



**UNIVERSITY OF NORTH CAROLINA WILMINGTON
SCHOOL OF SOCIAL WORK**

SYLLABUS

**SLWK 522: SOCIAL JUSTICE & DIVERSITY
Spring 2017**

Instructor: Peter V. Nguyen, Ph.D., LCSW
Phone: Office: 910.962.7642

Office hours: McNeill 3072; by appointment
Email: nguyenp@uncw.edu (preferred)

COURSE DESCRIPTION:

Course Catalog Description:

SWK 522 - Social Diversity and Social Work Practice (3) Implications of social diversity, including values, lifestyles, gender, socioeconomic status, ethnicity, culture, spirituality, and sexual orientation in the social work relationship.

Introduction and Course Rationale:

The initial premise of this course recognizes that the United States is a multicultural society and asserts that competent social work practice cannot occur without understanding how diversity strengthens and enriches us all. This course prepares students to work with diverse groups of people residing in the United States and in North Carolina, including racial and ethnic groups and other populations defined by gender, sexual orientation, income, physical and mental ability, age, and religion. Emphasis will be placed on defining and developing skills for culturally competent social work generalist practice with these populations through students' self-examination, experiential learning, and critical reading of class materials.

Course Objectives:

- This course analyzes the influences of oppression, institutional racism, and other oppressive structural forces on the lives of various racial, ethnic, religion, gender, level of ableness, class and sexual orientation groups (meets CSWE Educational Policies 3.1.1, 3.1.2, 3.1.3 as evidenced by the final paper and essays).
- It will enable students to understand the multiple identities and intersecting diversities within oneself and in the larger society. The course addresses this objective by raising the student's racial, ethnic, and cultural identity consciousness, as well as the student's awareness of clients' racial, ethnic and cultural issues (meets CSWE Educational Policies 2.1.4 as evidenced by the final paper and essays).
- These understandings will occur through the development of critical thinking skills in a manner which helps the students examine their own identity values and beliefs (meets CSWE Educational Policies 2.1.3, 2.1.6 as evidenced by the cultural paper and essays).
- As a result of the course readings, assignments, and class participation, students will be able to: Demonstrate an awareness of her/his own culture regarding race/ethnic origin, issues related to gender and sexual orientation, socioeconomic background, and sociocultural influences that affect the delivery of social services (meets CSWE Educational Policies 2.1.3, 2.1.6 as evidenced by the final paper and essays).
- Understand the relationship between social justice, equality, and multicultural social work practice (meets CSWE Educational Policies 2.1.4 as evidenced by the final paper and essays).

Academic Integrity and Honor Code

All members of the UNCW community are expected to follow the Academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will not be tolerated in the class. Please be especially familiar with the UNCW position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Adherence to the Academic Honor Code is consistent with adherence with the NASW *Code of Ethics*.

Accommodations for Students with Disabilities

Students who have a disability and need accommodations should notify the instructor ***by the end of the second week of this semester.*** In order to obtain such accommodations, the student must officially register with the Office of Disabilities Services located in DePaulo Hall (962-3746) and the instructor with a letter of accommodation which specifies the student's learning needs. Accommodations will be made based on the recommendations of Disabilities Services, and collaboration with the student, to determine how best to accommodate the student's learning concerns.

Violence and Harassment

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>.

The UNCW Statement on Diversity in the University Community

As an institution of higher learning, the University of North Carolina Wilmington represents a rich diversity of human beings among its faculty, staff, and students and is committed to maintaining a campus environment that values that diversity. Accordingly, the university supports policies, curricula, and co-curricular activities that encourage understanding of and appreciation for all members of its community and will not tolerate any harassment or disrespect for persons because of race, gender, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, political affiliation, marital status, or relationship to other university constituents.

Religious Observance Policy

North Carolina General Statute 116-11(3a) and UNC policy authorizes a minimum of two excused absences each academic year for religious observances required by the faith of a student. Students must submit a request for an excused absence, within SeaNet, seven days prior to the religious observance. The student shall be given the opportunity to make up any tests or other work missed due to an excused absence for a religious observance

UNCW Student Gender-Based/Sexual Misconduct Policy

UNCW takes all forms of interpersonal violence very seriously. When students disclose (verbally or in writing) to faculty or staff about sexual misconduct, domestic violence, dating violence and/or stalking against themselves or another student, this information **must be reported** to the administration in order to ensure that student's rights are protected, appropriate resources are offered, and the need for further investigation is explored to maintain campus safety. This means that if you tell the instructor about this kind of misconduct, the disclosure cannot remain confidential and the instructor must share that information. This is required by federal law and UNCW policy.

