I. COURSE DOMAIN AND BOUNDARIES

The mandate of EBP to consider client factors compels us to identify the best available information about the experience of individuals from different cultures, social classes, sexual orientation, poverty, gender, and other factors essential to practice. It is critical that social workers have the ability to assess clients' values, preferences, and characteristics that are relevant to the issue at hand. This is partly a combination of learning about others (e.g., diversity, human behavior, etc.), an understanding the intersectionality of identity, and interpersonal skills. Even in cases in which a clinical social worker may be trained in a well-researched EBP, research may be incomplete regarding how to apply that intervention with clients who have differing cultural backgrounds. Dealing with potential tensions among evidence, practitioner judgment, and client situation is an advanced skill. This course prepares students to recognize these challenges and respond to them effectively by drawing on the best available evidence.

II. MSW COMPETENCIES ADDRESS IN THIS COURSE

| Demonstrate Ethical and Professional Behavior | C1 |
| Engage diversity and difference in practice. | C2 |
| Advance human rights and social and economic and environmental justice. | C3 |
| Engage in practice-informed research and research-informed practice. | C4 |
| Engage in policy practice | C5 |
| Engage with individuals, families, groups, organizations, and communities | C6 |
| Assess individuals, families, groups, organizations, and communities | C7 |
| Intervene with individuals, families, groups, organizations, and communities | C8 |
III.  BROWN SCHOOL ACADEMIC POLICIES

Academic Integrity: If a faculty member or student suspects that academic or professional integrity has been violated, they are required to submit an Academic Integrity or Professional Integrity Violation form found on Inside Brown for review by the Assistant Dean of the program. The Assistant Dean or designated representative will aid in the investigation of the violation, which includes but is not limited to gathering relevant evidence; conversations with the instructor, student(s) involved, witnesses, and others as necessary. Depending on the seriousness of the case, the Assistant Dean may choose to refer the matter directly to the University Student Conduct Board. This referral procedure will generally be followed if it is believed that the penalty is likely to involve suspension or expulsion from the University. The Assistant Dean for the program or designated representative will offer to meet privately with the student(s) against whom the complaint has been made. It is the student’s responsibility to familiarize themselves with the behaviors that constitute an academic integrity violation requiring referral.

Student Handbook 2019

Accommodations: If you have a learning, sensory, or physical disability or any other diagnosis that requires accommodations and/or assistance in lectures, reading, written assignments, and/or exam taking, please work with the Disability Resource Center, a University-wide resource that provides academic accommodations support and referrals. After requesting academic accommodations by providing appropriate documentation, students approved for accommodations will provide an Accommodation Letter to the instructor and are encouraged to work directly with the instructor to discuss specific course needs. The student’s Academic Advisor and/or the Assistant Dean for Academic Affairs can support a student through this process.

Pronouns: The Brown School embraces and promotes gender expansiveness as reflective of the lived experiences of many students, staff, faculty and members of our expanded community. The correct use of an individual’s pronouns is a critical part of an individual’s identity and of building an inclusive community. Students, faculty and staff are encouraged to use pronouns during introductions, are expected to use expressed pronouns of all Brown School community members, and are encouraged to apologize when mistakes are made. Educational resources are available at: https://campuslife.wustl.edu/lgbtqia/lgbt-resources/gender-pronouns/

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate these needs to your instructor who may refer you to the Brown Communications Lab. If you would like help seeking additional English language resources, please visit the Global
Programs Suite in Brown 309. You may also find the Academic Assistance resources available through the [Office for International Students and Scholars](#) to be helpful.

**Professional Use of Electronic Devices in the Classroom:** Computers or other electronic devices, including “smart pens” (devices with an embedded computer and digital audio recorder that records the classroom lecture/discussion and links that recording to the notes taken by the student), may be used by students at the discretion of the faculty member to support the learning activities in the classroom. These activities include taking notes and accessing course readings under discussion. If a student wishes to use a smart-pen or other electronic device to audio record lectures or class discussions, they must notify the instructor in advance of doing so. Permission to use recording devices is at the discretion of the instructor, unless this use is an accommodation approved by Disability Resources.

