

**UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**



FOUNDATIONS FOR SOCIAL JUSTICE: VALUES, DIVERSITY, POWER & OPPRESSION

Course Number: SW325

Unique Number: SW61280 /WGS 46855

Semester: Fall, 2017

Meeting Time: M/W 09:30-11:00

Classroom: SSW 2.118

Instructor's Name: Jelena Todic, MSW, LCSW

Office Number: SSW 3.122E

Phone Number: TBA

Office Hours: M/W 11:00-1:30 or by appointment

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CULTURAL DIVERSITY IN THE UNITED STATES

This course carries the flag for Cultural Diversity in the United States. Cultural Diversity courses are designed to increase your familiarity with the variety and richness of the American cultural experience. You should therefore expect a substantial portion of your grade to come from assignments covering the practices, beliefs, and histories of at least one U.S. cultural group that has experienced persistent marginalization.

STANDARDIZED COURSE DESCRIPTION

This course is based on the following assumptions: 1) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and increases risk factors for exposure to discrimination, economic deprivation, and oppression; 2) professional social work ethics and values demand culturally competent practices; 3) it is necessary for students to learn to apply social justice approaches to influence assessment, planning, access to resources, intervention, and research; and 4) professionals and programs have strategies to critically analyze distributive justice, human and civil rights, and global interconnections of oppression. There is an emphasis in this course on the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

STANDARDIZED COURSE OBJECTIVES

Upon completion of this course students will be able to:

- 1) Critique and apply culturally competent and social justice approaches to influence assessment, planning, access to resources, intervention, and research;
- 2) Demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations globally, as well as those prevalent in the southwestern region of the United States;
- 3) Understand the social construction of race and ethnicity, gender, and sexual orientation;

Note about Images. Images provided by Amplifier Foundation, a non-profit organization that raises the voices of grassroots movements through art and community engagement. All amplifier art is free and open source.

- 4) Examine the personal and professional use of self in ethical, culturally competent, and socially just social work practices and,
- 5) Assess the impact of discrimination (e.g. racism, sexism, heterosexism) and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice.

REQUIRED TEXTS AND MATERIALS

- Andersen, M.L. & Hill Collins, P. (2016). *Race, class & gender: An anthology, (9th ed.)*. Boston, MA: Cengage Learning.
- Kocka, J. (2016). *Capitalism: A short history*. (J.Riemer, Trans.). Princeton and Oxford: Princeton University Press.
- Reisch, M. & Andrews, J. (2001). *The road not taken: A history of radical social work in the United States*. New York, NY: Routledge.

Weekly readings can be accessed on Canvas.

Please note that this is a learning community. As a result, I may make modifications to the syllabus during the semester to meet our learning needs or respond to the current events. Any revised versions of the syllabus will be uploaded on Canvas.



TEACHING METHODS

This class is an opportunity to experience an equitable community and, as a result, grow our confidence in knowing that such communities are achievable in the broader society. We will establish our community norms collaboratively so that all of us can reflect, dialogue, disagree, and learn in an affirming environment. While all of us will be responsible for honoring our community norms, as the course instructor I will ultimately be responsible for managing differences and conflict that arise in the course.

This will be a dynamic course with minimal lecture or video time. Experiential activities and group dialogues allow us to analyze our circumstances collectively, see links between our own experience and historical and global processes, and develop a "big picture." Through this process we will have an opportunity to reflect more profoundly about our social identities, power, privilege, and structural inequalities in society and our own lives, always remaining connected to implications of our learning for social work.

Finally, the education process is not complete without action, personal or political. We will also have an opportunity to share a part of our learning process with the broader community through a public poster session and discussion dedicated to social justice movements.

COURSE ASSIGNMENTS

1. Preparation, attendance, and contribution (30 points)

Weekly mind maps: A mind map is a note-taking tool that organizes words, thoughts, ideas, tasks, activities, and more in the form of a diagram.

Each week we will focus on a broad social justice theme. The assigned materials (readings, films, podcasts, etc.) will help us explore that theme from different perspectives. **In order to fully partake and benefit from class exercises and discussions, it is necessary to review all the assigned materials before the class on Monday.** Turn in an image of your mind map via Canvas each Sunday by 6 pm.

Brief weekly reactions: Turn in a brief reaction about the week's theme (around 350 words) by Tuesday 6pm. This is an opportunity to integrate the readings, Monday class activity or discussion, and current events through informal writing.

