

This package contains model syllabi for both the face-to-face (SWK-S) and online (SWK-D) versions of the course. Use the version applicable to your teaching assignment, and be sure to delete the unused version and this cover page before distributing. Please direct any questions to your program director or coordinator.

# SWK-S 507 Diversity, Human Rights, and Social Justice (3 cr.)

## Course Information

**Semester Year:** XXXXX  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXX  
**Office Hours:** XXXX

## Course Description

This course will introduce MSW students to human rights and social justice perspectives in order to examine the shifting landscape of diversity, oppression, power, and privilege. The fundamental goal of the course is for students to develop critical consciousness in order to gain competencies to address diversity, privilege and oppression in social work practice. The importance of power and the dynamics of domination and subordination in multiple manifestations of oppression, particularly among historically oppressed groups, will be explored. An understanding of these concepts integrated with an understanding of one's self within these systems is essential for social work practice.

This course will employ a practice framework that integrates 1) a human rights perspective promoting the dignity, respect, and well-being of all persons; 2) a social justice perspective aiming to understand and ameliorate oppression, unequal access to resources, and social inequities; 3) and diversity and cultural humility, which requires critical self-evaluation and self-awareness in order to address power and privilege and to develop respectful cultural sensitivity. Students will utilize this practice framework to address social injustice through analysis, self-reflection, and peer collaboration.

The course will serve as a transformational space for students and instructors to cultivate and exercise cultural humility when exploring how multiple identities shape our beliefs, assumptions, biases, behaviors, and life experiences. It will challenge and deconstruct assumptions within theories and research methodologies relevant to social work in order to understand the dynamics that manage and sustain oppression at individual and institutional levels. This course will examine how oppression and intersectionality affect service delivery at micro and macro levels, and how a human rights framework integrated with cultural humility ameliorates social injustice and promotes culturally responsive services. This course will promote students' career-long process of fostering cultural humility and applying an understanding of human rights, diversity, and oppression to their practice with individuals, families, groups, organizations, communities, and society.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- 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. 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 (CSWE, 2015 EPAS, p. 7).

- 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 (CSWE, 2015 EPAS, p. 7).

## Course Objectives

1. To understand concepts of culture, identity, privilege, ally behaviors, oppression, social justice, and integrate these concepts into a human rights framework that operates in a global context.
2. To become aware of the history and dimensions of ethnic and racial diversity, gender differences, differences in sexual orientation, religion, and ideology, and issues facing the physically challenged.
3. To deepen students' understanding of their personal social and cultural identities and how they relate to clients, organizations, systems, and society—and critically examine privilege and implicit biases that we may carry in order to eliminate oppressive values and behaviors.
4. To recognize the extent to which institutionalized and societal structures and ideologies may oppress, marginalize or create or enhance privilege and power locally, nationally, and globally.
5. Consciously recognize and attempt to reconcile dilemmas arising from potential conflicts between social work professional ethics and particular cultural values, beliefs, and practices.
6. Gain skills in having honest conversations about the intersection of social work practice and race, class, gender, ability, sexuality, religion, difference, oppression, and privilege.
7. To understand the social work profession's responsibility and commitment to social reform, advocacy, and social and environmental justice in light of the existence of oppression.
8. To develop methods for continuing a lifelong process of critically examining our biases, learning how to change oppressive structures, and building a more inclusive and socially just society.

## Required Texts

- Alexander, M. (2012). *The New Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.
- Ife, J. (2012). *Human rights and social work: Toward rights based practice*. Cambridge: Cambridge University Press.
- Mullaly, B. (2010). *Challenging oppression and confronting privilege, 2<sup>nd</sup> Ed.* New York: Oxford University Press.

## Recommended Texts

(See Appendices for Supplementary Readings and Resources)

- Gil, D. (2013) *Confronting Injustice and Oppression: Concepts and Strategies for Social Workers*. New York: Columbia University Press.

Sisneros, J., Stakeman, C., Joyner, M.C., Schmitz, C.L. (2008). *Critical Multicultural Social Work*. Lyceum Books.

Reisch, M., & Garvin, C. (2016). *Social Work and Social Justice: Concepts, Challenges and Strategies*. New York: Oxford University Press.

Libal, K., Berthold, S.M., Thomas, R.L., Healy, L.M. (2015). *Advancing Human Rights in Social Work Education*. CSWE Press.

## Course Content

The course will be structured into four units:

1. Diversity and the Social Work Profession:

The course begins with an overview of diversity and the social work profession, its values, the Code of Ethics, and the overarching mission of the profession.

2. Social Justice:

This unit will analyze the concepts and contexts of social justice. Students will be exposed to various theories and perspectives of social justice and explore their impact on social work and social policy.

3. Human Rights:

This component will trace the evolution of human rights and its impact on society. Students will be exposed to multiple levels of human rights, and learn about various global organizations guiding the promotion of human rights, and how these factors have influenced social work and social policy.

4. Integration of Diversity, Social Work, Social justice, and Human rights:

In the final unit of this course, students will critically analyze the intersection of diversity, social work values, human rights, and social justice perspectives and how this integrated approach applies to social work practice. Students will examine diverse social problems and issues through the lens of this integrated approach.

**Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.**

## Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

## Course Outline

### Module 1: Diversity and the Social Work Profession

Weeks 1-3

## Overview

The course begins by addressing diversity, cultural humility, critical self-awareness, and the social work profession— its values, the Code of Ethics, and the overarching mission of the profession. This unit introduces the social work profession’s foundations in human rights and social justice in promoting individual, family, and community well-being.

## Assignments

### Readings

#### Required

- Alexander, M. (2012). *The New Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.
- Ife, J. (2012). *Human rights and social work towards rights-based practice*. London: Cambridge University Press (Ch. 1-Human rights in a globalized world; Ch. 2-Human rights beyond traditional formulations).
- Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2<sup>nd</sup> ed.). New York: Columbia University Press. (Ch 8-Anti-oppressive social work practice at the personal and cultural levels).

#### Recommended

- Deepak, A.C. (2015). Delivering diversity and social justice in social work education: The Power of context. *Journal of Progressive Human Services*, 26(2), 107-125.
- Gil, D. (2013) *Confronting Injustice and Oppression: Concepts and Strategies for Social Workers*. New York: Columbia University Press.
- Healy, L. M. (2008). Exploring the history of social work as a human rights profession. *International Social Work*, 51(6), 735-748.
- International Federation of Social Workers [IFSW] and International Association of Schools of Social Work. (2004). *Ethics in Social Work, Statement of Principles*. [International Federation of Social Workers](#).
- Kolivoski, K., Weaver, A. & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for application in social work practice and policy. *Families in Society: Journal of Contemporary Social Services*, 95(4), 269-276.
- Ortega, R.M., Faller, K.C. (2011). Training child welfare workers from an intersectional cultural humility perspective: A Paradigm shift. *Child Welfare*, 90:27-49.
- Reichert, E. (2011). *Social work and human rights: A foundation for policy and practice*. New York: Columbia University Press.
- Sakamoto, I. & Pitner, R.O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work*, 35, 435-452.
- Sisneros, J., Stakeman, C., Joyner, M.C., Schmitz, C.L. (2008). *Critical Multicultural Social Work*. Lyceum Books.
- Tervalon, M., & Murray-Garcia, J. (1998). Cultural humility versus cultural competence: A critical distinction in defining physician training outcomes in multicultural education. *Journal of Health Care for the Poor and Underserved*, 9 (2), 117-125.