Nonacademic use of laptops and other devices and use of laptops or other devices for other coursework is distracting and seriously disrupts the learning process for other people in the classroom. Neither computers nor other electronic devices are to be used in the classroom during class for nonacademic reasons or for work on other coursework. Nonacademic use includes emailing, texting, social networking, playing games, instant messaging, and use of the Internet. Work on other coursework may include, but is not limited to, use of the Internet, writing papers, using statistical software, analyzing data, and working on quizzes or exams. The nonacademic use of cell phones during class time is prohibited, and they should be set on silent before class begins. In the case of an emergency, please step out of the room to take the call. The instructor has the right to hold students accountable for meeting these expectations, and failure to do so may result in a loss of participation or attendance points, a loss of the privilege of device use in the classroom, or being asked to leave the classroom.

**Religious Holidays:** The Brown School recognizes the individual student’s choice in observing religious holidays that occur during periods when classes are scheduled. Students are encouraged to arrange with their instructors to make up work missed as a result of religious observance, and instructors are asked to make every reasonable effort to accommodate such requests.

**V. READINGS**

Required texts:

VI. ORGANIZATION OF COURSE

Learning about diversity and social justice is supported when we engage in a process that is different from traditional educational experiences. It involves more than learning about other—usually “minority”—social groups. We each hold multiple social identities and have experiences influenced by power, privilege and oppression. We must learn more about ourselves in the context of systemic oppression, and reflect on how this impacts our interactions with others.

This 3 hour course will be held once a week and consist of interactive lectures, inter-group dialogue, work in dyads and small groups, and experiential exercises. Videotapes and guest lecturers/facilitators will also be used. The interactive and experiential format of this course is meant to provide an environment supportive of self-reflection and dialogue in order to understand the social and historical forces that shape our experiences. This understanding will lead to development of critical consciousness necessary for culturally competent, and therefore ethical, social work practice.

VII. ROLE OF FACULTY AND STUDENT

Learning about diversity and social justice is a lifelong process in which we are all teachers and learners. That process is described by Paolo Freire Pedagogy of the Oppressed as praxis: "reflection and action upon the world in order to transform it." This process is required for all of us in relation to our multiple identities, and is not one that ends upon completion of an assignment, a course, a certificate, or a degree.

The instructor will strive to foster a dynamic learning community in which all of us can reflect critically on our beliefs and perspectives and where multiple perspectives can be understood, respected, and critically examined. Students will honestly and respectfully evaluate the instructor, themselves, and each other.

Because we are all teachers and learners in building a learning community, full participation and attendance are required in this course. Experiential exercises and class discussion sessions are an irreplaceable part of your learning experience. This experiential learning mode of learning depends on partnerships with other students, which means that you are not only responsible for your own learning process and professional development, but also for the learning process and professional development of other students. Please notify the instructor if you cannot attend class.

In order to partake fully and benefit from the class exercises and discussions the assigned readings should be read before class. Students and the instructor will critically and connectedly reflect on our own and each other’s preparation, participation, and impact.

Throughout the course the instructor will provide you appropriate, timely feedback, and be available for consultation.
Please note that you will not be graded on the content of your perspective. You are invited to express yourself freely, challenge your thinking, listen to different perspectives, deepen your awareness of diversity and social justice issues and take action on your deepened awareness and new perspectives.

Professional Use of Technology during Class: While note-taking on computers can be an appropriate learning tool, it can also detract from attention to class discussions and the quality of participation. The instructor retains the right to ask students not to use computers during portions of the class. At all times, students are encouraged to consider the impact of their in-class use of computers on the learning environment for themselves, their classmates, and the instructor. Texting, checking e-mail, or using the computer or Internet for personal or non-class related purposes during class time is never appropriate and will be immediately addressed by the instructor. For additional information, please refer to the Brown School policy for electronic devices in the classroom in the student handbook section of Inside Brown.

English Language Proficiency: If your English language proficiency is such that you may need special assistance in lectures, reading, written assignments, and/or exam taking, please communicate those needs to the instructor who may refer you to the English Language Program (ELP), a University-wide resource which provides classes and academic English language support designed to increase non-native English speaking students’ English language proficiency and to facilitate their academic success at Washington University. You may also find the Academic Assistance resources available through the Office for International Students and Scholars to be helpful.

