Angelo State University
Department of Social Work
SWK 6363: Diversity and Multicultural Practice

Fall Semester: Aug. 24, 2019 to Dec. 11, 2020
Thursdays, 6:00 p.m.- 8:50 p.m., HHS 106

Instructor Contact Information

Andrew S. Rivera, LMSW
Adjunct Instructor of Social Work
E-Mail: arivera45@angelo.edu

Office Hours: Days, time, and location to be determined, and by appointment via Collaborate, Skype, or email

- Please note that emails received after 8 p.m. will be answered the following day.

Recycling and sustainability: Please consider if it is necessary to print. If so, please help our fragile environment by recycling this paper and others when finished. Thank you!

Course Description

This course provides an introduction to theoretical, practical, and policy issues related to race, ethnicity, and gender. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior. This course also includes a study of ablest values, attitudes, and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, class, gender identity, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self-concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these processes for social work practice are examined in terms of social work values, knowledge, and skills at the micro, mezzo, and macro levels of organizational behavior.
Student Learning Outcomes/Course Competencies: Social Work Knowledge, Values, and Skills

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant laws and regulations that may impact practice at the micro, mezzo, and macro levels. Social workers understand frameworks of ethical decision-making and how to apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize personal values and the distinction between personal and professional values. They also understand how their personal experiences and affective reactions influence their professional judgment and behavior. Social workers understand the profession’s history, its mission, and the roles and responsibilities of the profession. Social Workers also understand the role of other professions when engaged in inter-professional teams. Social workers recognize the importance of life-long learning and are committed to continually updating their skills to ensure they are relevant and effective. Social workers also understand emerging forms of technology and the ethical use of technology in social work practice.

Competency 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies, designed to eliminate oppressive structural barriers to ensure social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.
Required Texts:


Required Readings:

NASW Code of Ethics
https://www.socialworkers.org/About/Ethics/Code-of-Ethics
Texas State Board of Social Work Examiners Code of Conduct
https://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

*NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed).*

Grading Information

Grading Scale:

90 – 100 = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 or Below = F

Point Values, Description of Assignments and Examinations, and Associated Practice Behaviors:

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<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
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<tr>
<td>Class Participation</td>
<td>10%</td>
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<tr>
<td>Journal Submissions</td>
<td>20%</td>
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<tr>
<td>Exams</td>
<td>40%</td>
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<tr>
<td>Diversity Paper</td>
<td>30%</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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Class Participation 10%

You are expected to participate in class activities and discussions during each class session. Participation should demonstrate that you have completed the assigned readings and should be engaged in respectfully and thoughtfully.

Journal Submissions 20%

There will be 5 journal submissions worth 20 percent of your grade. Journal submissions will be graded on the following criteria; Critical thinking, integration of course content, adherence to the prompt, and grammar, spelling, and punctuation. Journal submissions are due at the start of class.

Diversity Paper 30%

Students will write a short paper based on their visit to a place that is out of their comfort zone. The paper is to be between 5-7 pages in length (excluding title and reference pages) and written according to APA requirements. Students will select a place to visit where they will not feel entirely comfortable, and after the visit, will write a paper detailing their experience. Students will be asked to support their work using at least 5 scholarly resources (e.g., peer reviewed journal articles, governmental studies, demographic research, creditable internet sources and so forth). Your course text can be used as a resources as well. You must include the following sections in your paper:

1. Introduction: include why you chose this particular experience that you are writing about, as well as the details of when and where it took place.
2. Your thoughts feelings, apprehensions, and preconceived notions prior to the experience
3. A detailed description of the experience, including your thoughts and feelings throughout the experience, interactions with others, etc.
4. Any – isms you noticed or experienced
5. What you learned from your experience
6. Make connections to the course materials including the videos, ppts, and textbook
7. Conclusion

Plagiarism is the presentation of someone else's information as though it were your own. If you use the words or ideas of another person; or if you use material from any source—whether a book, journal, magazine, newspaper, business publication, broadcast, speech, electronic media, or any other source, you must acknowledge that source. Plagiarism on the term paper will result in the student not receiving credit for her/his term paper, among other consequences.
Examinations  

There will be 2 examinations in this course. Each of these examinations is worth 20% of your total course grade. Each examination may cover assigned readings, ppts, and videos. Please note that the exams are timed and so it is imperative that you are familiar with the course material before attempting the exam. Each exam may include multiple choice, short answer, and short essay questions.