Attendance and contribution: Because this learning community is a mutual responsibility of the instructor and the students, **full participation and attendance in this course is crucial.** Be prepared to demonstrate your familiarity with major concepts and ideas from the readings during class discussions and experiential learning activities. You will also help with small group discussion facilitation.

Experiential exercises and class discussions are an irreplaceable part of our learning experience. This experiential mode of learning depends on partnerships with other students and instructors, which means that we are not only responsible for our own learning process and professional development, but also for the learning process and professional development of others. Please notify me if you cannot attend.

3. Intersectionality and Liberation Reflections (10 points for each reflection)

Explore linkages and intersections of the course content through self-reflection at 8 weeks and at the end of the semester.

4. Exploring Social Justice Movements (35 points)

Through this multi-part assignment, we will explore social justice movements and their impact on social change. We will understand the historical context in which the movement emerged, organizing strategies used, perceived successes and failures, and the implications of lessons learned for social workers. Although I will assign you the social justice movement, you will be able to provide input about your preferences. I will do my best to ensure that all students explore a social justice movement they are excited about.

Part 1: Individual literature review paper (15 points). Conduct a literature review and write a 10-12 page paper, using at least 15 references and following a specific analytic framework, about your assigned social justice movement.

Part 2: Ignite presentation (10 points). You will now work with a partner who researched the same social justice movement to prepare and give a speedy presentation. Each Ignite team gets 20 slides, which automatically advance every 15 seconds. The result is a fast and fun presentation which lasts 5 minutes.

Part 3: Poster session (10 points). Work with your partner to prepare and present a poster about the social justice movement you researched this semester, using a pre-designed poster format. We will host a public session to share our posters and lessons learned.

5. Portfolio (5 points portfolio + 10 points assessment + 10 points for reflection)

Review and organize your materials from this course into a **portfolio**. Include in the portfolio your answers to a **10-question Course Assessment** (common assignment for all sections of the course) and your final **Intersectionality and Liberation Reflection**.

UNIVERSITY AND SCHOOL OF SOCIAL WORK POLICIES

THE UNIVERSITY OF TEXAS HONOR CODE

The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM

The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

UNANTICIPATED DISTRESS

Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION

Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

POLICY ON SCHOLASTIC DISHONESTY

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

USE OF COURSE MATERIALS

The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

DOCUMENTED DISABILITY STATEMENT

Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

RELIGIOUS HOLIDAYS

By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

TITLE IX REPORTING

In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

CAMPUS CARRY POLICY

The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

CLASSROOM CONFIDENTIALITY

Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS

Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

SAFETY

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

BEHAVIOR CONCERNS ADVICE LINE (BCAL)

If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental

Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

EMERGENCY EVACUATION POLICY

Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor's instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

GRADING SCALE

94.0 and Above	A
90.0 to 93.999	A-
87.0 to 89.999	B+
84.0 to 86.999	B
80.0 to 83.999	B-
77.0 to 79.999	C+
74.0 to 76.999	C
70.0 to 73.999	C-
67.0 to 69.999	D+
64.0 to 66.999	D
60.0 to 63.999	D-
Below 60.0	F

ADDITIONAL COURSE POLICIES AND RESOURCES

Student Evaluation

I will grade and return assignments in a timely manner and post grades on Canvas. If you are not satisfied with the grade you receive on assignments, you are welcome to continue to revise it until you are satisfied with the grade, provided that you turn in the assignment on time. Throughout the course I will provide you with ongoing feedback. You can also request informal feedback on work in progress.

The course grades are always based upon assigned work and clear performance criteria, not the content of your personal perspectives. I invite you to listen to the perspectives of others; freely express yourself; challenge your thinking and the thinking of others; deepen your awareness of diversity and social justice issues; and take action to address social injustice.

Late Assignments

It is important that you take control over your own learning. Turn in assignments at the beginning of class on the date they are due. If you finish each assignment by appointed day, you will make orderly progress toward our course objectives. I provide extensive written feedback for all assignments. If you do not turn your work on time, I will not be able to provide you with helpful feedback before you do the next assignment.

Course and Instructor Evaluation

We will have a mid-semester evaluation so that I can address issues and make necessary changes. Periodically, I will also collect quick positives (+) and “even better if-s” (EBI-s) at the end of the class to make sure I have a good sense of our progress.

Writing Resources

As social workers and change agents we must have good writing skills. These skills enable us to write effective op-eds and blogs to impact public opinion; letters to representatives to impact policies; grants to foundations to implement new programs; clear case notes and issue briefs; and articles and books that contribute to the body of knowledge that leads to social change. DiNitto Center for Career Services (SSW) (schedule through Steer Your Career) and The University Writing Center (PCL 2.330) provide useful and free writing consultations. I strongly encourage you to take advantage of these resources.