Extension policy: Extensions are available on all assignments if you request the extension at least 24 hours in advance. Five percent (5%) will automatically be deducted from the total assignment points. When you request an extension, you should provide a specific new deadline. Assignments are due at the beginning of class and will have one letter grade (or numeric equivalent) deducted for each unexcused school day late (assignments submitted after the beginning of class but within 24 hours will be deducted by one letter grade). An extension may be granted after a paper is late. In this case, penalties already accrued will still applied, but further deductions will not be assessed once the extension has been granted.

Class Attendance & Participation: Showing up is professional investment. You are expected to attend class. You cannot participate in class dialogues if you are not present. See assignment descriptions for more information on class participation. Please note: Disagreement with my position on any particular issue will NOT affect your grade.

E-mail: Please check your e-mail regularly. It is customary for social workers in most practice settings to have and be expected to use email to communicate professionally. I will use email to communicate with you outside of class. In addition, email is the best way to contact me outside of class and office hours.
Writing help: As agents of change we must develop good writing skills in order to contribute to the body of knowledge that leads to social change, write letters to editors to impact public opinion, write letters to elected representatives to impact policies, write grants that support programs directed at social change, etc. The Writing Center is an excellent resource to ensure the proper use of grammar, thoroughness of thought, and clear expression of ideas. Be sure that your papers and citations follow the APA format, unless otherwise noted.

VIII. ASSIGNMENTS AND GRADING CRITERIA

Assignments: The following is a description of the assignments of this course. Grades will be written as a fraction of the total possible points for that assignment (“1.7/2.0” or “4.3/5.0”). All assignments are due at the beginning of class (5:30 p.m.) unless otherwise noted.

A. Personal reflections 2-4 pages* 30% of grade
In order to enhance your learning and explore linkages and interconnections that emerge through the conceptual intersections of the course topics, you will spend some time critically reflecting on the readings, video and audio presentation, class activities, and discussions. You must reference at least 4 assigned readings for each reflection. These assignments are intended to provide an opportunity for you to explore your own process and progress in learning about social justice concepts, your own identities, and your own biases; therefore, they will be graded pass/fail. You will get full points as long as you answer all the questions listed below.

Each reflection should address ALL of the following questions:

- What have you learned about your privilege/target(border) identities?
- What have you learned about how you internalize oppression/advantage/border statuses?
- How do your identities intersect to affect your experience of privilege and oppression?
- What were your learning edges? What experience, information, or perspectives from class are/have been particularly challenging for you? Why?

Additionally, there are specific questions for specific reflections:
Reflection 1: Which of your identities are most salient to you? Which are least salient? What do you hope to learn during this class?
Reflections 2 & 3: What steps can you take to address the different social identities covered thus far? How might taking these steps affect your personal life? Your professional life?
Reflection 4: Review and re-read all of your class assignments to date. In what ways have you changed since the beginning of class? What questions remain? As you think about finishing this class, what supports will help you continue working on your own understanding of social justice? Which of these supports are you able and willing to use?

Style: First person. When referencing class readings or other materials, APA style guidelines should be used. However, please do not use a separate cover page, abstract, or references
You will only get full credit for a quality response, showing that you are wrestling with the concepts covered in class and readings. A quality response also reveals evidence that you are engaged and thinking seriously about diversity, social justice, and social work. For these 4 assignments you will not be graded on spelling, organizational, or grammatical errors, unless they make your thinking process difficult to follow.

See the course outline for the assigned framework and due dates. Please note that personal reflection papers will be handled in a confidential manner.
B. Peer facilitations 15% of grade
From class 3 through class 8, we will have peer-led discussions in small groups on assigned readings. From class 9 through class 14, a small group of students will discuss the assigned readings in a “fishbowl” manner, then lead a large class discussion. Each student will be expected to facilitate a conversation with a small group and in a fishbowl several times during the semester. You will receive your facilitation dates at the beginning of class.

