

**ARIZONA STATE UNIVERSITY  
SCHOOL OF SOCIAL WORK**

**SWG 533 (MSW Online)  
Diversity, Oppression, and Social Justice in Social Work  
COURSE SYLLABUS  
Spring 2023**

**PRIMARY INSTRUCTOR:** [REDACTED] Ph.D., MSW  
**CLASS DATES:** online from 03/13/23 - 4/28/23  
**E-MAIL:** [REDACTED]@asu.edu  
**OFFICE HOURS:** via Zoom by appointment

- I. Name and Number of Course:** Diversity and Oppression, and Social Justice in Social Work
- II. Program Level:** Master Level
- III. Course Requirements:** Credit: 3 semester hours  
Elective or Required: Required for all students

**IV. Land Acknowledgement**

The School of Social Work acknowledges, with respect, that the physical locations of the Arizona State University School of Social Work are within the ancestral homelands of those American Indian tribes that have sustained connections to its lands and waters since time immemorial, including the Akimel O'odham (Pima), Pee Posh (Maricopa), Quechan, and Tohono O'odham peoples.

**V. Statement on Inclusion**

Arizona State University is deeply committed to positioning itself as one of the great new universities by seeking to build excellence, enhance access and have an impact on our community, state, nation and the world. To do that requires our faculty and staff to reflect the intellectual, ethnic and cultural diversity of our nation and world so that our students learn from the broadest perspectives, and we engage in the advancement of knowledge with the most inclusive understanding possible of the issues we are addressing through our scholarly activities. We recognize that race and gender historically have been markers of diversity in institutions of higher education. However, at ASU, we believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality, and intellectual perspective.

**VI. Course Description:**

This course explores oppression based on race, ethnicity, gender, sexual orientation, and disability status; models for intergroup relations; the historical context of group relations; cultural variables significant to Southwestern ethnic, racial, and cultural minority populations. It examines social, political, and cultural processes as they affect intergroup and intragroup relations. It also explores the role of the social worker as border crosser, cultural learner, and agent of change. There will be opportunities for cross-cultural dialogue and content analysis skill development.

**VII. Rationale for the Course:**

A critical dimension of the social work profession involves sensitivity and competence in working with ethnically, racially, and culturally diverse populations. Of particular concern are the issues affecting diverse populations of the Southwest, women, sexual minorities, and people with disabilities. This course is designed to enable students to develop a knowledge base and critical awareness of diversity issues in practice and policy and to become familiar with a culturally

grounded approach to practice. Although this is not a course for the development of techniques such as those developed in a practice course, it will provide the basis in which such techniques can rest.

#### **VIII. CSWE EPAS (2015) Course Competencies:**

**Competencies are designated by the Council of Social Work Education's (CSWE) Educational Policy and Accreditation Standards (EPAS) for Baccalaureate and Master's Social Work Programs, 2015.**

##### **Competency 2: Engage diversity and difference in practice**

- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
- Present themselves as learners and engage clients and constituencies as experts of their own experiences

##### ***Practice Behaviors:***

- Engage students in a critical appraisal of the history of oppression and how this history has created systems that enhance the power of some while alienating others. Journal Reflections; Privilege Assignment
- Identify and articulate the position of a minority group and how their experiences influence their experience with social services. Research Assignment
- Interview an individual from a different group than one's own and tell their story in the form of a paper. Research Assignment
- Gain cultural vocabularies that facilitate dialogue across cultures (direct contact with individuals of different racial and ethnic backgrounds than one's own, direct contact with texts, artistic creations, and documentaries). Content Quizzes; Journal Reflections; Discussion Boards

##### **Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels.
- Engage in practices that advance social, economic, and environmental justice.

##### ***Practice Behaviors:***

- Students will consider culture as one aspect of the environment that impacts clients' understanding of self and their behaviors. Content Quizzes; Journal Reflections; Discussion Boards
- Investigate different forms of oppression in general and then reflect on the specific forms of oppression that one minority has experienced. Research Assignment
- Gain the knowledge to be able to identify oppressive behavior and provide more culturally competent service. Content Quizzes; Journal Reflections; Discussion Boards

##### **Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.**

- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies.