## Module 2: Social, Environmental Justice, and Human Rights

Weeks 4-7

### Overview

This unit will analyze the concepts and contexts of social and environmental justice. Students will be exposed to various theories and perspectives of social and environmental justice and explore their impact on social work and social policy. The unit will examine the evolution of social justice thought in social work and the relationship of social justice to multi-level wellbeing. The unit will address: 1) critical consciousness, positionality, and critical self-awareness; 2) internalized and externalized oppression and domination; and 3) intersectionality and multiple forms of oppression.

### Assignments

#### Recommended In-Class Activity

Intergroup Dialogue, Days 1 and 2. See Appendix C for details.

#### Readings

##### Required

- Alexander, M. (2012). *The New Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.
- Jarvis, D. (2013). Environmental justice and social work: A call to expand the social work profession to include environmental justice. *Columbia Social Work Review, IV*, 36-45. Retrieved from <https://cswr.columbia.edu/article/environmental-justice-and-social-work-a-call-to-action-for-the-social-work-profession/>
- Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2<sup>nd</sup> Ed.). New York: Columbia University Press. (Ch 1-Theoretical and conceptual considerations (pp. 1-33), Ch. 2-Oppression: An overview (pp.34-65), Ch 3-Oppression at the personal level (pp. 67-91, Ch. 4-Oppression at the cultural level (pp.-93-125); Ch 5-Oppression at the structural level (pp. 126-158); Ch 6-Internalized oppression and domination, pp. 160-186; Ch. 7-The web: The multiplicity, intersectionality, and heterogeneity of oppression, pp. 188-218, Ch. 10-Unpacking our knapsacks of invisible privilege, pp. 287- 320).

##### Recommended

- Anderson, E., Austin, D.W. et al (2012). *The Legacy of Racial Caste: An Exploratory Ethnography*. Special ethnography edition of: *The Annals of the American Academy of Political and Social Science*, 642 (1) 25-42.
- Black, L, Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege. *Journal of Multicultural Counseling and Development*, 33, 4.
- Finn, J.L., & Jacobson, M. (2008). Social justice. In T.E. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of Social Work*. Terry Mizrahi and Larry E. Davis, (e-reference edition). National Association of Social Workers and Oxford University Press, Inc.
- Jimenez, J. (2010). *Social policy and social change: Toward the creation of social and economic justice*. Thousand Oaks, CA: Sage Publications, Inc.
- McIntosh, P. (1989, July/August). White privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 10-12.

- Miller, J., Garran, A.M. (2008). Chapter 1: Social identity and situating ourselves. Chapter 7: Intersectionality: Racism and other forms of social oppression. In: *Racism in the United States: Implications for the helping professions*, (pp. 134-162). Belmont, CA: Brooks/Cole.
- Sisneros, J., Stakeman, C., Joyner, M.C., Schmitz, C.L. (2008). *Critical Multicultural Social Work*. Lyceum Books.
- Sue, D.W., Rasheed, M.N., Rasheed, J.M. (2016). *Multicultural social work practice. A Competency-based approach to diversity and social justice* (2<sup>nd</sup> Ed). Hoboken: Jossey-Bass-Wiley.
- Williams, J., Simon, C. & Bell, A. (2015). Missing the mark: The Image of the social work profession in an African-American community. *Journal of Ethnic and Cultural Diversity in Social Work*, 24(1), 56-70.

## Module 3: Social, Environmental Justice, and Human Rights

### Weeks 8-12

#### Overview

This unit will trace the evolution of human rights and its impact on society. The unit will focus on the human rights framework and the relationship of human rights to individual, family, and community well-being. Students will be exposed to multiple levels of human rights, and learn about various global organizations guiding the promotion of human rights, and how these factors have influenced social work and social policy. The unit will address: 1) human rights and social justice themes including: poverty, gender inequity, racism, heterosexism, mental health stigma, religious discrimination, HIV/AIDS, educational inequities, health disparities, classism, immigration; 2) populations and groups often subjected to human rights violations; 3) organizations responsible for promoting human rights: governmental and non-governmental organizations; 4) application of domestic and international perspectives on human rights; and 5) critical self-awareness.

#### Assignments

##### Recommended In-Class Activity

Intergroup Dialogue, Days 3 and 4. See Appendix C for details.

##### Readings

###### Required

- Ife, J. (2012). *Human rights and social work towards rights-based practice*. London: Cambridge University Press (Ch. 3- Public and private human rights; Ch. 4-Culture and human rights; Ch. 5-Human rights and human needs; Ch. 6- Human rights and obligations; Ch. 7-Ethics and human rights; Ch. 8-Participation in human rights discourse; Ch 9-Constructing Human Rights for Social Work Practice).
- Philip, D., & Reisch, M. (2015). Rethinking social work's interpretation of environmental justice: From local to global. *Social Work Education*, 24 (5), 471-483.  
<http://dx.doi.org/10.1080/02615479.2015.1063602>

###### Recommended

- Healy, L. M. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50(1), 11-26.
- Libal, K., Berthold, S.M., Thomas, R.L., Healy, L.M. (2015). *Advancing Human Rights in Social Work Education*. CSWE Press.

- National Economic and Social Rights Initiative (2015). What are the basic principles of the Human Rights Framework? [National Economic and Social Rights Initiative Principle of Human Rights Framework](#).
- Nussbaum, M. C. (2004). Beyond the social contract: Capabilities and global justice. *Oxford Development Studies*, 32(1), 1-17.
- Reichert, E. (2003) Viewing human rights and social work through an international perspective. *Journal of Intergroup Relations*, 30(1), 76- 83.
- Reisch, M., & Garvin, C. (2016). *Social Work and Social Justice: Concepts, Challenges and Strategies*. New York: Oxford University Press.
- Simmons, L. (2014). Economic Justice, Social Work Education, and Human Rights, in TK. Libal, S.M. Berthold, R. Thomas & L. Healy (eds.) *Advancing human rights in social work education*. VA: CSWE.
- United Nations. (1948). The Universal Declaration of Human Rights. Retrieved from [United Nations website](#).
- United Nations (2015). Core International Instruments. [UN Office of the High Commissioner for Human Rights](#).
- United Nations (2015). Universal Human Rights Instruments. [UN Office of the High Commissioner for Human Rights - Universal Human Rights Instruments](#)
- United Nations (2015). 20<sup>th</sup> Anniversary of OHCHR: 20 Human Rights Achievements: [UN Office of the High Commissioner for Human Rights - 20th Anniversary](#).
- Wronka, J. (2014). Human rights as the bedrock of social justice. In K. Libal, S.M. Berthold, R. Thomas & L. Healy (eds.) *Advancing human rights in social work education*. VA: CSWE.
- Wronka, J. (2008). Human rights. In T. Mizrahi & L.E. Davis (Eds.). *Encyclopedia of social work* (pp. 425-429). Washington, DC: National Association of Social Workers.
- Youth for Human Rights (2010). What are human rights? [Youth for Human Rights website](#)

## Module 4: Integration of Diversity, Social Work, Social justice, and Human rights

### Weeks 13-16

#### Overview

In the final unit of this course, students will critically analyze the intersection of diversity, social work values, human rights, and social justice perspectives and how this integrated approach applies to social work practice. Students will examine diverse social problems and issues through the lens of this integrated approach. Multiple domains of well-being will be addressed, which include: 1) economic well-being: poverty, 2) political well-being, 3) educational well-being, 4) social well-being, 5) mental well-being, 6) physical well-being, and 7) spiritual well-being.

#### Assignments

##### Readings

##### Required

- Ife, J. (2012). *Human rights and social work towards rights-based practice*. London: Cambridge University Press [Ch 9-Constructing Human Rights for Social Work Practice, Ch 10-Achieving Human Rights through Social Work Practice, Ch 11-Respecting Human Rights in Social Work Practice, Ch 12-Conclusion: Prospects for Human Rights Practice].



Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2<sup>nd</sup> ed.). New York: Columbia University Press. (Ch. 9-Anti-oppressive practice at the structural level).

### **Recommended**

- Finn, J. L., & Jacobson, M. (2003). Just practice: Steps toward a new social work paradigm. *Journal of Social Work Education*, 39(1), 57-78.
- Libal, S.M. Berthold, R. Thomas & L. Healy (eds.) *Advancing human rights in social work education*. VA: CSWE.
- Manning M.C., Cornelius, L.J., Okundaye, J.N. (2004). Empowering African Americans through social work practice: Integrating an Afrocentric perspective, ego psychology, and spirituality *Families in Society*, 85(2), 225-231.
- Maschi, T., Baer, J., & Turner, S. (2011). The psychological goods on clinical social work: a content analysis of the clinical social work and social justice literature. *Journal of Social Work Practice*, 25(2), 233-253.
- Reisch, M. (2014). The Boundaries of Social Justice: Addressing the conflict of human rights and multiculturalism in social work education, in K. Libal, S.M. Berthold, R. Thomas & L. Healy (eds.) *Advancing human rights in social work education*. VA: CSWE.
- Schlangen, R. (2014). *Monitoring and Evaluation for Human Rights Organizations: Three Case Studies*. Vermont: Center for Evaluation Innovation. Available at: [Innovation Network website](#).
- Sue, D.W., Rasheed, M.N., Rasheed, J.M. (2016). *Multicultural social work practice. A Competency-based approach to diversity and social justice* (2<sup>nd</sup> ed). Hoboken: Jossey-Bass-Wiley.
- Sue, D.W., Capodilupo, C.M., Torino, G.C., Bucceri, J.M., Holder, A.M., Nadal, K.L., & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *The American Psychologist*, 62(4), 271-286.
- Thomas & L. Healy (eds.) *Advancing human rights in social work education*. VA: CSWE.
- Turner, S., & Maschi, T. (2014). Feminist and empowerment theory in social work practice. *Journal of Social Work Practice: Psychotherapeutic Approaches in Health, Welfare, and Community*, 29(2), 151-162.
- Wronka, J. (2008). *Human rights and social justice: Social action and service for the helping and health professions*. Thousand Oaks, CA: Sage Publications. (Ch. 3-An advanced generalist practice framework, pp. 123-155).
- Yan, M. C., & Wong, Y.L. (2005). Rethinking self-awareness in cultural competence: Toward a dialogic self in cross-cultural social work, *Families in Society*, 86(2), 181-188.

## Assignments and Grading

### Assignments

|  |     |
|--|-----|
| Signature Assignments 1 &2 .....       | 30% |
| Attendance and Class Participation ... | 20% |
| Other Assignments.....                 | 50% |

## Assignment Details

### *The New Jim Crow and Racial Trauma: A Critical Reflection Paper (Signature Assignment #1)*

The assignment is designed to help students think about the historical roots and contemporary realities that link to racial trauma in the United States. Racial trauma and its impact, can best be understood within a historical and cultural context. The purpose of this assignment is to advance students' understanding of oppression and social marginalization in order to more effectively engage with diverse populations on micro to macro levels within social work practice arenas that address mental health and well-being.

Students will read The New Jim Crow by Michelle Alexander and write a critical reflection paper addressing racism, oppression, racial trauma as it intersects with the mental health and well-being of diverse population groups. As a critical reflection, it is expected that students demonstrate:

- evidence of engagement with and understanding of the substance of the book
- your own personal engagement with the content, and,
- your ability to integrate that content professionally with your role as a future MSW prepared social worker addressing racial trauma and the mental health needs of racially and culturally diverse groups.

Please use the following items to guide your paper. Page length expectation is 8-10 pages.

- A. Introduction to your paper
- B. Critical Synthesis Part I– Understanding and Conceptualizing (Engaging Diversity and Difference)
  1. How did this book push you to more deeply reflect upon your own personal thinking about race and racial trauma, encourage you to reflect upon your own biases, and enhance your understanding of the history of racism in the United States regarding African Americans? How did your learning challenge previously held assumptions?
  2. How has your understanding evolved about oppression and racism in shaping the human experience within the context of Michelle Alexander's work? Critically reflect upon how your understanding changed after reading the New Jim Crow.
  3. As a future MSW practitioner, how do your critical reflections inform and challenge you to think about the complexities of racism, oppression, racialized social control, and racial trauma and how such trauma may manifest in today's society?
- C. Critical Synthesis Part II – Application (Advance Human Rights and Social, Economic, and Environmental Justice)
  1. Discuss how you envision your social work role as an agent of social change and as an advocate for human rights, social and environmental justice. How would you define these roles in light of what you have read and learned from The New Jim Crow? Describe what types of actions or steps you can take in the future to serve as a change agent and advocate for human rights and social justice on issues of oppression?
  2. Consider what you have learned from reading the New Jim Crow and your critical reflections and propose a racially sensitive and forward thinking integration of a human rights and social justice framework in your approaches to future social work practice.
- D. Summarize your learning



**Concepts within The New Jim Crow** (Some may be included in your paper)

- The Birdcage Metaphor
- Civil and Human Rights
- Colorblind advocacy
- Colorblind criminal justice system
- Legalized discrimination
- Political disenfranchisement
- Public Consciousness
- Racial biases
- Racial Caste System
- Racial Stigma
- Racialized social control (historical & contemporary)
- Structural Racism
- The War on Drugs and legitimized racialized social control

*Environmental Justice (Signature Assignment #2)*

The purpose of this assignment is for students to develop an understanding of environmental justice and how it intersects with the lived experiences of the people social workers serve.

For this assignment, each student will develop a PowerPoint, Prezi or poster presentation on an environmental justice issue. Some examples of environmental justice issues include but are not limited to the following:

- Impact of recent hurricane on Puerto Rico,
- The development and implementation of the Dakota pipeline,
- Flint Michigan contaminated water crises,
- Hurricane Katrina and its impact on the people of New Orleans,
- The dumping of nuclear waste on American Indian reservations, etc.

Use the following readings to guide you in addressing each item below. Each item below should shape the headings of your final product.

1. Introduction to your work product. Clearly outline and describe your chosen issue and describe what your work product will do.
2. Clearly describe why and how your chosen issue is both an environmental justice issue and a social justice issue.
3. Describe how the environmental justice issue adversely impacts a marginalized, vulnerable or oppressed population; be specific and provide data.
4. Describe the scope of the problem, including both the short-term and long-term consequences of the problem.
5. Describe what has been done to address the problem to date and identify specific advocacy efforts and the leaders of those efforts.
6. Describe how social workers can play a role in helping to address the problem and,
7. Identify specific codes or elements within the NASW Code of Ethics and/or the International Federation of Social Workers Statement of Ethical Principles that support social worker action on environmental justice issues.

## 8. Summary – summarize your learning.

Presentations will be delivered in class. All presentations, regardless of type, must follow APA guidelines. At a minimum, students must use the following readings to guide their work and other research pertaining to the problem:

- Ife, J. (2012). *Human rights and social work: Toward rights based practice*. Cambridge: Cambridge University Press.
- Kemp, S. & Palinkas, L. (2015). Strengthening the Social Response to the Human Impacts of Environmental Change. American Academy of Social Work and Social Welfare, Grand Challenges for Social Work Initiative, Working Paper No. 5. Retrieved from [Strengthening the Social Response to the Human Impacts of Environmental Change PDF](#).
- Mullaly, B. (2010). *Challenging oppression and confronting privilege*, 2<sup>nd</sup> Ed. New York: Oxford University Press.
- Philip, D., & Reisch, M. (2015). Rethinking Social Work's Interpretation of 'Environmental Justice': From Local to Global. *Social Work Education*, 34(5), 471-483. doi:10.1080/02615479.2015.1063602. [Article: Rethinking Social Work's Interpretation of 'Environmental Justice': From Local to Global](#)

### *Critical Reflection Journal*

Link to Course Objectives:

S507-06: Gain skills in having honest conversations about the intersection of social work practice and race, class, gender, ability, sexuality, religion, difference, oppression, and privilege.