C. Real World Application Papers 30% of grade
Three times throughout the semester, you will turn in a 2-3 page paper addressing one of the following topics (i.e., by the end of the semester you will have written one paper on each topic). You can choose the order in which you complete the assignments, but be prepared to turn one paper in on each due date. Use 1 inch margins, 12 point font, and 1.5 lines spacing.

1. Visit two specific Schnuck’s grocery stores, one located at 4171 Lindell Blvd. and the other one located at 10275 Clayton Road (Clayton and Lindbergh). Try to visit them at the same time of day (i.e., you go to one on Monday at 5pm, go to the other one on Tuesday at 5pm, or the next Monday at 5pm). Both are accessible by local bus transportation, though the one at Clayton and Lindbergh will be considerably longer bus ride. In a 2-page write up on the stores, include your observations about the buildings, customers, staff, store lay out, products, parking lot, service, and any other observations you had about your experience at the store. While visiting the stores, keep the diversity and social justice framework in mind and share those observations and possible implications for targeted communities.

2. Select a current piece of media (movie, TV show, video, song, play, etc.) and reflect on it using social justice concepts learned in class. This media does not need to be in English. Analyze both content and context using specific examples. While you will be reflecting on social justice concepts, for this reflection you must use simple language (e.g., no jargon).

3. Write about a real-world interaction you have had, in person or online, since the beginning of class. Choose an interaction in which you have either applied a skill learned in class, or noticed something related to social justice that you had not noticed before. Describe the interaction, what you did/did not do, what you were thinking and feeling at the time and afterwards, and whether you would do something similar or different in the future.

D. Moving Towards Liberation: Group Work 15% of grade
Presentation (10%) Throughout the semester small groups will be presenting on acts of resistance, and efforts, strategies, and visions for social change focused on issues of privilege, power, and human diversity, and aimed at creating inclusive and just communities. You will look at a strategy that was/is created or implemented by people within targeted identities to work towards liberation and social justice. The past as well as the present are filled with examples of incredible efforts and acts of courage that did and do create change. The strategy you choose must have been used by at least two different targeted groups during two different periods of time. The strategy may be intrapersonal or interpersonal, done as an individual or
done as a group. During your presentation you will explore a) how this strategy emerged, including other strategies that may have been used by the group(s) at the time, b) examples of how it has been used and by whom, c) stated purposes for choosing that strategy, d) pros and cons of that strategy, and d) results (intended and not) of that strategy.

You are free to choose your own group of three to four members with whom you will conduct a professional multimedia presentation. Use methods and materials (which may or may not be technological) that are engaging to your audience. **Because Powerpoint is often a hindrance in creating exciting, inspiring presentations, you are NOT allowed to use it.**

**Supplemental material (5%)**
Your group will also create a handout to facilitate student learning about the strategy you chose. Your handout should not simply be a reiteration of your presentation; rather, it should enhance your presentation and provide more concrete take-aways for participants.

**E: Class Participation**
10% of grade
I fully expect everyone to participate in class dialogue. The learning is not the same if only a few people speak all semester. We learn best when we learn from each other, and thus you will be graded on your participation.

**Grading Criteria:** Grading is based on the quality of the work you turn in. If you have questions about how to do an assignment or wish to get feedback on your assignments, please make an appointment to see me. Once a grade is given, it will not be changed. Only superior work will be assigned the grade of A. If you need help writing or formatting your paper, please make an appointment with the Writing Lab.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>% of final grade</th>
<th>Due date(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Reflections</td>
<td>30 % (75pts/reflection)</td>
<td>1: 9/16 2: 10/7 3: 11/4 4: 12/2</td>
</tr>
<tr>
<td>Peer Facilitations</td>
<td>15 % (75pts./facilitation)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Real World Application Papers</td>
<td>30% (100 pts/paper)</td>
<td>1: 9/30 2: 10/28 3: 12/9</td>
</tr>
<tr>
<td>Moving Towards Liberation Presentation 10% Supplemental Material 5%</td>
<td>15% (100 pts/50pts)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Participation</td>
<td>10% (100 pts.)</td>
<td>Ongoing</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100% (1000pts.)</td>
<td></td>
</tr>
</tbody>
</table>
Revised 08/02/19