**Practice Behavior:**

- Students will consider culture as one aspect of the environment that impacts clients' understanding of self and behaviors. Content Quizzes; Journal Reflections; Discussion Boards; Research Assignment
- Gain experience learning about different cultural groups and applying that knowledge to improving practice. Research Assignment

**IX. Course Units**

1. Comparative theoretical perspectives on racial/ethnic and other identity groups
2. The formation and legacies of racial/ethnic and other cultural minorities
3. Gender and sexual orientation
  - a. A culturally grounded approach to social work
  - b. Globalization and social work

**X. Key Concepts**

Culture	Inclusiveness Theories
Cultural identity	Resiliency
Assimilation	Colonialism
Acculturation	Genocide
Enculturation	Slavery
Race	Annexation
Ethnicity	Migration
Cultural identity	American Indians
Cultural Competence	Mexicans/Mexican Americans
Privilege	African Americans
Intersectionality	Asian Americans
Oppression	Multiraciality
Stereotypes	Gender Identity
Prejudice	Gender Roles
Discrimination	Gender Expression
Evolutionary and Conflict Theories	Sexism
Structural Functionalist Theories	Feminism
homophobia	Heterosexism
Sexual Identity	Cisgender
LGBTQAA	Distributive justice
Ageism	Affirmative Action
Classism	The culturally grounded paradigm
Disability	Culturally grounded social work
Spirituality/Atheism	Globalization

**XI. ASU & Related Professional Policies:**

Students are responsible for reviewing and complying with all ASU policies, including the following:

**Academic Integrity Policy**

<https://provost.asu.edu/academic-integrity>

Academic dishonesty or "cheating" will result in an E in the course and referral to the Standard Committee for social work students and to your home department for students from other majors.

Cheating includes working with others to complete quizzes and other assignments, plagiarizing from the textbook, lectures, or websites; getting answers from someone or websites; and sharing assignment information with others. Aiding anyone in this process will also result in a referral to your discipline's standards/ethics committee.

Review this [tutorial on Academic Integrity](#). Anyone in violation of these policies is subject to sanctions.

### **Avoiding Plagiarism**

Some students genuinely do not understand what plagiarism is, and therefore plagiarize unwittingly or unintentionally. However, ignorance is not an excuse for unethical academic conduct. To avoid plagiarism, review this [tutorial on Plagiarism Awareness](#) and this [reference on Avoiding Plagiarism](#). Moreover, read the following rules that apply regardless of the citation form or style you may be using:

1. [Direct Quotations](#) – Whenever you directly quote someone else, you must provide a citation to the source of the material from which you are quoting. Moreover, you must put the material in quotation marks or otherwise set it off in an indented quote so the reader knows what words are yours and what words are quoted. It is unacceptable to use the words of others and only partially quote the original source. This is true even if you provide citation to the source both in text and in your references section!
2. [Paraphrasing/Indirect Quotations](#) – Whenever you indirectly quote someone else (i.e., you paraphrase the work of another), you must provide a citation to the source of the material from which you are paraphrasing. Simply changing the structure of a sentence, or a few words in a sentence so that the sentence you write is not an exact quote from the original source does not mean a citation is not needed. This is because the idea you are expressing is not your own, but rather someone else's.
3. [Using Other's Ideas](#) – Even if you compose an entire paragraph of writing in your own words (i.e., neither quoted nor paraphrased), if the idea you are expressing in that paragraph is not your own, original idea, you must provide a citation to the source from which you obtained this idea.
4. [Collaborative Work](#) – If you collaborate on any work with someone else and fail to acknowledge that collaboration, you are guilty of plagiarism. If you have received permission from you professor to collaborate on some assignment, be sure that all of the contributor's names appear on the submission.
5. [Altering or Revising Another's Work](#) – If you alter or revise the work done by someone and submit that work as your own, you have plagiarized. Similarly, if you allow someone else to alter or revise work that you have done and then allow that person to submit it as his or her own work, you are both guilty of plagiarism. Work that is not entirely your own must be credited by citation, both in text and in your references page.
6. [Altering or Revising Your Own Prior Work](#) – You should also be aware that reusing or revising your own work that was prepared for another class or another professor, and not bringing it to the attention of the professor to whom you are submitting the revised work is also academic dishonesty. If, for example, you have two classes that require a term paper, and you can write one paper that meets the requirements of both classes, you may not submit that paper to both professors unless you get permission to do so in advance from both professors. Similarly, if you wrote a paper several semesters ago that can be revised and submitted in satisfaction of a paper requirement for a course in which you are currently enrolled, doing so is academic dishonesty unless you get the advanced