S507-08: To develop methods for continuing a lifelong process of critically examining our biases, learning how to change oppressive structures, and building a more inclusive and socially just society.

Assignment Purpose: The critical reflection journal enables students to articulate thoughts and feelings about course materials related to diversity, human rights, social justice, and social work practice. The critical reflection journals should integrate class readings and course content with social work practice and personal experiences in order to increase students' self-awareness of values, beliefs, biases, and assumptions derived from one's own background.

Reflective journaling requires students to explore discrimination, cultural bias and stereotypes related to various topics and populations. A reflective journal is integrative of content and knowledge gained through multiple sources. Journals should respond to the class sessions, activities, and outside observances. The entries should be introspective and reflective. Journal entries should not be a mere recap of class readings; be aware of personal feelings that emerge from the readings and class discussions, issues outside of class and explore them in the journal entries. The critical reflection journals link to CSWE Competencies 2 and 3.

Reflective writings should focus on the following:

- Critical reactions to at least one of the assigned readings each week.
- Reflections on class discussions, relevant situations from field placement, and/or encounters in personal life or current events in the news.
- What you learned about yourself in your reactions and any questions or challenges that may have arisen.

Guidelines: The total number of writings, page length, and frequency of submission will be determined by the instructor.

### *Cultural Genogram, Self Awareness & Critical Reflection Paper*

Link to Course Objective:

S507-03: To deepen students' understanding of their personal social and cultural identities and how they relate to clients, organizations, systems, and society—and critically examine privilege and implicit biases that we may carry in order to eliminate oppressive values and behaviors.

Supportive and Required Reading:

- Chapter 2 (available on Canvas), “Self Awareness, Critical Reflectivity and Identity” in Sisneros et.al. *Critical Multicultural Social Work*.
- Warde, B. (2012). The Cultural Genogram: Enhancing the Cultural Competency of Social Work Students. *Social Work Education*, 31(5), 570-586.

Assignment Purpose: This assignment is designed to foster a development of individual students' critical self-awareness of their identity development. Additionally, students will examine biases, privilege and difference as they have shaped their human experiences.

Assignment Instructions:

- Create a Cultural Genogram (Instructions and examples will be provided)
- Students will complete the assigned reading and write a 6-8 page paper that follows the outline below:
  - Provide a brief introduction to your paper
  - Using your cultural genogram as a starting point,
    - Describe the personal cultural background you identified from the creation of your genogram.
    - Describe cultural elements that have shaped your own identity development and the development of your social lens through which you interpret the social environment.
    - Describe the people in your life that were influential informing your identity (*eg, parents, extended family members, teachers, etc.*).
  - Critically reflect upon your beliefs, values and attitudes and how they have shaped your experiences.
    - Analyze whether or not you adhere to these values and customs. What were the advantages and disadvantages of your ascribed or attained identities? How did you come to grips with your identities? Who helped you during this journey? Are there issues with which you are still struggling? Address the types of alienation that you might have experienced.
    - Describe your experiences with difference and/or alienation.
    - Reflect upon privilege and oppression as they have shaped your values, beliefs, intentions and attitudes.
      - Describe any forms of privilege you have benefitted from as well as forms of oppression you might have experienced.

- Describe how privilege and oppression have shaped your values, beliefs, intentions and attitudes. This discussion should include brief descriptions of your values, beliefs, intentions and attitudes – then expand and describe how these have been shaped by privilege and oppression.
- Describe how your own self-identity has hindered or fostered your ability to “understand multiple worldviews” (p. 37) and how you hope to expand, modify and/or shape your professional identity as a social worker in order to effectively engage with others impacted by oppression and/or marginalization. Discuss how you hope to manage personal/professional biases as they might arise in practice.
- Provide a summary of your learning from the development of your own cultural genogram and your critical self-reflection.

Guidelines: This paper should be 6-8 pages, typed and doubled spaced in APA style.

### *Attendance & Class Participation*

(Recommendations for In-Class Activities are in Appendix C)

This course is based on the premise that understanding and processing diversity, social justice and human rights issues begins with critical self-reflection and co-learning. Students are expected to attend all class sessions and participate constructively. Instructors will determine how class participation will be evaluated. Evaluation criteria may include: 1) attendance, 2) contributions of comments and questions in class, 3) participation in class activities, e.g. Intergroup Dialogue.

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However,

the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

|    |     |  |
|----|-----|--|
| A  | 93% | Excellent, Exceptional Quality                     |
| A- | 90% | Superior Quality                                   |
| B+ | 87% | Very Good, Slightly Higher Quality                 |
| B  | 83% | Good, High Quality (expected of most MSW students) |
| B- | 80% | Satisfactory Quality                               |
| C+ | 77% | Marginal, Modestly Acceptable Quality              |
| C  | 73% | Marginal, Minimally Acceptable Quality             |
| C- | 70% | Unsatisfactory Quality                             |

## Appendix A: Supplementary Assignments

### Diversity Exposure Assignment

**Purpose of Assignment:** This assignment is designed to heighten student awareness of majority/minority status and to critically reflect upon one's own preconceived assumptions about cultural difference. The assignment may also heighten students' awareness of perspectives of the "other" in relation to majority/minority status.

**Assignment Description:** Students should select an arena (e.g., an event, a community meeting, etc.) for participation in a community dialogue, discussion, or an event in which he or she is likely to be a minority group member in terms of culture, race, religion, or other status. Students should spend a minimum of one hour in this experiential component. For students who already occupy a minority status of some sort, they should choose an arena which would be quite different than one they are already familiar with. Students can feel free to process ideas with the faculty member or in class with colleagues to plan their activity. Students may also consider partnering in pairs of two for this exercise but written work must be done by individual students.

Students should prepare a critical reflection (4-6 pages, APA) and address the following:

A. Introduction:

1. Describe the arena and the activity you participated in and describe briefly what you will be discussing in this paper

B. Experiential Reflection:

1. Describe the feelings anticipated feeling prior to attending the event and then describe the actual feelings you experienced.
2. Discuss your awareness of your minority status. What cues informed you of your minority status? What feelings emerged within you (e.g., apprehension, anxiety, etc.)? Discuss your perceptions of majority group reactions to your presence at the event. Elaborate and describe.
3. Discuss whether your minority status impacted you positively or negatively within the context of the event you attended. Did you experience privilege or honor because of being "different"? Or did you experience any form of marginalization? Elaborate and describe.

C. Critical analysis:

1. On a daily basis, do you experience majority or minority status and how did that influence your perceptions of the event you attended?
2. In daily life, how do you generally relate to others who are different from yourself and what do you do to get "comfortable" with being "uncomfortable"?
3. How does your daily reality shape your interpretations of the actions of others who may be different from you? How can you know the accuracy of your interpretations?
4. How has your own identity (racial, sexual, cultural, etc.) influenced the lens through which you interpret the world of diversity?

D. Summary:



1. Summarize your learning from this exercise and discuss what kinds of learning you would like to do to further your understandings of diversity and the meanings and implications of “minority” and “majority” group membership/status?

\*Note: Students may feel free to exercise some creativity with this assignment and modify the outline above. If students completed the experiential component in pairs or teams, you may include your collective reflections and dialogue in your written work as and where appropriate.