Library Resources

In addition to the extensive library social work collection, we have a librarian, Carolyn Cunningham, who manages this collection and offers a wide variety of consultation services. Schedule an appointment with her to learn more about the available resources and improve your literature review skills. You can email her at: carolynlouise@austin.utexas.edu

COURSE SCHEDULE


Please note that this is a learning community. As a result, I may make modifications to the syllabus during the semester to meet our learning needs or respond to the current events. Any revised versions of the syllabus will be uploaded on Canvas. Please see Canvas for the full bibliography and references of sources listed on the course schedule.

	DATE	THEME	ASSIGNED READING	ASSIGNMENT DUE
Week 1	8/30	Introductions, course overview & community norms	<ul style="list-style-type: none">○ Syllabus○ SSW’s Dean’s 2017 School Year Welcome Letter○ Podcast: Ruby Sales. Where does it hurt? On Being, NPR.	Pre-class reflection/assessment due by Tuesday 8/29, noon
Week 2	9/4 Labor Day- No class	Conceptual frameworks: What do we mean by culturally competent social work?	<ul style="list-style-type: none">○ Video: Brene Brown’s free 60 minute CE Course: Shame Shields○ Tatum. (2013). Who am I? In Adams et al. (pp. 6-9)○ Kirk & Okazawa-Rey. (2013). Who am I? Who are my people? In Adams et al. (pp.9-15)○ Johnson. (2013). The social construction of difference. In	Mind map and reaction due on Tuesday 9/5 by 6pm

	9/6		<ul style="list-style-type: none"> Adams et al. (pp.15-21). ○ Bell. (2013). Theoretical foundations. In Adams et al. (pp. 21-26) ○ Hardiman, Jackson, & Griffin. (2013). Conceptual foundations (pp.26-35) ○ Lorde, A. (1982). There is no hierarchy of oppression. ○ Text book: Andersen & Collins. (2016). Why race, class and gender still matter? (pp.1-14) 	
Week 3	9/11	Capitalism: What does it mean and why it matters for social justice?	<ul style="list-style-type: none"> ○ Kocka. (2016). Capitalism: A short history (pp. 1-16, 54-84). ○ Video: California Newsreel. (2003). RACE--The power of an illusion: Part 2 	Mind map due on 9/10 6pm
	9/13	Working definitions, merchant capitalism, and expansion		Reaction due on Tuesday 9/12 by 6pm
Week 4	9/18	Capitalism: What does it mean and why it matters for social justice?	<ul style="list-style-type: none"> ○ Kocka. (2016). Capitalism: A short history (pp. 95-145) ○ Video: California Newsreel. (2003). RACE--The power of an illusion: Part 3 ○ Klein, N. (2014). Hot money: How free market fundamentalism helped overheat the place (p.64-95) 	Mind map due on 9/17 6pm
	9/20	The capitalist era and neoliberalism		Reaction due on Tuesday 9/19 by 6pm
Week 5	9/25	Race, racism, ethnicity, immigration, & nationality	<ul style="list-style-type: none"> ○ Text book: Section A. Race & racism (pp. 51 – 94) & Section C. Ethnicity, immigration, and nationality (p.133-170) ○ Video: California Newsreel. (2003). RACE--The power of an illusion: Part 1 	Mind map due on 9/24 6pm
	9/27			Reaction due on Tuesday 9/27 by 6pm
Week 6	10/2 Mid-semester Evaluation – External facilitator ★	What is the effects of neoliberalism on social work? What is our relationship with social justice movements?	<ul style="list-style-type: none"> ○ Reisch & Andrews. (2001). Roots of radical social work in the Progressive Era (pp.13-35) ○ Reisch & Andrews. (2001). The revival of radicalism in social work (pp.135-167) ○ Reisch & Andrews. (2001). The redefinition of social work 	Individual literature review paper due on 10/2 by 9:30am

