Use the model of the social class ladder to explain 	<p>Opening Activity</p> <p>Reflection Unit 3</p> <p>Key terms: Capitalism, Stratification, social class, the 1%, solidarity dividend, conflict theory, gender pay gap, strike, collective action, wealth,</p>	<p>Key Issue: Do you make enough money? Example: Portland Teacher’s Strike</p> <p>Model: The Social Class Ladder</p> <p>How do Class and Stratification help us explain inequality? -</p>	<p>Student skill – Reading source material</p> <p>What does economic justice look like? Fight for \$15</p> <p>What is the Solidarity Dividend?</p>	<p>Core Issue: Do you make enough money?</p> <p>Issue (1 of 2)</p> <p>Video: Portland Teachers Strike</p> <p>What Did Portland Teachers Win?</p> <p>Basics (2 of 4)</p>

	<p>social mobility within and between generations</p> <ul style="list-style-type: none">• Evaluate economic data to compare measures of economic inequality across race, class, and gender• Define the concept of the solidarity dividend as it applies to effective collective action.• Explain the difference between intention and impact and their relationship to social justice	<p>income, intersectionality theory, labor union, intent and impact</p>	<p>Conflict Theory, Intersectionality</p> <p>Research Sprint – 2 Pew Articles</p>	<p>National Alliance of Domestic Workers</p> <p>Intention vs Impact</p>	<p>Inequality and Interdependence: What is Social Stratification?</p> <p>Inequality and Interdependence: Unpacking Oppression and Equalizing Justice</p> <p>Home Economics: The Invisible and Unregulated World of Domestic Work pages ix-5 All of History is Class Struggle (Chapter 1)</p> <p>Video: Intersectionality: Kimberlé Crenshaw The 2020 MAKERS Conference Video (13:45 minutes)</p> <p>Model:</p> <p>The Social Class Ladder from Inequality and Interdependence: Unpacking Oppression and Equalizing Justice</p> <p>Intersectional Economic Inequality (1 of 2) Data: Wealth and Income by Race and Ethnicity – Pew Research</p> <p>Data: The Enduring Grip of the Gender Pay Gap</p>
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					<p>Activism (1 of 4)</p> <p>Activism Reading – The Solidarity Dividend – Fight for \$15</p> <p>Activism Video: The Cost of Racism – Solidarity Dividend</p> <p>Blog: Domestic Workers Bill of Rights</p> <p>Website: National Domestic Workers Alliance</p> <p>Intention vs Impact: Intent vs. Impact: Why Your Intentions Don't Really Matter</p>
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
4. Racial Justice	<ul style="list-style-type: none"> • Use the sociological concept of social construction to understand how race and other social identities are socially constructed • Apply critical race theory model to interpret inequality in housing • Relate historical and generational oppression to 	<p>Opening Activity:</p> <p>Unit 4: Opening Question</p> <p>Unit 4 Reflection</p> <p>Key Terms: race, racist, antiracist, enslaver, social construction, critical race theory, mixed race, redlining, Fair Housing Act, intermarriage, heteropatriarchy, white supremacy</p>	<p>Student teach for justice</p> <p>Flip the model: What collective action, individual agency, or changes in law, policy, or practice improved housing justice?</p>	<p>Social Construction of Race – Video: Mixed Race</p> <p>Research Sprint: Housing and Justice</p> <p>Antiracism for racial justice</p>	<p>Core Readings: 1 of 3</p> <p>Heteropatriarchy and the Three Pillars of White Supremacy: Rethinking Women of Color Organizing - Andrea Smith - DOI https://doi.org/10.1215/9780822373445-007</p> <p>My Class Didn't Trump My Race - Robin DiAngelo</p>