## Video Review Paper

Select a movie from the list suggested by the instructor. Watch the film and write the following:

Instructions: Provide the name of the film, the director, the country of origin, the release date, and several of the key actors. You can get this from [IMDb website](#). Skip a blank line and paste the storyline or plot summary from the same website. This will give the instructor a basic idea of the film to start with. The goal of this assignment is less academic writing and more enjoyment and sharing. It is consistent with an article by Charlotte Towle, in 1948, who stresses the responsibility of social work education to respect the need for social work students to be able have a solid balance of their personal and professional lives, one that reflects what we today call self-care.

Showing and telling your favorite moment: In one solid paragraph, what was your favorite moment in this film? It could be something funny, moving, disturbing, etc.. Describe it by writing a miniature story (a vignette) that tells that part of story/plot (i.e., what happened) and showing what happened by describing what you saw: who said and did what?

Relevance to Course Competencies: Choose two of the following questions and explain how the film is relevant to competencies (or if not, why it is not but what other social work relevant relevancy the film has, or not!):

1. Does the film portray or exemplify how diversity and difference characterize and shape the human experience and/or are critical to the formation of identity?
2. Does the film seek to advance our understanding of oppression, poverty, marginalization, and alienation, as well as privilege, power, and acclaim?
3. Is the film relevant to fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education?
4. Does the film advance understanding of the global interconnections of oppression and human rights violations, or advance knowledge of theories of human need and social justice?
5. To what extent does the film portray or exemplify strategies designed to eliminate oppressive structural barriers in order to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected?
6. Does the film portray or exemplify applying understanding of social, economic, and environmental justice to advocate for human rights?
7. Does the film portray or exemplify engaging in practices that advance social, economic, and environmental justice?

NASW Standards for Cultural Competence in Social Work Practice:

Keeping in mind that there must be artistic license for a film to be effective, and that the Code of Ethics for film making is vastly different than that for social work, visit the NASW Standards for Cultural Competence in Social Work: <https://www.socialworkers.org/practice/standards/naswculturalstandards.pdf>.

Scroll through it and find some aspect of these standards, which is substantively relevant to this film. Copy something from the standards to prove you viewed them. Paste it in and comment on it in relation to the film. For instance, does it depict cultural diversity, social and political action, etc.? Comment on both the film and the standards in one solid paragraph showing you have reviewed the standards and watched the film.

Nominate it for a Social Work Oscar (or not):

If there were a social work Oscars, and you only had one nomination to make, what Oscar would you nominate the film for? Choose from the following categories and explain what your nominations would be (who you nominate and what for): Best Film, Best Director, Best Actress, Best Actor, Best Supporting Actress, Best Supporting Actor, Best Cinematography, etc. Explain why you would make this nomination in one solid paragraph. If none, explain in one solid paragraph why you aren't making any nomination.

Dyadic/Paired Class Presentation

Each student will be paired with a peer to collaborate and co-present in class on an aspect of the topic for that session. Each student's duties entail:

1. Becoming familiar with the topic of the session by conducting a search of the literature. Discuss your results with your co-presenter. Select the most pertinent article to read and summarize in five - nine bullet points.
2. Preparing a handout of your summary.
3. Format your handout in the following manner: (a) two pages or less, and (b) put your names, date of presentation, and information about the article (title, author, and year of publication) at the top of the first page.
4. Collaborating with co-presenter to plan the class presentation. After each student has developed his/her summary, discuss how the articles intersect and plan for the presentation including structuring an experiential activity that will assist the class to understand content of your presentation.
5. Submitting your handout and activity to the instructor 24 hours prior to the session in which you are presenting.
6. Presentations by the dyad will include a brief summary of the individual article by each student, the facilitation of the experiential activity, and time for discussion, questions/answers/comments.
7. The entire presentation from start to finish should last between 20-25 minutes with the majority of the time being devoted to the activity.

## Exploration of Your Cultural Background

It is essential as a future professional and as a human being living and interacting in a diverse society that you continue to become aware of your own values, biases, and prejudices. It is also important that you recognize how your beliefs influence how you interact with clients/patient/consumers and others. Your belief systems were shaped in large parts by primary caregiver and peers. You were taught what you now hold as "truth through participation in religion, educational institutions, and life experiences". These socializing influences have contributed to how you now think, act, feel and how you react to those who think, act, or feel differently. This paper examines your multiple identities and asks the question, "Who am I?" This paper should be 6-8 pages, typed and doubled spaced in APA style.

Part I: The paper should include an examination of other identities that you have been ascribed or attained (e.g., mother, daughter, oldest child, student, etc.).

- The paper should describe people in your life that were influential in forming these identities (eg, parents, extended family members, teachers, etc.).
- Complete a diagram and discuss your family of origin (eg. the family in which you were raised). (Culturalgram)
- Discuss family values ((what is important to your family?). How does your family experience joy (celebrations)? How does your family handle crises (death, separation, etc.)?
- Analyze whether or not you adhere to these values and customs. What were the advantages and disadvantages of your ascribed or attained identities? How did you come to grips with your identities? Who helped you during this journey? Are there issues with which you are still struggling? The paper should also address the types of alienation that you might have experienced.

Part II: Privilege:

- Based on the readings and discussions you are to identify 3 forms of privilege you have. If you do not have 3 types of privilege, identify as many types of privilege as you have and then the remainder as forms of oppression you experience.
- Identify at least one way in which you have benefited from each of the types of privilege you experience. If you do not have 3 forms of privilege, identify ways in which others have benefited from each type of oppression you experience.

Prejudices and biases:

- Identify at least 3 negative attitudes, beliefs, or feelings you have about groups we will be discussing this semester and which are noted in the syllabus. Each of the attitudes must be about different groups of people. If you can't identify 3 attitudes, you need to look harder.
- For each of the above, identify the origins of each and how each was influenced by factors such as your ethnic or racial heritage, gender, family structure, socio-economic class, parents' sexual orientation, religious/spiritual beliefs, images in the media, personal experiences, or anything else you think is relevant. For each negative attitude, you should identify at least one origin/influence.
- Identify one way each prejudice has the *potential* to influence your professional practice. Each of these should discuss the potential impact in sufficient detail for me to truly understand how the prejudice you have could impact your professional work in the future.

Part III: Conclusion

- Each student will write a comprehensive paper analyzing all significant aspects of their personal cultural background, going back at least three generations, comparing and contrasting the situations of those three generations (grandparents, parents, and self – or parents, self, and children).
- Attention should be focused on all the aspects of culture, personal and environmental. You should explore any personal experiences with prejudice and discrimination that have occurred.
- How have all these cultural factors affected you and your family, both in the past and today? What stereotypes and prejudices toward groups different from yourself have you developed over the years that you will need to learn how to overcome in order to deal with other people effectively and professionally? What strategies are you going to use to overcome those prejudices and stereotypes?

- You may want to interview members of your extended family to complete this assignment, but do not do research in books or on internet sites about your culture; this is a personal exploration, not a research paper. Students need to demonstrate a high degree of personal insight and self-exploration in their papers.

## Getting Into the Lens of the Other: Group Power Point Presentation/Video

The purpose of this group assignment is for students to learn to recognize how a culture's structure and values may impact privilege and power, gain self-awareness to eliminate the influence of personal biases and values in working with diverse groups, recognize and communicate understanding of the importance of difference in shaping life experiences, and be active as learners to engage diverse populations. This group assignment provides students an opportunity to critically learn about their assumptions about a diverse population and conduct an empirical review of the literature to develop a better appreciation and understanding of diverse populations.