The following **three confidential resources** do not need to report interpersonal violence: UNCW CARE, the Student Health Center, and the Counseling Center. If you want to speak to someone in confidence, these resources are available, including CARE's 24-hour crisis line (910-512-4821). For more information, please visit www.uncw.edu/sexualmisconduct or www.uncw.edu/care.

REQUIRED BOOKS:

- Freire, P. (1996). *Pedagogy of the oppressed*. 20th Anniversary Edition. New York: Continuum Publishing Company. Or any edition.
- Latest APA manual

COURSE GROUND RULES:

In order to assure the safest, most honest explorations of the sensitive issues in a course focusing on oppression, discrimination and their consequences for all, the following ground rules will be in force:

1. We acknowledge that social inequalities and oppression exist.
2. We acknowledge that we have all been systematically exposed to misinformation about groups to which we and others belong.
3. We cannot be blamed for misinformation we have learned, but we must take responsibility for repeating it after we have learned otherwise.
4. We will not blame those who are oppressed for their oppression.
5. We will assume that people are doing the best they can.
6. We will actively pursue information about our own groups and those of others, share it with classmates and translate this knowledge into professional behavior.
7. We will not intentionally demean, devalue, or in any way "put down" people for their experiences, perceptions, questions, or comments.
8. We will respect the confidentiality of classroom discussions about specific individuals, groups, community organizations that could be identified in any way. This includes information that classroom colleagues share about themselves.

COURSE FORMAT:

The course format will be comprised of assigned reading, lectures, written assignments, a test, presentations, papers, guest speakers, documentary films, and ample class discussions. The students are expected to participate fully in all of the tasks mentioned above. Lectures and discussions may not cover all of the assigned reading but the students are expected to read all assignments in order to facilitate and participate in class discussion.

ATTENDANCE:

The participatory nature of this course leads to the expectation that each student attends every class in its entirety. Each student is expected to arrive at class on time as roll call will take place randomly. Tardiness can be a distraction and disruption to the class that is small in size such as this class. Please be on time. To uphold the integrity of the curriculum it is important that you attend class. Some exceptions may be made in the cases of extreme circumstances (i.e., death, hospitalization, etc...) but the student **must** discuss his/her situation with me prior to missing class. However, you will be **deducted one letter grade on your 3rd absence and on your 4th absence you will receive an automatic F for the course.**

ASSIGNMENTS AND EVALUATION:

Evaluation of Performance

Successful students are competent writers. The ability to effectively communicate your thoughts and ideas through writing is essential to your professional development as social workers. Written assignments will be evaluated for accomplishment of objectives of assignment, organization and clarity of discussion, demonstration of the ability to integrate and critically apply course content, and correct spelling, grammar and accurate use of APA style for references. More specifically, your assignments will be assessed according to the following criteria excerpted from Bentley (2006):

1. *COMPREHENSIVENESS*

Have all the aspects of the assignment been addressed? Have you sufficiently researched the issue using Internet and library resources, interviews, or other means in order to gain differing perspectives and full knowledge of the issue?

Does your response to the assignment leave the audience with the impression that major questions have been considered and important issues addressed? Has the paper/presentation been carefully proofread/practice/reviewed?

2. *FOCUS, ORGANIZATION, AND CLARITY*

Is your response to the assignment well focused and the purpose clearly stated? Is it well written and organized in a logical manner? Are there appropriate transitions between paragraphs and sections? Are the use of paragraphs, sentence structure, syntax, spelling, word choice and grammar of appropriate quality for a graduate student? Have headings been used to improve flow and readability? Have you addressed issues in a way that can be understood by someone unfamiliar with the issue, as well as someone knowledgeable about the particular topic?

3. *ORIGINALITY, CREATIVITY & DEPTH OF ANALYSIS*

Have you used your analytical skills in a way that suggests more than a restatement of what others have said about the issue? Have you evaluated, contrasted, and integrated different viewpoints and material on the subject in a way that shows that you have a thorough understanding of the issue? Have you identified gaps or suggested points that have not been addressed by others?

4. *REFERENCING*

Have you appropriately paraphrased other's ideas? Do you use quotes effectively? Are there a sufficient number of references? Have both the theoretical and empirical literatures on the subject been incorporated into the paper, and are they well integrated? Is there an appropriate mix of peer reviewed journals, articles and books; classic works and very recent publications? Has referencing in the body of the paper and at the end been done according to the guidelines of the American Psychological Association?