	<p>current issues in housing inequality</p> <ul style="list-style-type: none">• Evaluate the effect of housing laws, policies, and practices on housing equity• Identify personal and societal antiracist ideas and actions that support racial justice	<p>Start Using the Assignments:</p> <ul style="list-style-type: none">• Teach For Justice: Lesson Plan• Teach for Justice: Meet with Kim• Teach for Justice: Presentation			<p>Inequality and Interdependence: Structural Issues of Houselessness</p> <p>Videos: At least 1 Redefining Race and Ethnicity Social Construction of Difference What Critical Race Theory Actually Is or Isn't</p> <p>Model: Required Racist Policies, Racist Inequities, and Racist Ideas in Housing (Figure 6.18)</p> <p>Current Issue: At least one, depending on reflection Oregon State of The State's Housing 2024 – report/Data A History of Housing Policy Through a Racial Equity Lens – timeline/website US Home Ownership Rates by Race/Ethnicity – Federal Reserve Bank based on US Census.</p>
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					Rev. Dr. Martin Luther King and Housing Justice - blog Social Justice: Required How to be an anti-racist - Kendi Chapter 1: Definitions The Case for Reparations - Coates, The Atlantic - paywall
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
5. Immigration Justice	<ul style="list-style-type: none"> Explain how definitions of ethnicity have changed over time. Apply concepts of socialization to describe your own ethnicity Adapt the model of racist ideas/racist policies to understand inequality for Latino/a/x's Compare the concepts of bridging, belonging, and othering to analyze inequality in citizenship Create an action plan for immigrant justice in our community that supports 	Opening Activity Reflection Key Terms List Key terms: Belonging, Birthright citizenship, bridging, mixed status family, ethnicity, othering, immigration, immigration industrial complex, stereotype, socialization, El Mundo Zurdo, mestiza, Hispanic, Latino(a) (x)	<ul style="list-style-type: none"> Student Teach for Justice What is Ethnicity: The Intersections of Citizenship, Origin, and Belonging Ethnicity and Socialization Adapting a Model 	<ul style="list-style-type: none"> Bridging, Belonging, and Othering Building an Action Plan 	Readings – 1 of 4 La Conciencia de la Mestiza: Toward a New Consciousness from Borderlands - Gloria Anzuldúa p 77-83 Bridging to Belonging - Presentation Slides Sociology in Everyday Life: Race and Identities Sociology in Everyday Life: Theories of Self and Identity Videos – 2 of 6 Who Belongs? Family Stories of Immigration [YouTube]