permission of your professor to do so. The reason this is dishonest is that it is not an original work prepared in satisfaction for the requirements on the course you are currently taking. Contact your Instructor for written approval if you are seeking an exception for unique cases.

**Student Code of Conduct:**

<https://eoss.asu.edu/dos/srr/codeofconduct>

**Computer, Internet, and Electronic Communications Policy:**

<https://www.asu.edu/aad/manuals/acd/acd125.html>

**Missed Classes Due to University Sanctioned Activities:**

<http://www.asu.edu/aad/manuals/acd/acd304-02.html>

**Accommodations for Religious Practices:**

<http://www.asu.edu/aad/manuals/acd/acd304-04.html>

**Commercial Note Taking Services:**

<http://www.asu.edu/aad/manuals/acd/acd304-06.html>

**Handling Disruptive, Threatening, or Violent Individuals on Campus:**

<http://www.asu.edu/aad/manuals/ssm/ssm104-02.html>

**Title IX:**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://sexualviolenceprevention.asu.edu/faqs>

As a mandated reporter, I am obligated to report any information I become aware of regarding alleged acts of sexual discrimination, including sexual violence and dating violence. ASU Counseling Services, <https://eoss.asu.edu/counseling>, is available if you wish to discuss any concerns confidentially and privately.

For an online tool that is designed to help students who may be experiencing dating violence evaluate their safety, make decisions, and connect to campus and community services, visit: [www.myplanapp.org](http://www.myplanapp.org). myPlan is available for students of all gender identities and sexual orientations. This tool is also for friends who want to support someone they are concerned may be in an abusive relationship.

**National Association of Social Workers Code of Ethics:**

The National Association of Social Workers (NASW) Code of Ethics guides the everyday conduct of professional social workers. Sections are 1) The Preamble, which summarizes the social work profession's mission and values; 2) The Purpose, which is an overview of the Code's main functions and a brief guide for dealing with ethical dilemmas; 3) Ethical principles which set forth

ideals that all social workers should aspire to based on social work's core values of service, social justice, dignity and worth of a person, importance of human relationships, integrity, and competence; and, 4) Ethical standards to guide social workers' conduct.

Please review The Code at:

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-Spanish>

**Social Work Students and National Association of Social Workers Code of Ethics:** All students must be familiar with and abide by the NASW Code of Ethics. Racist, bigoted, homophobic, ageist, ableist, ethnocentrist, sexist, discriminatory and/or derogatory language will not be tolerated. This class is a trauma-informed environment and needs to uphold the highest standards of our profession as such.

**XII. Accommodations for Students with Disabilities**

If you are a student with a disability and require assistance or special accommodations, please review the following policy: <http://www.asu.edu/aad/manuals/ssm/index.html#700> and contact the Student Accessibility and Inclusive Learning Services (SAILS). Students requesting accommodations for a disability must be registered with SAILS and submit appropriate documentation to the Instructor from SAILS. Students may contact SAILS at the Downtown Phoenix Campus: <https://eoss.asu.edu/drc/contactus>

**XIII. Health Insurance Portability and Accountability Act (HIPAA) Policy Statement**

Even as students, social workers are subject to HIPAA regulations that protect client health information. Any client information you present from your internship or work must be de-identified to comply with these regulations. Any information that would allow someone to determine the client's identity must be changed or eliminated. This includes obvious information like names and birthdates. Other information so unique to the person that it will allow for identification may include such variables as diagnosis, race/ethnicity, gender, sexual orientation, and place of residence.