Each group will pick a diverse population related to readings in the course. Each group will present a 20-25 minute power point presentation or video where they will critically share: assumptions, values and beliefs about the chosen population; media depiction and stereotypes about the population; people interviewed to learn more about the population; empirical research on the population; and how social work professionals can best serve the population. The presentation will be graded on the following criteria: diversity course content; organization; recommendations; power point in adherence with APA, and creativity. Each student is responsible for taking each group members email and phone number and to be in contact on a regular basis. Please note it is the groups' responsibility to make sure everyone works as a reliable team. Groups will be assigned in class time comprising of (3) students.

## Diversity and Social Justice Literature Review

The purpose of this paper is for each student to learn how to conduct an empirical review of the literature on a diverse population and critically reflect on issues related to such areas as (alienation, oppression, marginalization, discrimination, power/privilege, classism, sexism, and/or social and economic injustice). The population that you choose to research can be a topic covered in the readings, provided it is not a topic that your group was presenting on. Your paper will need to be 6 pages long, double-spaced. This does not include the title page or reference page. It will be organized according to below headings. I have attached a rubric at the end of the syllabus that illustrates how I will grade the paper. Each student must complete the paper and turn in the rubric at the same time. The instructor will decide final grade of the paper. You will need to have the below headings in your paper. Please read carefully. Paper must be in adherence to APA guidelines.

**Introduction:** This section must provide a short description of the diverse population you are writing on. This section should illustrate why understanding this population is an important social justice issue. What inequalities do they experience? Incorporating some statistics will enhance the introduction of the paper so a reader can understand how many people are a part of this population in the United States, where are their highest populations, what are their demographic make-up generally etc.

**History:** In this section you will provide an historical examination of the population with a clear description of policies and laws that have attempted to address this population in the United States and/or laws and policies that have or still cause oppression and marginalization.

**Diversity:** In this section you will articulate on what you have learned about yourself by doing this paper and how it will affect your development and values as a professional helper, social justice and diversity advocate.

Recommendation: In this section you will recommend how the population you are writing about can be better assisted by service providers, social workers, nurses, and general service providers in a more culturally sensitive manner. State clearly how you can specifically advocate for human rights and social and economic justice for the population that you researched.

References: This section must include references to the text, one outside book, three website (only), and at least 4 juried journal articles.

## Action Project

This assignment is designed to help students work collectively to make a practical link between course content and practice-related social action outside the classroom. The parameters of this assignment are intentionally broad to allow you to select a social change/justice issue that is most compelling to you and your fellow group members. For this project, you will work collaboratively with a group of (presumably) diverse peers to plan, implement, and evaluate an Action Project to educate/challenge yourselves and/or others around issues related to your diversity/social justice topic.

During the first two weeks of the course, find 2-3 other students with whom you share common interests in a diversity/social justice issue and with whom you believe you can work effectively. You will have opportunities to meet briefly as a group in class to begin formulating your topic and your potential action plan; the instructor will be available to answer questions and assist with the initial development of your topic.

This semester-long project has several parts:

Develop your Action Project proposal: Select an issue that is relevant to the course topics & that the members of your action project group care about; Identify goals/objectives and describe what “next steps” you will be taking in terms of addressing/creating change around this issue

Document your group process: Take notes/minutes at each of your group meetings and post these to your private group space on Moodle

Implement your plan: (Will vary by group based on the plan proposed)

Evaluate your plan and reflect on the planning, implementation & evaluation process: This is done individually and as a group

Present your Action Project evaluation to the class: Overview of your project, what you learned from it (individually and as group), & your assessment of its effectiveness (or success, as you perceive it)

Submit a written final analysis of your Action Project (Adapted from Zúñiga & Shlasko)

## Appendix B: In-Class Activities and Discussion Exercises

### Intergroup Dialogue, 4 Day Process

Intergroup Dialogues bring together students from two or more social identity groups that sometimes have had contentious relationships with each other, or at the very least have lacked opportunities to talk in non-superficial ways. Further, the focal social identities—in this project race and gender identities—represent historical and structural inequalities. Each of the social identity groups participating in the dialogues is represented equally (MIGR).

The overall goals of intergroup dialogue are:

- To develop a language and capacity for dialogue—deep listening, suspending judgments, identifying assumptions, reflecting, and inquiring—in a diverse society;
- To reflect upon and learn about self and others as members of a social group(s) in the context of systems of privilege and inequality;
- To explore the similarities and differences in experiences within and across social group memberships;
- To gain knowledge and understand the impact of sex and gender on gender relations in the United States;
- To develop skills to work with differences, disagreements, and conflicts as opportunities for deeper understanding;
- To identify and plan individual and collective actions that contribute towards more inclusive and just communities (MIGR).

Resources:

[IUPUI Office for Intergroup Dialogue and Civil Community](#).

IUPUI Office for Intergroup Dialogue and Civil Community. Facilitator Manual: Intergroup Dialogue, 4 Day Process.

Multi-University Intergroup Dialogue Research Project Guidebook. MIGR.

### Social Justice Continuum Exercise

1. **PREPARATION:** Please submit prior to class. Review the social justice section of the NASW Code of Ethics. [NASW Code of Ethics](#)

Write a short paragraph reflecting on the ideal of social justice from a historical perspective. Based on the readings and your own learning experiences, what stands out as significant?

Identify and list *areas of progress* around social justice issues for vulnerable and disadvantaged populations since the beginning of social work, roughly the last 100 years.

2. **CONTINUUM:** We will complete this part of the exercise in class, but please consider the question.

Using a continuum from 0 to 100, decide where you would place a mark in order to answer the following question, “In the last 100+ years, how much progress have we made as a profession in accomplishing the goals of social justice?” There is no right or wrong answer, and responses may be different at a future date due to new information, additional experiences, and ongoing analysis.

0\_\_10\_\_20\_\_30\_\_40\_\_50\_\_60\_\_70\_\_80\_\_90\_\_100

3. REFLECT: After completing the social justice continuum, discuss the following questions in small groups and be able to present your answers to the class:

What are the fundamental barriers that have impeded or continue to obstruct progress in advancing the goals of social justice? (This usually includes the recognition and analysis of relevant societal issues and challenges that currently exist.) How we can engage as a society, as a social work profession, and as individual social workers to make essential changes? Consider both broad and specific macro actions that might promote transformation.

## Teacher of the Day

Students will choose a section of interest to teach. You may be as creative as you like, e.g. visual aids, speakers, role play, games, and pre & posttests. You will be required to read the assigned chapters. You are to research the topic using academic journals, critically analyze and present the information, to stimulate discussion in a non-threatening way. Time limit: minimum 1.5 hr maximum 2 hr.

## Little Tiffany

A diversity teaser for discussion. Screen “Little Tiffany” from Men in Black with Will Smith and Rip Torn. The screen is about two minutes long. [Little Tiffany scene from Men in Black on YouTube](#)

## “White is Right”

Assess the environment, then list all the indications you’ve observed that communicate the message that “White is Right” or that being white is normative—even superior. (Example: Flesh colored bandages are whose flesh color?) Have a large group discussion about students’ examples and their implications.