	immigrant families, community institutions, and the bigger world.				<p>A Conversation With Latinos on Race</p> <p>WE HAVE RIGHTS: Inside Our Homes (English)</p> <p>TENEMOS DERECHOS: En Nuestras Comunidades, En Nuestras Calles (Spanish)</p> <p>Can the US Economy Survive Mass Deportations (14:05 minute news video)</p> <p>The Law that broke US immigration. (video)</p> <p>Theory - 1 of 3 Gloria Anzaldúa's El Mundo Zurdo: Exploring a relational feminist theology of interconnectedness</p> <p>Building Bridges, Transforming Loss, Shaping New Dialogues: Anzaldúan Studies for the Twenty-First Century - p 8-15</p> <p>The Immigration Industrial Complex: Why We Enforce Immigration Policies Destined to Fail - Tanya Golash-Boza</p>
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					<p>Model: We use class time to adapt the model from last week to immigration/labor and Latinx.</p> <p>Latino Civil Rights Timeline, 1903 to 2006</p> <p>Religion and Capitalism as Motivators for Colonial Exploitation</p> <p>The Impact of Media Stereotypes on Opinions and Attitudes toward Latinos</p> <p>Current Issue: 1</p> <p>Trump wants to end birthright citizenship. That’s easier said than done – news article</p> <p>Social Justice 1 of 4</p> <p>Know Your Rights/Conozca Sus Derechos</p> <p>Oregon Sanctuary Promise - Community Toolkit – state website</p> <p>Understanding Sanctuary Schools- report/toolkit</p> <p>Latino Freeze Movement - Website</p>
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	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
6. Reproductive and Relationship Justice	<ul style="list-style-type: none"> Differentiate gender, gender identity, gender expression, sex (assigned at birth), and sexual orientation in personal and sociological understandings of Sexual Orientation and Gender Identity Examine the connection between laws and policies related to reproductive justice and maternal health outcomes Apply the sociological concepts of culture to understand inequality, violence, and resistance in reproductive and relationship justice. Describe how feminism, womanism, mujeristas, and abolitionist feminists differ in their explanations of reproductive and relationship justice Apply the model of the patriarchal tree to analyze 	<p>Opening Activity</p> <p>Reflection</p> <p>Key Terms: gender identity, gender expression, sex (assigned at birth), non-binary, sexual orientation, LGBTQIA+, doing gender, intimate partner violence, social control, feminist sociology, womanist, culture, transgender, mujerista, abolitionist feminism</p>	<ul style="list-style-type: none"> Student Teach for Justice Doing Gender Considering Sexual Identity Small Group: The Heterosexual Questionnaire 	<ul style="list-style-type: none"> Reproductive Justice Relationship Justice Small Group: Change Through Culture Modeling Patriarchy Feminism, Womanism and Mujeristas 	<p>Readings (1 of 3)</p> <p>A Movement to End Sexist Oppression, From Where We Stand: Class Matters – bell hooks</p> <p>“What Is This Thing Called Patriarchy?” from The Gender Knot: Unravelling Our Patriarchal Legacy, 3rd Edition - Allan Johnson (P 3-15)</p> <p>“Generation LGBTQIA” Michael Schulman Jan 9 2013, NY Times (Paywall)</p> <p>Videos (1 of 5)</p> <ul style="list-style-type: none"> A Cup of Tea and Consent [Streaming Video] (some adult language) What is Gender? - Judith Butler 13:28 minutes #MeToo is a movement not a moment – Ted Talk 16:05 minutes Feminism and Abolition - Angela Davis and Beth Ritchie Outliers and Outlaws: The Eugene Lesbian

	<p>current issues in reproductive and relationship justice</p> <ul style="list-style-type: none">Analyze the effectiveness of historical and current collective actions to end discrimination and violence based on gender and sexuality				<p>History Project Digital Exhibit – many videos</p> <ul style="list-style-type: none">I Am Willing – Holly Near – Art and ActivismWhat does Two Spirit mean? video <p>Data/Sociology – 1 of 5</p> <ul style="list-style-type: none">Introduction: Womanist and Mujerista PsychologyThe Personal is the PoliticalCombahee River Collective StatementAin't I a Woman – Sojourner TruthGender and Culture (Policy and Data Website)Beyond the Binary: Doing Gender - Sociology Blog <p>Model: Required</p> <p>Unpacking Oppression, Embodying Justice – Patriarchal Tree</p> <p>Current Issues (2 of 7)</p>
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					Women’s Reproductive Rights and Adverse Birth Outcomes (Academic Article) Unlocking Oppression. Advocating for Justice: The Social Construction of Rape Reproductive Rights, Reproductive Justice (Academic article) A Closer Look: Roe v Wade Deconstructing Toxic Gender Roles Will Prevent Violence – blog This Is about People Dying: The Tactics of Early ACT UP and Lesbian Avengers in New York City - Blog Interview Because of Song – an archival Gallery- women’s music
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
7. Social Justice in Religion and Spirituality	Locate personal religious and spiritual beliefs within the wider context of the changing religious landscape in the United States	Opening Activity Reflection Key Terms List: religion, spirituality, interfaith/interspiritual, religious but not spiritual, religious none,	<ul style="list-style-type: none">• Student Teach for Justice• Sociology of Religion and Spirituality	<ul style="list-style-type: none">• Current Understandings of Religion• Black Liberation and Palestinian Liberation (small group)	Readings: One reading 30+ Examples of Christian Privilege (blog) Critical Reflections on the Interfaith Movement: A Social Justice Perspective December