**XIV. Professional Conduct and Civility in the Classroom**

Professional conduct is expected in the classroom setting. That is, students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. College courses bring together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. This course may deal with complex and controversial issues that often feel challenging and uncomfortable. We will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, students must engage with one another with civility, respect, and professionalism. Students are asked to carefully evaluate their own thinking about violence against women, including their biases, work experiences, and understandings.

Required behavior standards are listed in the [Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy](#), and outlined by the [Office of Student Rights & Responsibilities](#). In addition,

- Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior.
- Although you are welcome to disagree with the professor or your classmates, everyone is expected to participate respectfully. Students who engage in personal attacks; who use rude, insulting, or disrespectful language; or who engage in other disruptive or threatening behavior may face disciplinary action. Indeed, an instructor may withdraw a student from a course with a mark of 'W' or 'E' when the student's behavior disrupts the educational process. In addition, students may face formal disciplinary action in the Office of Student Judicial Affairs. For more details about the University's Student Code of Conduct, please visit the following link and read the Arizona Board of Regents Policy Manual Sections 5-301 to 5-404, the terms of which are hereby incorporated by reference into this syllabus:  
<https://www.azregents.edu/board-committees/policy-manual>
- Appropriate online behavior (also known as netiquette) is defined by the Instructor and includes keeping course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the Instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

**XV. Self-Care, Unanticipated Distress and Counseling Services**

Throughout the learning that occurs in this course, students are asked to continually and carefully evaluate their own thoughts and feelings, be mindful of their reactions to the material, and practice self-care as needed. Given the nature of the material presented, the emotional content may be difficult.

Students may experience unexpected and/or distressing responses to course content and discussions. Please communicate if you need support around distress arising from the course content. Please also be aware that ASU offers counseling services for enrolled students.

For more information, please go to the ASU Counseling Services website:  
<https://eoss.asu.edu/counseling> or call (480) 965-6146, Monday - Friday 8 am – 5 pm.

**XVI. Faculty as Mandated Reporters**

Course faculty are mandated reporters; therefore, anything communicated in class or in a course assignment or assessment that raises concern about safety and/or well-being of a student or another individual or group may be cause for intervention and communication with other university staff and community officials.

**XVII. Pronouns**

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities, and all humans have the right to be addressed in accordance with their personal identity. Class rosters are provided to the Instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise the Instructor of your preference early in the semester.

## XVIII. Required Textbook

Marsiglia, F. F., Kulis, S., & Lechuga-Pena, S. (2021). *Diversity, Oppression, & Change: Culturally grounded social work (3rd edition)*. Oxford University Press.

\*\*\*You are required to use the 3<sup>rd</sup> edition of the textbook, as previous editions do not cover all the material discussed and assessed in assignments in this course.\*\*\*

The required material for this course will be provisioned as an e-book and made available at a discounted price significantly cheaper than if purchased directly from the publisher. If you wish to take advantage of this discounted group rate, no additional action is needed. Following the drop/add period, a charge of \$25.50, plus tax, will post to your student account under the header "Bkstr Publisher Negotiated Rate" and your access will continue uninterrupted. If you'd rather purchase the material from an alternate source, you may choose to opt out of the program by using this link: <https://includedcp.follett.com/1230> (Tempe & Online) or <https://includedcp.follett.com/1234> (Downtown). Enter your ASU e-mail address AS IT APPEARS IN THE ASU DIRECTORY (<http://asu.edu/directory>), then follow the instructions provided. Be aware that if you do opt-out, your access to the e-book will be discontinued. If you need assistance accessing the book or the opt-out portal, please email [asuinclusiveaccess@gmail.com](mailto:asuinclusiveaccess@gmail.com). To access the e-book, follow these instructions (books will be available approximately 5-days prior to the start of class):

- 1) Go to <https://brytewave.redshelf.com>
- 2) Click "Login" then "Forgot Password" and enter your ASU email address EXACTLY as it appears in the directory

[please note: all students have two configurations of their email address ([asurite@asu.edu](mailto:asurite@asu.edu) and [firstname.lastname@asu.edu](mailto:firstname.lastname@asu.edu)); both are tied to the same email account but the system will only recognize the email address that appears in the directory]

- 3) Follow the instructions in the password reset email to reset your password
- 4) Return to <https://brytewave.redshelf.com>. Your username will be your ASU email address (again, EXACTLY as it appears in the directory) and your password will be whatever you changed it to

**Please note** that readings may be subject to change, and all changes will be announced on the course Canvas site via Announcements.