## Project Implicit

Project Implicit – led by Mahzarin Banaji, the author of Blindspot, focuses on implicit bias from various perspectives and may be a helpful tool for some of the assignments. [Project Implicit website](#)

## Appendix C: Suggested Films

12 Angry Men  
America in Black and White, Nightline  
American History X  
Birth of a Nation  
Born into Brothels  
Boys Don't Cry  
The Celluloid Closet  
A Class Divided  
The Color of Fear  
The Color Purple  
Dirty Pretty Things  
Do the Right Thing  
Ethnic Notions  
Eyes on the prize: America's Civil Rights Movement 1954-1985  
Finding Brothers and Sisters  
Get Out  
I Am Jane Doe  
Latinos Beyond Reel: Challenging Media Stereotypes  
Malcolm X  
Out at Work  
Philadelphia  
Precious  
Race: The Power of an Illusion  
Separate and Unequal, Frontline archives  
Skin Deep  
Slavery by Another Name, PBS  
To Kill a Mockingbird  
Transamerica  
Unnatural Causes, PBS  
Welcoming Strangers



# SWK-D507 Diversity, Human Rights, and Social Justice (3 cr.)

## Course Information

**Semester Year:** XXXXX  
**Section Number:** XXXXX  
**Location:** XXXXX  
**Day:** XXXXX  
**Time:** XXXXX

**Instructor:** XXXXX XXXXXXXXXXXX  
**Office:** XXXX  
**Email:** XXXX  
**Phone:** XXXX  
**Office Hours:** XXXX

## Course Description

This course will introduce MSW students to human rights and social justice perspectives in order to examine the shifting landscape of diversity, oppression, power, and privilege. The fundamental goal of the course is for students to develop critical consciousness in order to gain competencies to address diversity, privilege, and oppression in social work practice. The importance of power and the dynamics of domination and subordination in multiple manifestations of oppression, particularly among historically oppressed groups, will be explored. An understanding of these concepts integrated with an understanding of one's self within these systems is essential for social work practice.

This course will employ a practice framework that integrates 1) a human rights perspective promoting the dignity, respect, and well-being of all persons; 2) a social justice perspective aiming to understand and ameliorate oppression, unequal access to resources, and social inequalities; 3) and diversity and cultural humility, which requires critical self-evaluation and self-awareness in order to address power and privilege and to develop respectful cultural sensitivity. Students will utilize this practice framework to address social injustice through analysis, self-reflection, and peer collaboration.

The course will serve as a transformational space for students and instructors to cultivate and exercise cultural humility when exploring how multiple identities shape our beliefs, assumptions, biases, behaviors, and life experiences. It will challenge and deconstruct assumptions within theories and research methodologies relevant to social work in order to understand the dynamics that manage and sustain oppression at individual and institutional levels. This course will examine how oppression and intersectionality affect service delivery at micro and macro levels, and how a human rights framework integrated with cultural humility ameliorates social injustice and promotes culturally responsive services. This course will promote students' career-long process of fostering cultural humility and applying an understanding of human rights, diversity, and oppression to their practice with individuals, families, groups, organizations, communities, and society.

## Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

### Primary

- 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. 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 (CSWE, 2015 EPAS, p. 7).

- 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 (CSWE, 2015, EPAS, p. 7).

## Course Objectives

1. To understand concepts of culture, identity, privilege, ally behaviors, oppression, social justice, and integrate these concepts into a human rights framework that operates in a global context
2. To become aware of the history and dimensions of ethnic and racial diversity, gender differences, differences in sexual orientation, religion, and ideology, and issues facing the physically challenged
3. To deepen students' understanding of their personal social and cultural identities and how they relate to clients, organizations, systems, and society—and critically examine privilege and implicit biases that we may carry in order to eliminate oppressive values and behaviors
4. To recognize the extent to which institutionalized and societal structures and ideologies may oppress, marginalize, or create or exchange privilege and power locally, nationally, and globally
5. To consciously recognize and attempt to reconcile dilemmas arising from potential conflicts between social work professional ethics and particular cultural values, beliefs, and practices
6. To gain skills in having honest conversations about the intersection of social work practice and race, class, gender, ability, sexuality, religion, difference, oppression, and privilege
7. To understand the social work profession's responsibility and commitment to social reform, advocacy, and social justice in light of the existence of oppression
8. To develop methods for continuing a life-long process of critically examining our biases, learning how to change oppressive structures, and building a more inclusive and socially just society

## Required Texts

- Alexander, M. (2012). *The new Jim Crow*. New York, NY: The New Press.
- Ife, J. (2012). *Human rights and social work: Toward rights based practice*. Cambridge: Cambridge University Press.
- Mullaly, B. (2010). *Challenging oppression and confronting privilege* (2<sup>nd</sup> ed.). New York, NY: Oxford University Press.

## Course Content

Be mindful that academic and experiential content in social work courses may trigger an emotional response, especially in individuals who have prior trauma history. As social workers, it is our responsibility to be present for clients who have experienced trauma; therefore, it is necessary to cultivate compassionate self-awareness and address our personal histories in a timely manner for competent social work practice. If you are triggered in the classroom, your priority is self-care as well as continuing to gain knowledge for practice. You may need to seek consultation from faculty as to your readiness for practice and/or how to better prepare for social work practice.

This course will be structured into four units:

1. **Diversity and the Social Work Profession:** The course begins with an overview of diversity and the social work profession, its values, the Code of Ethics, and the overarching mission of the profession.
2. **Social Justice:** This will analyze the concepts and contexts of social justice. Students will be exposed to various theories and perspectives of social justice and explore their impact on social work and social policy.
3. **Human Rights:** This component will trace the evolution of human rights and its impact on society. Students will be exposed to multiple levels of human rights and learn about various global organizations guiding the promotion of human rights and how these factors have influenced social work and social policy.
4. **Integration of Diversity, Social Work, Social Justice, and Human Rights:** In the final unit of this course, students will critically analyze the intersection of diversity, social work values, human rights, and social justice perspectives and how this integrated approach applies to social work practice. Students will examine diverse social problems and issues through the lens of this integrated approach.

## Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

## Course Outline

### Module 1: The Social Work Profession and Diversity

#### Weeks 1 and 2

##### *Overview*

What is diversity and why is it important for social work? How does the NASW Code of Ethics guide us in terms of advocacy, social justice, and diversity?

##### *Assignments*

###### *Readings*

- 1) Alexander, M. (2012), Begin reading up to Chapter 1 from required text.
- 2) Ife, J. (2012), Chapter 1 from required text.
- 3) International Federation of Social Workers (IFSW) and International Association of Schools of Social Work (2014). Ethics in Social Work, Statement of Principles (Canvas).

- 4) Mullaly, B. (2010). Chapters 1 and 8 from required text.
- 5) National Association of Social Workers (NASW). (2008). Code of Ethics of the National Association of Social Workers (Canvas).

### Group Assignments

- 6) Class Discussion: What is Cultural Humility?
- 7) Video Intergroup Dialogue on One's Self and the Social Work Profession

## Module 2: Oppression and At-Risk Populations

### Weeks 3 and 4

#### Overview

Concepts and contexts of oppression and at-risk populations

#### Assignments

##### Readings

- 1) Alexander, M. (2012), Chapter 1 from required text.
- 2) Ife, J. (2012), Chapter 2 from required text.
- 3) Mullaly, B. (2010), Chapters 2 and 3 from required text.
- 4) Young, I. M. (2000). Five faces of oppression. In Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.) *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism* (pp. 36-49). New York, NY: Routledge (Canvas).

##### Group Assignments

- 5) Jim Crow Chapter 1 Group Discussion Forum

##### Individual Assignment

- 6) Using APA6 format in any work submitted and practicing using Turnitin feature
- 7) Group Progress Log

## Module 3: Oppression and Social Identity

### Weeks 5 and 6

#### Overview

Different levels of oppression, how oppression and privilege shape our social identity, unpacking our invisible knapsack, and internalized oppression.

#### Assignments

##### Readings

- 8) Alexander, M. (2012), Chapter 2 from required text.
- 9) Ife, J. (2012), Chapter 1 from required text.
- 10) McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. *Independent School*, 49(2), 31-36 (Canvas).

- 11) Mizrahi, T., & Davis, L. E. (Eds.) (2008). *The Encyclopedia of Social Work*. National Association of Social Workers and Oxford University Press, Inc. Oppression, Lesbians Overview, Gay Men Overview, Privilege, Disabilities, Women Overview (Canvas).
- 12) Mullaly, B. (2010), Chapters 4 and 5 from required text.