	<p>Summarize sociological theoretical approaches to religion and spirituality</p> <p>Apply the social construction of maps to analyze relationships of power and religion.</p> <p>Connect Black Liberation struggles with historical and current religious/racial struggles in Israel and Palestine</p> <p>Explore how new ways of doing spirituality and interspirituality can fuel social justice</p>	<p>antisemitism, Zionism, anti-Zionism, decolonization of knowledge, ritual, Islamophobia, holiness code, syncretism</p>	<ul style="list-style-type: none">● Small Group: Who Believes What?● Mapping Religion (Small Group)● Classical Sociological Theories of Religion	<ul style="list-style-type: none">● Religion, Spirituality, and Social Justice	<p>2016, Journal of Diversity in Higher Education 11(2) DOI: 10.1037/dhe0000053</p> <p>Literacies of Refuge: “Pidiendo Posada” as Ritual of Justice – Academic Article</p> <p>Native American Religious Liberty: Five Hundred Years after Columbus 1993 Echo-Hawk, Walter R. https://doi.org/10.17953</p> <p>For more information on the connection between white supremacy and Christianity, read and watch “White Supremacist Ideas Have Historical Roots In U.S. Christianity” [Web Page].</p> <p>Videos: - Two videos</p> <p>For a take on how the television series <i>West Wing</i> introduced the Mercator projection, Gall-Peters projection, and McArthur’s Universal Corrective map into an episode, watch this scene.</p> <p>Valerie Kaur: Lessons of Revolutionary Love in a Time of Rage</p>
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					<p>https://www.youtube.com/watch?v=5ErKrSyUpEo (22 min)</p> <p>I Have a Dream Speech with Subtitles</p> <p>Día de los Muertos: Lake Pátzcuaro - 5 min Video</p> <p>Video: Looking Back: Rituals. https://www.pbs.org/wnet/religionandethics/2017/02/24/looking-back-rituals/34740/ 5:12 min</p> <p>St. Oscar Romero, watch "Oscar Romero [Streaming Video]</p> <p>The Role of the African-American Church in the Civil Rights Movement - 3:36</p> <p>Powwows and Pan Indian Movements</p> <p>Revolution of the Heart: The Dorothy Day Story – 3:10 min video</p> <p>Dia de Los Muertos - Immigrant Story</p> <p>Listen to the 2.5-minute video "What Do We Tell the Seven Generations?</p>
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					<p>The Condors Spiritual and Ecological Role Along the Klamath video</p> <p>Data/Sociology - One chart or graph and the WHY behind it</p> <p>Decline of Christianity in the U.S. Has Slowed, May Have Leveled Off – Pew Research</p> <p>Global Religions Futures Project 2022 – Pew/Templeton</p> <p>Models – One map or set of maps</p> <p>The Routledge Atlas of the Holocaust - Martin Gilbert (any map that shows the near genocide of Jewish people)</p> <p>Israel’s Borders Explained in Maps – BBC series of maps</p> <p>World’s Major Religions in one Map – World Economic Forum</p> <p>Native Land Digital - Native Land Project Canada</p> <p>Current Issue:</p>
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					Teaching Palestine Israel from the Perspective of Civil Rights and Black Power Activists (One article from page 8-23) Social Justice – One poem Poem: The Prison Cell - Mahmoud Darwish "Why are Muslims So..." by Detroit Team (Brave New Voices) Poem: Wild Geese - Mary Oliver Poem: Pandemic – Lynn Unger Poem: What Comes Next –Rosemerry Trommer
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
8. Disability Justice	<p>Compare the Intersectional identities of Black/Latinx and d/Deaf</p> <p>Apply the model of metaphor to explain how language shapes reality in the space of disability justice</p> <p>Use crip theory or symbolic interactionism to compare and contrast disability rights and disability justice</p>	<p>Opening Activity</p> <p>Reflection</p> <p>Key Terms List: disability, neurodivergence, health, social determinants of health, identity first language, person first language, d/Deaf, ableism, medical model of disability, social model of disability, crip theory, implicit bias, prejudice, discrimination, disability justice, disability rights, symbolic interactionism</p>	<ul style="list-style-type: none">● Student Teach for Justice● Black, Latinx, and d/Deaf (research sprint)● Social Determinants of Health and Ability/Disability● Implicit Bias, Prejudice, and Discrimination (small group)● The Power of Metaphor: Identity First and Person First Language	<ul style="list-style-type: none">● Crip Theory, Disability Rights and Disability Justice● Redesigning the World: Disability Justice	<p>Readings: Understanding Deafness: Not Everyone Wants to Be “Fixed” A. Ringo Aug 09 2013, The Atlantic (Paywall)</p> <p>Inequality and Interdependence: Neurodiversity</p> <p>Inequality and Interdependence: Unpacking oppression and enabling justice</p> <p>Inequality and Interdependence: Social Determinants of Health</p>