OTHER REQUIRED MATERIALS

- Computer with MAC or Windows Operating System
- High Speed Internet Access

NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (6th ed.).

Course Policies

- Please ask questions that are relevant to the course and feel free to utilize my office hours and e-mail. I am here to help you and I want you to succeed.

- Attendance Policy: An expectation of a professional social worker is that they are present in their practice setting. The expectation for students in a social work program is that they are motivated to learn and have evidenced dedication to their studies.

  There is no grade penalty for the first 3 absences (this is not an invite to miss class).

  - any additional absence will result in a loss of 10 points off of your total grade.
  - please refer to ASU policy regarding class attendance.
  - being more than 5 minutes late for class without prior notice and approval will count as an absence
  - Non-participation in class activities may affect your grade as stated in Grading Information listed above. Non-participation for an entire class session will also count as an absence.

- Late assignments are generally not accepted and are only accepted if the reason is pre-approved by the course instructor. Any late assignment that the instructor agrees to accept will lose points at 10% per day that it is late. Assignments are due at the beginning of class on the due date.
• **Make-up examinations** will be considered on a case by case basis and will only be allowed for university approved absences.

• All students are expected to follow the National Association of Social Workers **Code of Ethics**.

• Angelo State University expects its students to maintain complete **honesty and integrity** in their academic pursuits. Students are responsible for understanding the Academic Honor Code, which is available on the web at: [http://www.angelo.edu/forms/pdf/Honor_Code.pdf](http://www.angelo.edu/forms/pdf/Honor_Code.pdf)

• It is your responsibility to check your ASU **email and Blackboard** at least once daily. Assignments, clarifications, announcements, discussions, and exams will be communicated through email and blackboard. I encourage you to set up your mobile devices with the Blackboard app and to receive push alerts from your ASU email.

**Persons with Disabilities**

Persons with disabilities which may warrant academic accommodations must contact the Student Life Office, Room 112 University Center, in order to request such accommodations prior to their being implemented. You are encouraged to make this request early in the semester so that appropriate arrangements can be made. Additional information can be found at: [http://www.angelo.edu/services/student_life/disability.html](http://www.angelo.edu/services/student_life/disability.html)

**Course Schedule**

Assigned readings and videos should be completed by start of class on the dates listed.