**Grading Scale:**
A: 94 – 100; A-: 90 – 93; B+: 87 – 89; B: 84 – 86; B-: 80 – 83; C+: 77 – 79; C: 74 – 76; C-: 70 – 73; D: 65 – 69; F: below 65

**Grading Rubric:**
Except for the reading journals, all papers will be graded using the following rubric:
60% -- the scope and quality of your analysis and the depth of understanding you demonstrate
20% -- the clarity of your expression, response to the questions posed and organization of your ideas
20%-- your use of references and resource materials (for the personal reflections this is limited to the assigned readings)

**IX. COMPETENCY ALIGNMENT TO ASSIGNMENTS AND COURSE ACTIVITIES**

<table>
<thead>
<tr>
<th>GRADED ASSIGNMENTS</th>
<th>COMPETENCY/IES</th>
<th>DIMENSIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Reflections</td>
<td>C2</td>
<td>Knowledge/Cognitive and Affective Process</td>
</tr>
<tr>
<td>Peer Facilitations of Group Dialogues</td>
<td>C2</td>
<td>Skills/Values</td>
</tr>
<tr>
<td>Real World Application Papers</td>
<td>C1; C3</td>
<td>Knowledge/Skills/Cognitive and Affective Process</td>
</tr>
<tr>
<td>Moving Towards Liberation Group Presentations</td>
<td>C3; C4</td>
<td>Knowledge; Skills</td>
</tr>
</tbody>
</table>

**X. COURSE OUTLINE**

**Week 1: August 26**

**Topic:** Introductions and Community Building

**Theoretical Foundations and Frameworks**

Read:
- Harro, B. (2013). The cycle of socialization (in Adams et al.; pp 45 – 51) [RESERVE](#)
- Alsultany, E. Los intersticios: Recasting moving selves (in Rothenberg, 2010; pp. 207 – 209) [RESERVE](#)
- Browne, S., Connors, D., & Stern, N. (2000). Invisible and on center stage: Who do we think we are, anyway? (in Adams et al., pp. 377-378) [RESERVE](#)
- Hall, S., Old and new identities (In Rothenberg, 2006; pp. 220 – 224) RESERVE

Listen:
Invisibilia Podcast: The Culture Inside (June 15, 2017)
Search by title by this link: [http://www.npr.org/podcasts/510307/invisibilia](http://www.npr.org/podcasts/510307/invisibilia)

**Week 2: September 9**
**Topic: Theoretical Foundations and Frameworks**

Read:
- Privilege, power, and difference (Johnson, 2018; pp. 60 – 141) RESERVE

Watch:
How I Learned to Stop Worrying and Love Discussing Race
[http://www.youtube.com/watch?v=MbdxeFcQtaU](http://www.youtube.com/watch?v=MbdxeFcQtaU)

**Week 3: September 16**

**Personal Reflection 1 due (theories of social justice)**

**Topic: Age**

- McCrummen, S., “‘Children’s parliament’ is a beacon of justice in impoverished Congo
- Outing Age: Public Policy Issues Affecting Gay, Lesbian, Bisexual and Transgender Elders, 7-20
- The heartbreaking physical toll of high achievement among disadvantaged teens. Retrieved from [http://www.huffingtonpost.com/entry/the-danger-of-skin-deep-resilience_55a7c87ce4b0c5f0322c76ed](http://www.huffingtonpost.com/entry/the-danger-of-skin-deep-resilience_55a7c87ce4b0c5f0322c76ed)
- Sazama, J. with help from teens in Boston (2013). Allies to young people: Tips and guidelines on how to assist young people to organize. (In Adams, et al., pp 582- 584) RESERVE
**Week 4: September 23**

**Topic: Ability Status**

Read:


Listen:

- Invisibilia Podcast: The Problem with the Solution (July 1, 2016)
  Search title by this link: [http://www.npr.org/podcasts/510307/invisibilia](http://www.npr.org/podcasts/510307/invisibilia)

**Week 5: September 30**

****Real World Application Paper 1 due****

**Moving Towards Liberation Presentation 1**

**Topic: Ability Status**


**Week 6: October 2**

****Reflection 2 due (age and ability status)****

**Topic: Religion**

• Blumenfeld, W. (2013) Christian privilege and the promotion of “secular” and not-so “secular” mainline Christianity in public schooling and in the larger society. (In Adams, et al., pp. 244-250. RESERVE


Listen:

• There is No God: http://thisibelieve.org/essay/34/

Week 7: October 7

****Personal Reflection 2 due ****

Moving Towards Liberation Presentation 2
Topic: Religion


• Nghiém, T. (2004).  *Our way out is the way in.* (In Hanh, T., Peace begins here: Palestinians and Israelis listening to each other, pp. 11 – 13).

