Course Information

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.

Course Credits
This course is offered face to face for 3 credit hours
Prerequisite and Co-requisite Courses
Prerequisite: Formal admission to the MSW program and good standing in the MSW program.

Prerequisite Skills
Accessing Internet websites, using ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the social work program.

Program Outcomes

Upon completion of the program of study for the Master’s degree in Social Work, the graduate will be prepared to practice as an advanced generalist in the field of social work as well as become licensed as a master’s level social worker.

Student Learning Outcomes

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 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

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
workers understand the role of other professions when engaged in interprofessional teams. Social workers recognize the importance of lifelong 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, because 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.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td>Professional Performance</td>
<td>Competency 1</td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Journal Submissions</td>
<td>Competency 1, 2 and 3</td>
</tr>
</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assignment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to Program Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>By completing all course requirements, students will be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Demonstrate Ethical and Professional Behavior</td>
<td>Exams</td>
<td>Competency 1 and 2</td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Engage with Individuals, Families, Groups, Organizations, and Communities</td>
<td>Diversity Paper</td>
<td>Competency 1, 2 and 3</td>
</tr>
<tr>
<td>• Engage Diversity and Difference in Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Advance Human Rights and Social, Economic, and Environmental Justice</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Course Delivery**

This is a face-to-face course with learning resources and supplemental materials posted in Blackboard. Exams and assignments will be submitted in Blackboard.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Required Texts and Materials


NOTE: All assignments submitted in this course are to be written in strict accordance with the Publication Manual of the American Psychological Association (7th ed.).

Required Readings
Texas State Board of Social Work Examiners Code of Conduct


https://www.dshs.state.tx.us/socialwork/sw_conduct.shtm

Topic Outline
See Blackboard for Module Outline

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc.

All communication, including in-class discussion, is to be conducted respectfully and professionally. This includes communication between the instructor and students as well as communication between students. Individuals who violate this guideline will receive one warning only. Further violations will result in a failing grade.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Grading

Evaluation and Grades
Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percent/Points of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Performance</td>
<td>10 %</td>
</tr>
<tr>
<td>Journal Submissions</td>
<td>20 %</td>
</tr>
<tr>
<td>Exams</td>
<td>40 %</td>
</tr>
<tr>
<td>Diversity Paper</td>
<td>30 %</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Grading System
Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:
- A = 90.00-100 points
- B = 80.00-89.99 points
- C = 70.00-79.99 points
- F = 0-69.99 points (Grades are not rounded up)

Teaching Strategies
Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved in (beyond the materials and lectures presented in the course) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Professional Performance 10%
Professional social workers are present in their practice setting. Students in a social work program are expected to be motivated to learn and to have a sense of dedication to their studies. Class will

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
begin and end at scheduled times. Students are to be on time and present for the duration of class. Other demands of your time (e.g., work, family, appointments, other courses, etc.) will be negotiated with this in mind. Students will demonstrate their full presence in class, physical and intellectual. Student must participate in class to receive credit for attendance.

**Journal Submissions**

You will submit 5 journal entries for this course. Journal submissions will be graded on the following criteria: Critical thinking, integration of course content (all entries must include at least 1 reference to the course text), adherence to the prompt, and grammar, spelling, format and punctuation. Journal submissions are due before the start of class, should be in APA format and should be submitted through Blackboard.

**Diversity Paper**

Students will write a short paper based on their visit to a place that is out of their comfort zone. The paper should 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. Describe 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. Describe any – isms (racism, sexism, classism, heterosexism, etc.) you noticed or experienced.
5. What did you learn from your experience?
6. Make connections to course materials including the videos, power points/lecture, and the textbook.
7. Conclusion

**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, power points, and lectures. Please note that the exams are timed and so it is imperative that you are familiar with the course material before attempting the exam. Exams will be completed via Blackboard using the Respondus Monitor and LockDown browser unless otherwise announced. You may not use notes, PowerPoint lectures, textbooks, or other materials to take the exam.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Assignment Submission
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at andrew.rivera@angelo.edu and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy
The course is set up on weekly modules. The week begins on Monday and ends on Sunday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. Failure to submit your assignments on the assigned date will result in no credit awarded for the assignment. No papers or postings will be accepted after the due date indicated in the syllabus unless the late assignment is due to a university approved absence defined in the graduate catalog.

Make-up work will be considered on a case by case basis and will only be allowed for university approved absences.

General Policies Related to This Course
All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)
- [Angelo State University Catalog](#)

Student Responsibility and Attendance
Attendance is expected and required. Students are expected to engage in course activities and submit work by due dates and times. Students will not be penalized for their first absence, but further missed classes will result in point deductions for each absence. Students are responsible for notifying the instructor when they will miss class.

Academic Integrity
Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university’s [Statement of Academic Integrity](#).