	<p>Analyze the relationship between implicit bias, prejudice, and discrimination.</p> <p>Explain how laws, policies, and practices apply to social determinants of health for people who are disabled</p> <p>Evaluate the effectiveness of strategies that increase full participation locally and beyond.</p>		<ul style="list-style-type: none">• Classical Sociological Theories of Religion		<p>Universal Design and Students with Autism: Best Practices That May Benefit All Students (short article)</p> <p>Videos</p> <p>An Analogy of Ableism [YouTube]</p> <p>What does Deaf Mean?</p> <p>Being a Deaf Student in a Mainstream School [YouTube]</p> <p>Neurodiversity Explained: What does "neurospicy" mean</p> <p>Data/Sociology:</p> <p>Sociology of Gender: Crip Theory,</p> <p>Sociology in Everyday Life: Symbolic Interactionism</p> <p>Implicit bias – Disability test</p> <p>Post-Secondary Achievement of Latinx Deaf People in the United States 2024</p> <p>Inequality and Interdependence: Deaf and Black: Intersectional Justice</p>
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					<p>10 facts on disability – United Nations, includes photo essay</p> <p>SSA info on disability</p> <p>Model: Metaphors and Analogies</p> <p>The Art of Changing Metaphors Rosemerry Wahtola Trommer TEDxPaonia - video</p> <p>Identity First Language</p> <p>Person-first language puts prisoners last David Mains TEDxKSU Salina - video</p> <p>Current Issue</p> <p>Celebrating the Americans with Disabilities Act (includes videos)</p> <p>Lincoln City opens its first inclusive and accessible playground, ‘where everybody finds their spot’ (news article)</p> <p>ODOT launches curb improvements in Lincoln City (news article)</p>
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					<p>Explore without Limits – Lincoln City Beaches blog</p> <p>Being Disabled is Expensive:</p> <p>The Extra Costs of Living with a Disability in the US: Resetting the Policy Table</p> <p>Social Justice</p> <p>Confronting Ableism on the Way to Justice</p> <p>Moving from Disability Rights to Disability Justice</p>
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
9. Justice in Aging	<p>Consider your own social location and the social location of others, particularly around age, race/ethnicity, and gender to understand environmental degradation and critical environmental justice</p> <p>Use the sociological concepts of Lifecourse, ageism, and adultism to explain opportunities and</p>	<p>Opening Activity</p> <p>Reflection</p> <p>Key terms: youth, elder, age group, lifecourse, cosmocentrism, anthropocentrism, worldview, indigenous, climate justice, adultism, ageism, colonialism, traditional ecological knowledge (TEK), critical environmental justice, ecofeminism, climate activism, individual agency</p>	<ul style="list-style-type: none">● Student Teach for Justice● How Do We Understand Age?: Life Course, Ageism and Adultism● What Does Worldview Have to Do With It? Colonization and Indigenous Knowledge (Small Group)	<ul style="list-style-type: none">● Youth, Elders, and Climate Activism (research sprint)	<p>Readings: 3 of 8</p> <p>Understanding Adultism - Bell (article)</p> <p>Age-Is: Another Form of Bigotry Robert N. Butler, MD The Gerontologist, Volume 9, Issue 4_Part_1, Winter 1969, Pages 243–246, https://doi.org/10.1093/geront/9.4_Part_1.243</p>