## XIX. Course Schedule

Assignments are due as directed by the course schedule (see Syllabus page in Canvas).

## XX. Evaluation Procedures

### Grading Criteria

**All written assignments should possess the following:**

1. Organization and clarity of ideas presented, including an introduction and summary section.
2. Adequacy and thoroughness of responses to all the instructions in the assignment.



3. Incorporation of class and reading materials to support critical analysis.
4. Use and integration of supportive data and ideas from the literature properly cited and done in APA 7<sup>th</sup> edition style.
5. Graduate-level writing quality (e.g., proper use of punctuation, correct grammar, spelling and sentence structure) (PLEASE NOTE: The Instructor reserves the right to hand back any assignment where they are correcting more of the grammar, sentence structure, proper use of punctuation, etc., as opposed to content).)
6. The instructor's PowerPoints and any material in this course are copyrighted. They may not be shared with anyone outside of this class or ASU.
7. Students are expected to complete original work prepared for this course. All written assignments (unless otherwise noted) are required to follow the 7<sup>th</sup> edition of the APA manual, be double-spaced, and in Times New Roman, 12-point font.
8. Turnitin scores should not be above 20%. Avoid using first person (unless otherwise stated), contractions, unsupported claims, informal phrases, or expressions in your assignments.

### **Extensions/Late Assignments/Questions about Grade**

Prior approval for extensions on assignments should be thoughtful and necessary and be asked for before the assignment is due. As a general rule, late work is not encouraged. For every day an assignment is late, 20% will be deducted from the earned grade. For example, if you earn 100% on a 100-point assignment but submit it five days late, you would receive a zero.

**Assignments will NOT be accepted via e-mail.** All assignments have to be submitted via Canvas before they will be graded.

**Questions about grades should be sent directly to your assigned Co-Instructor via e-mail within two days of receiving a grade.**

### **Grading Guidelines**

In assigning grades, it is assumed that excellence is the standard that befits a Master's level program.

- An "A+" grade at the graduate level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.
- An "A" grade at the graduate level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.
- An "A- "grade at the graduate level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, and demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.
- A "B+" grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in

all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

- A "B" grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.
- A "B-" grade at the graduate level means that a student is going satisfactory work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.
- A "C+" grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly and/or fails to hand in some of the course assignments. The student demonstrates a basic level of understanding of the course concepts.
- A "C" grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.
- A "D or E" grade at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

**Grading Scale:**

Grade	Range
A+	100% to 97%
A	< 97% to 94%
A-	< 94% to 90%
B+	< 90% to 87%
B	< 87% to 84%
B-	< 84% to 80%
C+	< 80% to 77%
C	< 77% to 70%
D	< 70% to 60%
E	< 60% to 0%

**Assignments**

**1. Course Overview Quiz/Content Quizzes**

The Course Overview Quiz is worth 15pts and has 15 questions. Each content quiz is worth 10pts and will have between 10-20 true/false or multiple choice. **Quizzes are not timed.** Content quizzes may only be taken once. The questions will be based on content in the Learning Modules assigned any given week, including required readings in the textbook, specifically the assigned chapter(s), videos, and additional media content (e.g., PowerPoint). Please complete the quizzes without the help of another

person; however, you can use the book and your notes.

**Once you enter a quiz, you must complete it.**

Prior to taking a quiz, please make sure you:

- Have a reliable internet connection;
- Have power to your device;
- Will not be interrupted during the time frame; and
- Your computer is not scheduled for updates that would cause it to close or restart.