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<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td><strong>Review Syllabus</strong></td>
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<tr>
<td>8/29/19</td>
<td>Read Chapter 1: Understanding Ourselves and Others</td>
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<td>From YouTube: View “Girl vs Woman”: Why Language Matters, Waverly Labs – A World Without Language Barriers and How You See Me (Why Labels Matter and at least one other episode)</td>
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<td>Week 2</td>
<td>Read Chapter 2: Understanding Prejudice and Its Causes</td>
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<td>9/5/19</td>
<td>Journal 1: Complete the Clarification Exercise on page 43 including the Follow-up Exercise Include you answers to the exercise and follow-up exercise in your journal entry.</td>
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<td>From YouTube: View – Before You Judge Someone</td>
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| Week 3 | Read Chapter 3: Communication, Conflict, and Conflict Resolution  
Journal 2: Cultures have different communication styles. Provide 2 examples of cross-cultural communication errors that you have experienced or seen. Discuss why cross-cultural communication errors occur and what could be done as social workers to avoid these problems.  
From YouTube: View - .abcNEWS Would You Stop Muslim Discrimination, “We’re not intimidated by hatefulness,” Jagmeet Singh responds, and Lady Gaga speak out for kindness at Mayor’s conference |
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Week 4 | Read Chapter 4: Immigration and Oppression: The Assault on Cultural and Language Diversity  
From YouTube: View – Don’t Deport my Parents and A Conversation with Latinos on Race |
| 9/19/19 |  
Week 5 | Read Chapter 5: Race and Oppression: The Experiences of People of Color in America  
From YouTube: On Reservations, At-Risk Native American Youths Find Few Places to Turn and What You Don’t Know About the Black Panthers |
| 9/26/19 |  
Week 6 | Read Chapter 6: Religion and Oppression: The Struggle for Religious Freedom  
Journal 3: Discuss the terms “Atheism” and “Deism”. How are these concepts evident in today’s society? Provide at least one specific example of each term. Please tie your responses to the course text, videos, etc. |
| 10/3/19 |  
Week 7 | Read Chapter 7: Rejecting Oppressive Relationships: The Logic of Cultural Pluralism in a Diverse Society  
From YouTube: View –Latinos and Identity-Why Labels Don’t Fit  
Exam 1 (1-7) Opens Friday 10/9 @ 8 am; closes Mon. 10/12 end of day |
| 10/10/19 |  
Week 8 | Read Chapter 8: Racism: Confronting a Legacy of White Domination in America. Read the article “White Privilege-Unpacking the Invisible Knapsack” by Peggy McIntosh (link below)  
https://www.racialequitytools.org/resourcefiles/mcintosh.pdf  
Journal 4:  
After reading the article, discuss what two key points the author makes about white privilege. Provide 2 examples of white privilege that you have seen or experienced. How can we as social workers address the issue of white privilege?  
From YouTube: View – Power Privilege and Oppression by University of Denver School of Social Work |
| 10/17/19 |
| Week 9 | Read Chapter 9: Classism: Misperceptions and Myths  
From YouTube: View – Poverty rates surge in American suburbs, and For millions, underemployment is a new normal by PBS, and The 99% is a Myth by the Atlantic |
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| Week 10 | Read Chapter 10: Sexism: Where the Personal Becomes Political  
From YouTube: View – The dark secret behind sexist advertisements by Natalia Ortiz Hazarian and The Bechdel Test- Everything You Need To Know  
Diversity Paper due 10/31 at the beginning of class. |
| 10/31/19 |  |
| Week 11 | Read Chapter 11: Heterosexism: Challenging the Heterosexual Assumption  
From YouTube: View – LGBT Discrimination: Last Week Tonight, Crawford Jamieson Gay Rights Debate Oxford Union, and The New Frontier of LGBTQ Civil Rights by Vox |
| 11/7/19 |  |
| Week 12 | Read Chapter 12: Ableism: Disability Does Not Mean Inability  
From YouTube: View – I’m Not Your Inspiration by Stella Young, I got 99 problems and palsy is just one of them by Maysoon Zayid, and An Animated Story of a boy who hates his disabled dog |
| 11/14/19 |  |
| Week 13 | Read Chapter 13: Pluralism in Schools: The Promise of Multicultural Education  
From YouTube: View – How Studying Privilege Systems Can Strengthen Compassion by Peggy McIntosh, Diversity in the Classroom: Conflict sparks anger |
| 11/21/19 |  |
| Week 14 | Journal 5: Reflect and provide 2 examples of your own current, recent experiences that positively or negatively influenced your opinions and perceptions about heterosexism, homophobia, and transphobia. How were your beliefs and values about heterosexism, homophobia, and transphobia shaped by your childhood experiences with your friends, family, and school environment. Please tie your responses to the course material (DUE 12/5) |
| No class |  
11/28/19  
Thanksgiving Holiday |
| Week 15 | Read Chapter 14: Pluralism in Society  
From YouTube: View – Transgender Rights: Last Week Tonight, Transgender Couples: Three Couples Discuss How They Battle Discrimination, How ID Laws Can Put Transgender People in Danger |
| 12/5/19 |  |
| Week 16 | Final Exam |
| 12/12/19 |  |