Course Dates, Time, and Location

Fall Semester, 2019: August 26, 2019 to December 13, 2019
Online (Periodically we will meet in Collaborate for the purpose of class discussion)

Instructor Contact Information

Anne M. Scaggs, EdD, MSW, LCSW
Assistant Clinical Professor of Social Work
E-Mail: anne.scaggs@angelo.edu

Office Hours: M-F 12:00 pm - to 2:00 pm and by appointment via Collaborate, Skype, or email

- Please note that emails received after 6 p.m. will be reviewed and may be answered the following morning.

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

Course Description

This course provides an introduction to theoretical, practical, and policy issues related to race, ethnicity, and women. 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, 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:**


ISBN: 978-0-87101-447-4


ISBN: 978-0-13-519673-1

**Required Readings:**

NASW Code of Ethics

Texas Board of Social Work Examiners webpage (Code of Conduct & Scope of Practice)

**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:**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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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>40%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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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, and Grammar, Spelling, and Punctuation.

Diversity Paper 40%

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 resource 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 40%

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 will include
50 multiple choice questions drawn from a pool of over 70 questions so no 2 exams will be alike.

Testing via Respondus™ Monitor

Access to quizzes will be through Respondus™ Lockdown Browser and will be video recorded via Respondus™ Monitor [See Other Required Materials for a list of needed equipment]. Use of another electronic device is prohibited.

There are two practice quizzes: a) one is a Webcam test and b) a short 10 question practice quiz over ASU trivia that is not graded. These tools will be available to the student to assure accessibility. Students are highly encouraged to go through these practice quizzes in advance of taking a graded quiz. This process will allow you to become familiar with the technology associated with testing and improve the testing environment. These quizzes, instructional videos, and more information regarding Respondus Monitor can be found under the Respondus Monitor Help tab in your Blackboard course.

OTHER REQUIRED MATERIALS
· Computer with MAC or Windows Operating System
· High Speed Internet Access
· Ethernet Cable
· Webcam (Please note: a plug-in webcam allows the student to perform thorough environmental scans).

Refer to Angelo State University’s Distance Education website for further technology requirements: http://www.angelo.edu/distance_education.

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. 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.

• **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. Any assignment submitted any time after the deadline is late. Any in-class exercise missed due to an absence will result in a zero for that exercise.

• **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.

• Please see the course guidelines and expectations for additional information about what I expect of students.

**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)
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<thead>
<tr>
<th>Week/Dates</th>
<th>Lecture Topics/Readings/Assignments</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Review Syllabus</td>
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<tr>
<td>Aug. 26-30</td>
<td>Read Chapter 1: Understanding Ourselves and Others: Clarifying Values and Language</td>
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<td><em>From YouTube: View “Girl vs Woman”: Why Language Matters and Waverly Labs – A World Without Language Barriers</em></td>
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<td>Week 2</td>
<td>Read Chapter 2: Understanding Prejudice and Its Causes</td>
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<td>Sept. 2-6</td>
<td>Journal 1: Complete the Clarification Exercise on page 43. Once you are done, select an example of Avoidance, Denial, and Victim Blaming and explain why they are an example of each. Then rewrite them to be the fourth kind of statement. Due Friday, 9/6 eod</td>
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<td>Sept. 2 is Labor Day</td>
<td><em>From YouTube: View – Before You Judge Someone</em></td>
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<td>Week 3</td>
<td>Read Chapter 3: Communication, Conflict, and Conflict Resolution</td>
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<td>Sept. 9-13</td>
<td>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. Due Friday, 9/13 eod</td>
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<td><em>From YouTube: View - .abcNEWS Would You Stop Muslim Discrimination, “We’re not intimidated by hatefulness,” Jagmeet Singh</em></td>
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<td>Week 4</td>
<td>Read Chapter 4: Immigration and Oppression: The Assault on Cultural and Language Diversity</td>
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<td>Sept. 16-20</td>
<td><em>From YouTube: View – Are Mexicans Native Americans? And Don’t Deport my Parents</em></td>
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<td>Week 5</td>
<td>Read Chapter 5: Race and Oppression: The Experiences of People of Color in America</td>
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<td>Sept. 23-27</td>
<td><em>From YouTube: Residential Schools and Genocide in Canada, New Heritage Minute explores dark history of residential schools, How the Black Panthers Revolutionized Healthcare in the U.S.</em></td>
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<td>Week 6</td>
<td>Read Chapter 6: Religion and Oppression: The Struggle for Religious Freedom</td>
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<td>Sept 30-Oct 4</td>
<td>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. Due Friday, 10/4 eod</td>
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| Week 7  | Oct. 7-11 | Read Chapter 7: Rejecting Oppressive Relationships: The Logic of Cultural Pluralism in a Diverse Society  
*From YouTube: View – Love, alone, will not dismantle racism, When Labels Don’t Fit: Hispanics and their Views of Identity, and A mission to capture the full range of half-Japanese experience in 192 photos*  
Exam 1 (1-7) Opens Thursday, 10/10 @ 8 am; closes Sunday 10/13 end of day |
| Week 8  | Oct. 14-18 | Read Chapter 8: Racism: Confronting a Legacy of White Domination in America.  
Read the article “White Privilege-Unpacking the Invisible Knapsack” by Peggy McIntosh located in your course content.  
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? Due Friday, 10/18 eod  
*From YouTube: View – Jews vs. Arabs and White Privilege – Unpacking the Invisible Knapsack* |
| Week 9  | Oct. 21-25 | Read Chapter 9: Classism: Misperceptions and Myths About Income, Wealth, and Poverty  
*From YouTube: View – Poverty rated surge in American suburbs, For millions, underemployment is a new normal, and The one percent* |
| Week 10 | Oct. 28-Nov. 1 | Read Chapter 10: Sexism: Where the Personal Becomes Political  
*From YouTube: View – Do we live in a sexist country? and The dark secret behind sexist advertisements*  
Diversity Paper due 11/1 end of day |
| Week 11 | Nov. 4-8 | Read Chapter 11: Heterosexism: Challenging the Heterosexual Assumption  
*From YouTube: View – LGBT Discrimination: Last Week Tonight with John Oliver (HBO) and Crawford Jamieson Gay Rights Debate Oxford Union* |
| Week 12 | Nov. 11-15 | Read Chapter 12: Ableism: Disability Does Not Mean Inability  
*From YouTube: View – Stephen Hawking’s Death Sparks Conversation on Disability and Ableism, I got 99 problems and palsy is just one of them, Please give time to your elders. The Life will be more beautiful – Gandi Vines, and An Animated Story of a boy who hates his disabled doa* |
| Week 13 | Nov. 18-22 | Read Chapter 13: Pluralism in Schools: The Promise of Multicultural Education  
*From YouTube: View – How Studying Privilege Systems Can Strengthen Compassion: Peggy McIntosh at TEDx, New app to tackle racism in schools, and Educators Aiming to Empower Girls of Color* |
| Week 14  
| Nov. 25-29 | **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 text, videos, etc. Due Tuesday, 11/26 eod |
| Week 15  
| Dec. 2-6 | **Read Chapter 14: Pluralism in Society:** Creating Unity in a Diverse America  
*From YouTube: View – Heterosexism Homophobia for EFN 205, Cissexism, Transphobia, and Cisnormativity (Queer Vocabulary), and Refugee Defies ISIS with Ballet Refugee* |
| Week 16  
| Dec. 9-13 | **Final Exam (8-14) opens 12/6 @ 5 p.m. and closes 12/10 end of day** |