**Technical Problems:**

If you encounter a technical problem while taking a quiz, please contact the help desk immediately (1-855-ASU-5080 or ASU Help Site at <https://links.asu.edu/myasuservice>). If they are unable to help you, please ask for the ticket number of your help desk request. Then e-mail your assigned Co-Instructor about the problem. Please allow 48 business hours (business hours do not include weekends or holidays) to receive an e-mail response and, if applicable, reset your quiz.

**PLEASE NOTE:** If you take the quiz on or around the deadline date/time and experience a technical problem, you run the risk of not being able to have your quiz reset in time and receiving a zero. Quizzes will not be reset without verification (via a ticket number) that you first corresponded with the ASU Help Desk (if the problem was one related to Canvas) before the due date/time. No student may have a quiz reset more than once.

Quizzes are open-book, but students should read assigned chapters and view media links in each Learning Module before taking the quiz. Students are on the honor system to be ethical and honest while completing the quizzes. Furthermore, it is expected that students will not share questions with other students who have not yet taken the quiz or cheat in any other way.

**Dishonesty or cheating** can result in failing the course and being expelled from the university. Please do not share answers with other students or take the test with other students. Dishonesty in completing quizzes can result in a failing grade and referral to the School of Social Work's Academic Standards Committee. If you know of cheating taking place, please e-mail the Primary Instructor, [Felicia.mitchell@asu.edu](mailto:Felicia.mitchell@asu.edu), immediately.

*2. Discussion Boards*

Learning in this course is centered on engaging each other in critical and reflective dialogue. Discussion boards are used as a forum to achieve a higher level of learning. It is important that students actively participate in discussion boards to learn from their classmates. General rules to enhance safety and learning opportunities in discussion board forums include:

- Be respectful
- Be honest
- Use I statements
- Do not use threatening or hurtful language
- Ask questions when you do not understand

Discussion Boards can be accessed through a link within each corresponding week's module. **To ensure**

**you do not lose work due to technical glitches, it is highly recommended that you copy and paste your answers into a document stored on your local computer before submitting discussion board assignment posts.**

*3. Reflective Essay: Understanding Privilege and Oppression Assignment*

The purpose of this assignment is to identify the privileges and oppressions that are or are not inherit to you and your intersecting cultural identities based on U.S. society and to reflect on how the presence and/or absence of certain privileges and oppressions can, and will, impact your work as a social worker. Further instructions can be found in the assignment tab in Canvas, which includes a grading rubric.

*4. Research Assignment:*

Part I: Topic, Due Week 1

Part II: Research Paper, Due Week 4

Part III/IV/V: PowerPoint Presentation, Interview Consent Form, Survey, Due Week 7

The purpose of this assignment is for students to gain awareness and knowledge about a social issue impacting a specific historically underrepresented/marginalized cultural or racial group that they are NOT a member of. Students will achieve this by identifying and researching a topic of interest, interviewing a cultural informant, and reviewing and posting their review of three peer-presentations to the Discussion Board. **Cultural group selection should differ from one's own cultural identity or affiliation.** For example, if you identify as Latino/a/x, you should not choose a cultural group that also reflects this identity.

**Part 1 - Topic Paper Due Week 1**

For the first part of the assignment, the *Topic*, write a minimum of 250-word paper about an issue of your interest that affects a specific cultural/racial group. **Remember that the cultural group should be different from your own.**

Examples of topics for exploration are (**you may choose others**):

- The **intersection of identities** (e.g., Latino/a/x culture and feminism; Providing social services to multiple Asian American communities; Traditional American Indian spiritual beliefs and practices and the New Age Movement; African Americans Civil Rights and gays and lesbians' rights);
- The **intersection of a historically underrepresented/marginalized cultural/racial group with public policies or the dominant culture** (e.g., multiracial identity and rules of hypodescent; American Indians and child welfare policies; American Indian burial rights, the media, language issues; Mexican Americans and immigration and/or labor policies; African Americans and an Afrocentric social work curriculum, the press, the justice system, social class; Latino/a/x and Affirmative Action, bilingual education);
- **Inner-group current issues** (e.g., American Indian Spirituality and Counseling, Mexican Americans and Immigration Issues, women and the labor force, the effects of HIV/AIDS in the gay and the African American communities; transracial adoptions and gay marriage; using language interpreters in counseling; ethical issues; suicide in Asian American communities).