### Group Assignment

- 13) Jim Crow Chapter 2 Group Discussion Forum

## Module 4: Social Justice and Human Rights

### Weeks 7 and 8

#### Overview

Social justice, human rights, human needs, and the interplay with culture.

#### Assignments

##### Readings

- 1) Alexander, M. (2012), Chapters 2 and 3 from required text.
- 2) Ife, J. (2012), Chapters 4 and 5 from required text.
- 3) Mullaly, B. (2010), Chapters 6 and 7 from required text.
- 4) Federal Case Study: United States v. County of Ventura California (ADA case) (Canvas).
- 5) Federal Case Study: United States v. The Historic Hilton Village Parlor Restaurant (Canvas).
- 6) Federal Case Study: Washington Potato Company (discrimination against immigrants) (Canvas).
- 7) Khaja, K., & Jagers, J. (2017 in Press). Incarceration of Immigrants. In Church, T. W., & Springer, D. (Eds.), *Serving the stigmatized: Working within the incarceration environment*. New York, NY: Oxford University Press (Canvas).

### Group Assignment

- 8) Jim Crow Chapter 3 Group Discussion Forum

### Individual Assignment

- 9) Cultural Genogram, Self-Awareness & Critical Reflection Paper

## Module 5: Group Comparisons

### Weeks 9 and 10

#### Overview

Ethics and human rights, genocide and advocacy, promoting human rights on a global level, changing systems, and preventing human rights violations.

#### Assignments

##### Readings

- 1) Alexander, M. (2012), Chapters 4 and 5 from required text.
- 2) Ife, J. (2012), Chapters 5, 8, and 9 from required text.
- 3) Mullaly, B. (2010), Chapters 8 and 9 from required text.

### Group Assignments

- 4) Contemporary National Policy Proposals and Intersections with Human Rights Group Presentation
- 5) Jim Crow Chapter 4 Group Discussion Forum

### Individual Assignments

- 6) Quick Check Activity: Human Rights
- 7) Group Progress Log

## Module 6: Integration of Diversity, Social Work, Social Justice, and Human Rights

Weeks 11 and 12

### Overview

Creating responses to human rights issues, inspirational film fest on human rights, future of social work in the fields of diversity work, human rights, and social justice.

### Assignments

#### Readings

- 1) Alexander, M. (2012), Chapter 6 from required text.
- 2) Ife, J. (2012), Chapters 10 and 12 from required text.
- 3) Mullaly, B. (2010), Chapter 10 from required text.

#### Group Assignments

- 4) Class Discussion: Social Work's Role in Social Justice
- 5) Jim Crow Chapter 5 Group Discussion Forum

## Module 7: Integration of Diversity, Social Work, Social Justice, and Human Rights, Cont.

Weeks 13, 14, and 15

### Overview

General reflection on learning and implications for future practice.

### Assignments

#### Individual Assignments

- 1) The New Jim Crow and Racial Trauma: A Critical Reflection Paper (Signature Assignment)
- 2) Final Exam

#### Group Assignment

- 3) Class Discussion: Diversity in America Today

## Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced on a word processor (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

## Assignments

1. Class Discussion: What is Cultural Humility? (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....2 pts
2. Video Intergroup Dialogue on One’s Self and the Social Work Profession (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....8 pts
3. Using APA 6<sup>th</sup> Format in Any Work Submitted and Practicing Using Turnitin Feature (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts
4. Jim Crow Chapter 1 Group Discussion Forum (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....2 pts
5. Group Progress Log (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....1 pt
6. Jim Crow Chapter 2 Group Discussion Forum (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....2 pts
7. Jim Crow Chapter 3 Group Discussion Forum (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....2 pts
8. Cultural Genogram, Self-Awareness & Critical Reflection Paper (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....20 pts
9. Quick Check Activity: Human Rights (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....5 pts
10. Contemporary National Policy Proposals and Intersections with Human Rights Group Presentation (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....20 pts
11. Jim Crow Chapter 4 Group Discussion Forum (Group Assignment)
  - a. DUE: .....TBD

- b. Points: .....2 pts
- 12. Group Progress Log (Individual Assignment)
  - a. DUE: .....TBD
  - b. Points: .....1 pt
- 13. Class Discussion: Social Work’s Role in Social Justice (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....2 pts
- 14. Jim Crow Chapter 5 Group Discussion Forum (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....2 pts
- 15. Class Discussion: Diversity in American Today (Group Assignment)
  - a. DUE: .....TBD
  - b. Points: .....2 pts
- 16. The New Jim Crow and Racial Trauma: A Critical Reflection Paper (Signature Assignment) (Individual Assignment)
  - a. DUE: .....TBD
  - b. Final Grade Percentage: .....25%
- 17. Final Exam (Individual Assignment)
  - a. DUE: .....TBD
  - b. Final Grade Percentage: .....15%

## Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

In the Indiana University School of Social Work MSW program, grades of B are the expected norm. Reflecting competency and proficiency, grades of B reflect good or high quality work typical of graduate students in professional schools. Indeed, professors typically evaluate students’ work in such a way that B is the average grade. Grades in both the A and the C range are relatively uncommon and reflect work that is significantly superior to or significantly inferior, respectively, to the average, high quality, professional work conducted by most IU MSW students. Because of this approach to grading, students who routinely earned A grades in their undergraduate studies may conclude that a B grade reflects a decrease in their academic performance. Such is not the case. Grades of B in the IU MSW program reflect the average, highly competent, proficient quality of our students. In a sense, a B grade in graduate school is analogous to an A grade in undergraduate studies. MSW students must work extremely hard to achieve a B grade. If you are fortunate enough receive a B, prize it as evidence of the professional quality of your work.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few MSW students earn A grades.



Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious graduate student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most MSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a graduate student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of MSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a graduate student and a future MSW-level professional. We anticipate that a small percentage of MSW students will earn unsatisfactory grades of C-, D, and F.

### *Grading scale*

Grade minimums are as follows [Note: grades below C are Unsatisfactory in the MSW Program]:

|    |     |  |
|----|-----|--|
| A  | 93% | Excellent, Exceptional Quality                     |
| A- | 90% | Superior Quality                                   |
| B+ | 87% | Very Good, Slightly Higher Quality                 |
| B  | 83% | Good, High Quality (expected of most MSW students) |
| B- | 80% | Satisfactory Quality                               |
| C+ | 77% | Marginal, Modestly Acceptable Quality              |
| C  | 73% | Marginal, Minimally Acceptable Quality             |
| C- | 70% | Unsatisfactory Quality                             |

## Course Policies

### Assignment

Students are expected to submit all assignments on time. If you need to extend a deadline you MUST speak to me in advance of the due date to get an approval and an agreement will be reached. Late submission (except by prior agreement) will be marked down 5% per day late. IU has a subscription with the Turnitin plagiarism detection service, and faculty members have the right to submit student papers to the service to check for originality. Turnitin.com service will be used for all student papers in this course.

### Attendance and participation

Students are expected to attend and participate in all class sessions. Students should complete readings and homework as assigned and come to class prepared for discussion and questions. Because of the nature of this course and group assignments, regular attendance is required and extremely important. Class attendance and

active participation in class activities are considered essential for the satisfactory completion of the course objectives. If you are absent, it is your responsibility to get notes from other students regarding materials covered during your absence. If you are absent on the day when an assignment is due, you need to submit your assignment before the beginning of the class. Missing more than 2 of the scheduled classes will result in a letter-grade deduction for the course. Late arrivals and early departures will also lead to course point deductions. It is up to instructor's discretion to decide the deduction points. If you miss five or more classes you will fail the course.

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