	10/4		<p>radicalism, 1970-1999 (pp. 167-189).</p> <ul style="list-style-type: none"> ○ Reisch & Andrews. (2001). Social work education and the neo-liberal challenge. ○ Mehrotra, Kimball, & Wahab. (2016). The brade that binds us. ○ McBeath. (2016). Re-envisioning macro social work practice. 	Mind map and reaction due on Tuesday 10/3 by 6pm
Week 7	10/9	Sex, gender, sexism & genderism	<ul style="list-style-type: none"> ○ Video: Crenshaw. (2016).The urgency of intersectionality. TED Talk. ○ Text book: Section D. Gender and sexism (pp. 170-211) ○ Grant, Mottet, Tanis. (2011). Injustice at every turn: A report of the National Transgender Discrimination Survey. ○ Serano. (2013). A word about words (pp. 8-20). On the outside looking in. 22-36 	Mind map due on 10/8 6pm
	10/11			Reaction due on Tuesday 10/11 by 6pm
Week 8	10/16	Sexuality and heterosexism	<ul style="list-style-type: none"> ○ Textbook. Section E. Sexuality and heterosexism (pp. 211 – 249) ○ Podcast: This American Life, CPR. (2002). 81 Words. 	Mind map due on 10/15 6pm
	10/18			Reaction due on Tuesday 10/17 by 6pm
Week 9	10/23	Work and economic transformation	<ul style="list-style-type: none"> ○ Text book: Section B. Class and inequality (pp.101-133) & Section A. Work and economic transformation (pp. 263-294) ○ Watch: Miller & Fitzgerald, producers) & Miller (Director). (2014). Poverty, Inc. 	Mind map due on 10/8 6pm
	10/25			Intersectionality and Liberation Reflections due on 10/23, 9:30am
Week 10	10/30	Families	<ul style="list-style-type: none"> ○ Text book. Section B. Families (pp. 294-327) ○ Video: California Newsreel. (2013). The raising of America: Early childhood and the future of our nation. 	Reaction due on Tuesday 10/24 by 6pm
	11/1			Mind map due on 10/29 6pm
				Reaction due on Tuesday 11/30 by 6pm

Week 11	11/6	Education	<ul style="list-style-type: none"> ○ Text book. Section C. Education (pp.327-363) ○ Skiba, Arredondo, & Rausch. (2014). New and developing research on disparities in discipline. ○ Vasquez & Holme (2013). Nearly 50-Years post-Jim Crow: Persisting and expansive school segregation for African American, Latina/o and ELL students in Texas. ○ Scott. & Holme. (2016). The political economy of market-based educational policies: Race and reform in urban school districts, 1915-2016 ○ Video: Frontline, PBS. (2014). Separate and unequal 	Mind map due on 11/5 6pm
	11/8 ★			Reaction due on Tuesday 11/07 by 6pm
Week 12	11/13	Bodies and Health: Social determinants of health	<ul style="list-style-type: none"> ○ Braveman. (2014). What are health disparities and health equity? We need to be clear. ○ Text book: Section E. Bodies, beauty, and sports. (pp. 390-408) ○ Hall et al. (2015). Implicit racial/ethnic bias among healthcare professionals and its influence of healthcare outcomes: A systematic review. ○ Walters et al. (2016). Health equity: Eradicating health inequalities for future generations (Grand Challenges for Social Work Initiative Working Paper No. 19) ○ AHRQ. (2017). 2016 National Healthcare Quality and Disparities Report. ○ Video: California Newsreel. (2009). Unnatural Causes, Part 1 ○ New York City Health and Hospitals. (2011). "To treat me, you have to know who I am" 	Mind map due on 11/12 6pm
	11/15			Reaction due on Tuesday 11/14 by 6pm

Week 13	11/20	Ignite: Social justice movements		Ignite presentation slides due by 11/19, 6pm
	11/22 No class- Thanksgiving holidays			
Week 14	11/27	The state and violence	<ul style="list-style-type: none"> Text book. Section F. The state and violence (pp. 408-443) Archambault II. (2016). Taking a stand at Standing rock. ACLU. (2014). War Comes Home: The Excessive Militarization of American Police, Executive Summary (pp. 2-8) Davis. (2016). Ferguson reminds us of the importance of a global context. Watch: 13th 	Mind map due on 11/26 by 6pm
	11/29			Reaction due on Tuesday 11/28 by 6pm
Week 15	12/4	Intersectional framework for change: What do we mean now by culturally competent social work?	<ul style="list-style-type: none"> Text book: Intersectional framework for change: From the local to global (pp. 443 – 501). 	Mind map due on 12/4, 6pm
	12/6			Reaction due on Tuesday 12/5 by 6pm
Week 16	Week 16 12/11	Poster session*, Closing, Evaluation		Poster due by 9:30am
Portfolios are due by 12/13, 1 pm, at a designated location, TBD.				

* Class to discuss the best time for the public poster session and discussion

★ Instructor attending a conference