Listen:
• Targeted Sikhs wary of saying ‘We Are Not Muslims’
• Finding love of a different faith

**Week 8: October 21**
**Topic: Race and Ethnicity**
• Smith, A. (2013). Heteropatriarchy and the Three Pillars of White Supremacy (in Adams et al., pp 86 -92)  **RESERVE**
• Tochluk, S. (2010).  *Witnessing whiteness: The need to talk about race and how to do it.* Chapters 1, 2, and 5 (pp. 3-51 & 113 – 139).  **RESERVE**
• I have chosen to stay and fight (Cho, 2005; pp. 39 - 51)  **RESERVE**
• El Guinid, Y. (2003). Trading in my Arab (pp. 9 – 12)
• Mohanty, C.T.  *On being South Asian in North America.* (In Rothenberg, 2006; pp. 209-216)  **RESERVE**
• Thrupkaew (2010). The myth of the model minority. (In Rothenberg, pp. 224 – 230) RESERVE

Week 9: October 28
Moving towards liberation presentation 3
****Real World Application Paper 2 due****

Topic: Race and Ethnicity

• Lumumba-Kasongo, M., My black skin makes my white coat vanish (in Rothenberg, 2010; pp. 279 - 280) RESERVE

Week 10: November 4
****Reflection 3 due (religion and race/ethnicity)****

Topic: Class status
• One nation, underprivileged: Why American poverty affects us all (Rank, 2004; pp. 17 – 121) Reserve

Week 11: November 11
Moving Towards Liberation presentation 4
Topic: Class status
• Dunbar, R.A., Bloody footprints: reflections on growing up poor white (in White trash: race and class in America Newitz & Wray, 1997; pp. 73 - 86)
• Orleck, A. (2018). “We are all fast food workers now.” Chapter 9-11 (pp. 42-60)
• Carnes, N. & Lupu, N. (2017, June 5). It’s time to bust the myth: Most Trump voters were not working class. The Washington Post. Retrieved from https://www.washingtonpost.com/news/monkey-cage/wp/2017/06/05/its-time-to-bust-the-myth-most-trump-voters-were-not-working-class/?utm_term=.9f6fcca10ed0
• Leondar-Wright, B. (2013), “Classism from our mouths” and “Tips from working class activists” (in Adams, et al., pp. 216 – 220.) Reserve

Week 12: November 18
Topic: Sex, Gender, Sexual Orientation

• From Germany to Stonewall (Feinberg, 1996; pp. 91 - 99). Reserve
Week 13: November 25
Topic: Sex, Gender, Sexual Orientation
****Real World Application Paper 3 due****

- Violence against women (in Rothenberg, 2006; pp. 278-287) RESERVE
- Unbending gender: why family and work conflict and what to do about it (Williams, 2000; pp. 64-100) RESERVE
Week 14: December 2
Topic: Sex, Gender, Sexual Orientation

- Herek, G.H., (2000). Internalized homophobia among gay men, lesbians, and bisexuals. (In Adams et al., pp. 281-283) **RESERVE**

Week 15: December 9
****Reflection 4 due (class, gender, sex, sexual orientation)****


Listen:
- 81 words. http://www.thisamericanlife.org/radio-archives/episode/204/81-words

Week 16: December 16
Topic: Moving towards liberation
Read:
• One nation, underprivileged: why American poverty affects us all (Rank, 2004; 169-191) RESERVE
• http://racismisover.blogspot.com
• http://www.itgetsbetter.org/

IN ORDER TO REMAIN RESPONSIVE TO THE ISSUES AND THE NEEDS OF STUDENTS, THIS SYLLABUS IS SUBJECT TO CHANGE.