	<p>challenges in environmental justice</p> <p>Explain how the worldviews of anthropocentrism and cosmocentrism impact climate change and environmental justice.</p> <p>Compare the processes of colonialism and indigenous knowledge as drivers of climate change and support for healing climate change</p> <p>Evaluate individual agency and collective action from local to planetary scales related to youth and elder activism in climate change</p>		<ul style="list-style-type: none">Climate Change, Social Location, and Critical Environmental Justice		<p>From Keystone XL Pipeline to #DAPL: Jasilyn Charger, Water Protector from Cheyenne River Reservation - video and Interview text</p> <p>Youth Oppression as a Technology of Colonialism: Conceptual Frameworks and Possibilities for Social Justice Education Praxis Keri DeJong & Barbara J. Love Pages 489-508 Published online: 07 Aug 2015 https://doi.org/10.1080/10665684.2015.1057086</p> <p>Inequality and Interdependence: Unpacking Oppression, Living Justice - Lifecourse</p> <p>Inequality and Interdependence: Environmental Inequality and Culture – includes colonialism, worldview, and environment</p> <p>Inequality and Interdependence: Environmental Racism, Environmental Justice and Critical Environmental Justice</p> <p>Inequality and Interdependence: 8.5 Religion and Climate Justice: Saving Ourselves and Our Planet</p>
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					<p>Videos</p> <p>Unicef. N.d. “Young Climate Activists Demand Action and Inspire Hope.” Accessed April 30, 2022. https://www.unicef.org/stories/young-climate-activists-demand-action-inspire-hope.</p> <p>The Condor’s Spiritual and Ecological Role Along the Klamath Tending Nature</p> <p>Consider This: Robin Wall Kimmerer on the democracy of species - 1 hour</p> <p>Gender Inequality is Showing up in Climate Change – Ted Talk</p> <p>The Father of Environmental Justice Reflects on the Movement He Helped to Start - Scientific America 5:23 min</p> <p>The history of Earth Day 1970 to now - 5 min video</p> <p>Data/Sociology</p> <p>Ecofeminism: Understanding the Link between gender and the Climate Crisis blog</p>
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					<p>Most Latinos say climate change impacts their communities - Pew Research</p> <p>Exploring youth activism on climate change: dutiful, disruptive, and dangerous dissent academic article</p> <p>“Native Knowledge: What Ecologists Are Learning from Indigenous People.” <i>Yale Environment 360</i>, April 26, 2018. https://e360.yale.edu/features/native-knowledge-what-ecologists-are-learning-from-indigenous-people - academic article</p> <p>Visual Storytelling, Intergenerational Environmental Justice and Indigenous Sovereignty: Exploring Images and Stories amid a Contested Oil Pipeline Project – academic article</p> <p>Model – Cosmocentrism/Anthropocentrism/Worldview</p> <p>“A Worldview is Hard to Change” from Privilege, Power, and Difference, 3rd Edition, Allan Johnson, pp 135-141</p>
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					Current Issue/Social Justice Elders for Climate Action Taking Action Against Ageism - Social Justice Blog
	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
10. Working for Justice	<p>Evaluate sociological theories of social inequality and social justice</p> <p>Review the diverse models that depict oppression and justice</p> <p>Identify a social justice hero or movement that will support your ongoing commitment to social justice</p> <p>Create an imaginary social justice movement which would address oppressions</p> <p>Identify one personal action that will move the world toward justice</p>	<p>Opening Activity</p> <p>Key Terms List: Interlocking systems of oppression, ally</p> <p>Reflection</p>	<ul style="list-style-type: none">● Interlocking Systems of Oppression (lecture/discussion)● Create Your Own Social Movement (Small Group)● Class Survey	NA	<p>Readings</p> <ul style="list-style-type: none">● Combahee River Collective Statement● Interlocking Systems of Oppression - academic article● Understanding Allyship-blog - (related to gender and sexuality)● What I've learned as a White-Presenting Latina and a Call to Non-Black Latinx to engage in the Fight for Racial Equity (blog)● Explaining Privilege to a Broke White person (blog)