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford
Director of Student Disability Services
Office of Student Affairs
325-942-2047
dallas.swafford@angelo.edu
Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. Plagiarism is the action or practice of taking someone else’s work, idea, etc., and passing it off as one’s own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.7

Student Absence for Observance of Religious Holy Days
A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day8 for more information.

Copyright Policy
Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes
The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student’s responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University
Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State’s policy please visit: www.angelo.edu/title-ix.

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
# Course Schedule

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Topic/Assignments/Assessments DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Aug. 23</td>
<td>Welcome!</td>
</tr>
<tr>
<td></td>
<td>• Course Introduction, Syllabus Review, self-Intro</td>
</tr>
<tr>
<td></td>
<td>• <strong>Read Chapter 1</strong>: Understanding Ourselves and Others</td>
</tr>
<tr>
<td></td>
<td>• <strong>YouTube</strong>: View “Girl vs Woman” and “How You See Me (Why Labels Matter and at least one other episode)”</td>
</tr>
<tr>
<td>Week 2: Aug. 30</td>
<td>• <strong>Read Chapter 2</strong>: Understanding Prejudice and Its Causes</td>
</tr>
<tr>
<td></td>
<td>• <strong>Journal 1</strong>: Complete the Clarification Exercise on page 43 of the text including the Follow-up Exercise. Include your answers to the exercise and follow-up exercise in your journal entry. Due Sun at 11:59pm</td>
</tr>
<tr>
<td>Week 3: Sept. 6</td>
<td>• <strong>Read Chapter 3</strong>: Communication, Conflict, and Conflict Resolution</td>
</tr>
<tr>
<td></td>
<td>• <strong>Journal 2</strong>: Cultures have different communication styles. Provide 2 examples of cross-cultural communication errors that you have experienced or witnessed. Discuss why cross-cultural communication errors occur and what could be done as social workers to avoid and/or address these problems. Due Sun at 11:59pm</td>
</tr>
<tr>
<td>Week 4: Sept. 13</td>
<td>• <strong>Read Chapter 4</strong>: Immigration and Oppression: The Assault on Cultural and Language Diversity</td>
</tr>
<tr>
<td></td>
<td>• <strong>YouTube</strong>: “Don’t Deport my Parents” and “A Conversation with Latinos on Race”</td>
</tr>
<tr>
<td>Week 5: Sept. 20</td>
<td>• <strong>Read Chapter 5</strong>: Race and Oppression: The Experiences of People of Color in America</td>
</tr>
<tr>
<td>Week 6: Sept. 27</td>
<td>• <strong>Read Chapter 6</strong>: Religion and Oppression: The Struggle for Religious Freedom</td>
</tr>
<tr>
<td></td>
<td>• <strong>Read Chapter 7</strong>: Rejecting Oppressive Relationships: The Logic of Cultural Pluralism in a Diverse Society</td>
</tr>
<tr>
<td></td>
<td>• <strong>Journal 3</strong>: 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 material. Due Sunday at 11:59pm</td>
</tr>
</tbody>
</table>

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
<table>
<thead>
<tr>
<th>Week 7: Oct. 4</th>
<th>• Exam 1 (Covering Ch. 1-7) Opens Monday @ 8am and closes Wednesday at 11:59pm.</th>
</tr>
</thead>
</table>
| Week 8: Oct. 11 | • 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  
• YouTube: “Power Privilege and Oppression by University of Denver School of Social Work”  
• Journal 4: After reading the above article, discuss what two key points the author makes about white privilege. Provide 2 examples of white privilege that you have witnessed or experienced. How can we as social workers address the issue of white privilege? Due Sunday at 11:59pm |
| Week 9: Oct. 18 | • Read Chapter 9: Classism: Misperceptions and Myths  
• Bring article showing classism in our society |
| Week 10: Oct. 25 | • Read Chapter 10: Sexism: Where the Personal Becomes Political  
• Diversity Paper due Sunday at 11:59pm. |
| Week 11: Nov. 1 | • Read Chapter 11: Heterosexism: Challenging the Heterosexual Assumption |
| Week 12: Nov. 8 | • Read Chapter 12: Ableism: Disability Does Not Mean Inability  
• YouTube: “I’m Not Your Inspiration by Stella Young”, “I got 99 problems and palsy is just one of them by Maysoon Zayid” |
| Week 13: Nov. 15 | • Journal 5: Reflect and provide 2 examples of your own 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. Due Sun. at 11:59pm. |
| Week 14: Nov. 22 | • Read Chapter 13: Pluralism in Schools: The Promise of Multicultural Education  
• Read Chapter 14: Pluralism in Society: creating Unity in a Diverse America |

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
Week 15: Nov. 29
- Dead Week

Week 16: Dec. 6
Final Exams
- FINAL EXAMINATIONS!
- Final Exam Opens Monday at 8am and closes Tuesday at 11:59pm

Grading Rubrics

Student Evaluation of Faculty and Course
Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of

(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)
(The instructor reserves the right to modify this syllabus throughout the semester if necessary.)