There are three assignments and one test in this course. The guidelines for main assignments are below. Students are expected to complete and email their assignments on the due date. Extensions and incompletes will only be granted in extenuating circumstances that are beyond the student's control and **must be discussed with the professor prior to the due dates**. Points will be deducted for assignments that are turned in late. Specifically, 10 points will be deducted per day late (10 minutes after due date) and the assignment will not be accepted after the second late day resulting in a 0 for the assignment. Plan your time wisely and stay on top of assignments. Additionally, there may be ungraded required activities or assignments in which the student is expected to participate.

The trick to doing well on these assignments is to: 1) start early, 2) think and stew your thoughts with research material, 3) write with deep thoughts complemented by citing research, examples or experiences. This does not mean being "wordy" but rather, thoughtful and precise and, 3) write well. **All papers will be confidential.**

Assignment 1 – Color of Fear Reflection paper	20.0%
Assignment 2 - Self Awareness and Professional Development paper	25.0%

Assignment 3 - Students become Teachers

20.0%

Assignment 4 - Freire test

35.0%

Grading Scale: Letter grades will be calculated as follows:

Letter Grade	Numerical Score
A	94.0-100%
A-	90.0-93.9%
B+	87.0-89.9%
B	84.0-86.9%
B-	80-83.9%
C+	77-79.9%
C	70-76.9%
F	69.9 & below
I	Incomplete

Please Note: A C- and D grade are not final grade options in graduate school.

CELL PHONE AND LAPTOP POLICY:

In my years of teaching this is the second time I am allowing students to use laptop during class. It failed miserably the first time as I found students Facebooking, messaging, surfing the web and even emailing me during class once. The reason I am allowing this another chance simply because I know each of you and think super highly of you and your character. Let's give this laptop thing another try!

Cell phone: No need at all but I understand that you may have some ongoing issues where you will need to answer the phone. Feel free to answer the call and talk outside of class. Otherwise, please do not be texting in class.

WEEKLY CLASS SCHEDULE

1/13	Intro to syllabus and Expectations
	Starting with the second class we will meet in Cameron Hall 211 on Thursdays from 12 – 2:45

1/19 & 1/26	NASW Code of Ethics
& 2/9 & 2/16	Introduction to Social Justice: Theories & Framework
	<i>Theories:</i> System, Conflict, Deficiencies, Acculturation/Assimilation, Strengths Perspective & Empowerment, Queer (Dr. Cramer (VCU), 2/2, TL1053) Feminist (Dr. Sutherland (UNCW), 2/16, TL1053)
	<i>Note:</i> We're meeting in TL1053 because I am recording these lectures and this is the room that allows such capability.
	Cycle of Oppression: Socialization and Liberation
	<i>Reading:</i> Osajima: Internalized racism (<i>example of your Students becomes Teachers assignment</i>)

2/9	<i>Guest speaker:</i> Kimberly Compton MSW, PhD student (VCU) – Macro Social Work
	<i>Film:</i> Unnatural causes

2/23	<i>Reading and presentations:</i> Pharr – The common elements of oppressions
& 3/2	(pay attention to the order) Frye - Oppression
& 3/16	Sensoy & DiAngelo - Privilege
	Ryan - Blaming the victim
	Rubin - Is this White country, or what?
	Chafe - Sex and race - The analogy of social control
	Ayvazian: Interrupting the cycle of oppression
	Kam – Back to the social in social work

3/9 **Spring Break: No class**

–

3/23 & 3/20 *Guest lecture: Tim Martin* – Liberation theology

& 3/30 & 4/6 Freire: *Pedagogy of the oppressed*

–

4/13 **Good Friday: No class**

4/20 Wrap

FREIRE TEST DUE VIA EMAIL AT 12 P.M. (NO LATER)

Students become Teachers

Social work is about working *with* the client and not for the client. At times, it is the client who teaches the social worker and they, themselves, may find the answers from within as they travel such pedagogical journey. This is a Freireian approach where the educator is never the “expert” and must have the humility to be taught by the students. This approach promotes confidence, advocacy and more importantly, critical thinking skills with individuals, groups, and communities.

Assignment: You will be assigned into groups. Each group will receive two articles (from class calendar below) to present a 40 minute (no more than 45 minutes) powerpoint presentation. Presentation needs to be submitted to me two days before presentation. I will upload the presentation onto Blackboard for your classmates to view ahead of time. All members need to equally participate in the presentation and especially the Q&A session (I write this because it’s usually one or two members who dominate Q&A).