	Module-Level Learning Objectives	Assignments, Assessments, and Feedback Methods	Day 1 Agenda	Day 2 Agenda	Lecture Topics, Readings, and/or Other Resources
Finals Week	<ul style="list-style-type: none">• NA	NA	Last Class	NA	<Last Class> will be an end-of-term work session. If you are satisfied with your grade to that point, you do not need to attend. All work Due by

Class Activity Modalities

Jigsaw: Jigsaw Group Method (students present, no quiz) <https://www.cultofpedagogy.com/jigsaw-teaching-strategy/>

LD: Lecture/Discussion: Lecture/slides on a complex concept, large group discussions embedded in lecture

Think Pair Share:

Reflect: Student writes a one-minute paper on the topic; share highlights

Video: Video and Conversation: Play the video in class, large group discussion on related topic

Research Sprint: Look at data come to conclusions

Unit 1: Opening Questions

- Is diversity a strength in society? Why or why not?

Unit 2: Opening Questions

- Who was your favorite teacher? What did they do to engage you in learning?
- What learning style are you?

Unit 3: Opening questions

- Do you make enough money? What are some of the social forces that influence your wages?
- Have you ever been a member of a union? What benefits did you see? What problems did you have?
- The gig economy in the United States is growing. What does this mean for you?
- The economy of Lincoln City runs on tourism. How does this impact economic resilience for families?

Unit 4: Opening Questions

- Are you struggling with housing stability? How might your race or ethnicity play a role in this?
- When did you find out that you were <your race/ethnicity>? How did this knowledge change you?
- Is the concept of race biological or social? Support your answer, please.

Unit 5: Opening Questions

- Who decides who belongs? That is... who decides who lives and works in the United States?
- What is your own ethnicity? How did you learn about it? How do you express it?

Unit 6: Opening Questions

- How do you currently define your gender identity or sexuality? Has this identity changed over time?
- Do you call yourself a feminist? Why or why not?
- What is one change in law or policy that has increased justice for women, non-binary or queer people?
- The social construction of language helps us describe our reality. What words around gender and sexuality have been powerful in your own journey? Alternatively, which new words are confusing?

Unit 7: Opening Questions

- When you consider religion, or its sister word, spirituality, what comes up for you?
- How do you see religion or spirituality as a force for social change or social control?
- What do you already know about Israel and Gaza?

Unit 8: Opening Questions

- How likely do you think you are to become disabled in your lifetime? What might increase or decrease your chances?
- Can you always tell if someone is disabled? Why or why not?
- What is the difference between “I am deaf” and “I experience deafness”?
- Do you have an experience of disability you would like to share?

Unit 9: Opening Questions

- Who has a greater need for social justice, youth or elders? Why?
- What does it mean to say “Those who contribute the least suffer the most” when we think of climate justice?
- Why are youth at the forefront of climate activism? Do you know any of these leaders?
- How might social location impact oppression or justice in climate change?
- Have you ever taken any action to support climate justice?

Unit 10: Opening Questions

- Who is your social justice hero? Why?
- How have your ideas about diversity and social justice changed over the course of this class?
- Which model has helped you make the most sense of this material?
- Which sociological theory is most effective in explaining our social world?