In addition to the presentation’s introduction, agenda, and conclusion your presentation should include (any order you see fit as flow is important) the following criteria:

- 1) Summary of the two articles (you can do it separately and in sequence) or both at the same time. This depends on the construction of your presentation (5 points)
- 2) Relationship between the two articles (5 points)
- 3) Your social justice perspectives of the articles (opinions, agreements, disagreements, critical thoughts (this needs to be supported by research rather than just unsubstantiated comments. This means you’ll need to cite sources in your presentation). You will need at least three peer-reviewed sources and as many non-peer reviewed (books, government data, etc.) as needed (20 points).
- 4) Tie the articles’ contents to external world, national, and/or local events (present or past) (10 points).
- 5) Tie one related theory (doesn’t have to be from lectures) per article (20 points)
- 6) Prepare two in-depth questions (possibly from your lecture) for class discussion. An example of a type of question *not* to ask: “What is your opinion about the articles?” or “How do you feel about the articles?”. The purpose here is to facilitate critical thoughts (or even challenge current point of views) from your classmates (10 points).
- 7) Ability to answer questions from each non-presenting group in an intelligent manner (10 points) .
- 8) Presentation style, clarity of powerpoint slides, correct APA citation, flow, and timeliness (within the allotted time) (10 points).
- 9) *Non-presenting groups:* Please read the articles to be presented and pose one to two in-depth question to the presenting group (10 points). See #7 for a type of question not to ask.

The Color of Fear: A reflection

The purpose of this paper is for you to reflect upon watching The Color of Fear. Further, relate its relevance to today's issues and political climate. Finally, identify and exemplify social work's role in addressing the social issues cited in the documentary.

Please write a 5-page paper (not including Cover, Abstract and Reference pages) addressing the following criteria:

- 1) Your feelings upon finishing the movie;
- 2) Its relevance to today's issues and political climate;
- 3) Social work's role in addressing the issues cited in the documentary

Grading criteria:

- 1) Cover and abstract pages (5 points)
- 2) Introduction and conclusion (5 points)
- 3) Feelings upon finishing the movie (10 points)
- 4) Its relevance to today's issues and political climate (30 points)
- 5) Social work's role in addressing the issues cited in the documentary (needs at least 2 peer reviewed journal articles) (40 points)
- 6) Writing style, APA, spelling, flow and structure of paper, proper subheadings (10 points)

Self Awareness and Professional Development paper

Self-awareness and examination are extremely important in the field of social work since your counter-transference may have direct and at times, adverse impact on your clients. This paper focuses on one of your current prejudices or biases, its origin, its relations to social work and strategies of overcoming it.

Start with an introduction and end with a conclusion. In between, please address the following areas:

- 1) Please identify a current prejudice or bias of yours and expound on it by explaining its origin or how it was formed and your rationales behind this prejudice or bias. *(10 points)*
- 2) Give an example of a time when you perpetrated (overtly or covertly) this prejudice or bias. If you did not perpetrate this prejudices or bias, please describe a time when you witnessed someone else who perpetrated your same prejudice or bias. Describe this incident in detail. *(10 points)*
- 3) Provide the research to substantiate your positions. This section will need multiple references (at least 2 references) to substantiate your position or prove your bias. *(20 points)*
- 4) Provide the research to unsubstantiate your position. This section will need multiple references (at least 2 references) to unsubstantiate your position or disprove your bias. *(20 points)*
- 5) Relate your prejudice or bias to at least two social work values and ethical principles by using NASW Code of Ethics. *(10 points)*
- 6) Cite at least 2 strategies you would use to overcome this bias. This section requires research; therefore, needs references. Please provide strategies that are feasible. Further and most important, strategies need to address the root cause of bias rather than superficial suggestions. For example, cognitive changes are acceptable rather than just “I will attend workshops.” You need to put some deep thoughts into this section when addressing your biases. *(20 points)*
- 7) Introduction and conclusion *(5 points)*
- 8) Writing style, including grammar, sentence structure, APA citation, and conceptualization *(5 points)*

Citation: must use at least 8 references. Sources must come from scholarly journals (refereed or peer-reviewed) or books and not US Weekly, People, Time, US News & World Report, Wikipedia, etc. Government websites for statistics are ok to use but data must be from the last 7 years and not longer.

Page range: 10 to 12 (not including cover page, abstract, and reference page.)