**Part 2 - Research Paper - Due Week 4**

To complete the second part of this assignment, the *Research Paper*, you must conduct a literature review. The Research Paper will evaluate how you, the writer, can review and synthesize the existing literature on your chosen topic.

Your research paper should be between 5-8 pages long. Include a separate cover page and a references page following the American Psychological Association (APA) (7th Ed.) specifications. Title and reference page(s) are NOT included in the required page count.

The contents of this paper should follow this outline:

- Cover page. Including the title of the paper, your name, the course title, and the date.
- Introduction. Briefly introduce the cultural/racial group you are writing about. Define the issue/strength/challenge you are exploring. Introduce your research question or interest topic. Explain how and why you aim to advance knowledge about it, why is the topic significant.
- Theoretical approach. Present the theoretical perspective you are taking to study the phenomenon (see text Chapters 5 & 7). For example, you may decide to approach your study using a resiliency, systems, or an ecological approach. Explain how this approach will guide your research and inform your research question.
- Literature review. Provide background information about the group and the social issue by summarizing relevant and current published literature on the topic. Provide a summary of the "state of knowledge" (what is known and reported in the professional literature) regarding your research question. Identify any contradictions between research findings and possible gaps in the literature. Connect the existing research to your proposed study; restate your research question.
- Professional development. In the conclusion of your paper, please describe how this experience enhanced your development as a culturally grounded social worker. How will you continue to enhance your learning about the cultural/racial group described?
- Reference pages. Prepare a separate page with the references you cited (at least 5, *not* including textbook). Please follow the APA Manual guidelines. **Use only peer-reviewed journal articles and books.**

### **Part 3, 4, 5 - PowerPoint Presentation, Interview Consent Form, Survey Due Week 7**

This is a continuation of the Research Assignment (Part 1 and 2) and provides you with a chance to present to your peers what you learned about your chosen topic from your research paper, and you will have an opportunity to conduct an interview with a cultural informant.

You will have a conversation with a member of the cultural identity group you chose in Part 1 of the Research Assignment. *Please note that you may **not** have this conversation with a client, former client, family member, incarcerated person, or anyone under the age of 18.* In the conversation, you may explore some aspects of racial relations, cultural differences, or power differences. Establish an honest conversation about what it is like to be American (or immigrant or refugee) from different vantage points of power; to understand the ideas of the other person on some issue, and honestly offer yours.

Be aware that sometimes people perceived as "experts" either resent the label of "experts" or are tired of having to educate others for free on areas of their perceived or actual expertise. One purpose of this assignment, whatever your identity might be, is for you to initiate a dialogue very much needed in the U.S. in general, and in Social Work in particular, a dialogue in which both parties together search for answers to the pervasive issues related to racial, ethnic, gender, sexual orientation or ability status inequality. We suggest that both participants in the dialogue come out as winners and partners in this journey of mutual awareness. We suggest that you do not force yourself on anyone, but respectfully ask and simply invite a chat.

**Please note:** You are encouraged to audio record the interview to assure accurate representation. Please assure the interviewee that such content will be kept confidential and will only be accessed by the Instructor and deleted once your assignment is completed. Please review the Consent for Interview form (Part 4) provided with your interviewee, and submit the signed copy in the link provided when you submit your recording or transcript.

The 20 slide MAX PowerPoint Presentation should contain the following:

- Introduction: An overview of the issue you selected, why you selected it, and a summary of what you discovered in your research from the first paper.
- Procedures: Explain how you went about selecting/identifying the person to have the conversation with and how, when, and where you conducted the conversation. Explain how you examined and analyzed the information you collected.
- Findings: Present the main themes emerging from the conversation. Explain the importance of the selected issue [from an emic perspective] in the life of the group/community based on the interview with the "expert" informant.
- Discussion: Connect and compare the findings from your conversation with the existing literature you summarized in your research paper. Were there contradictions between your two sources of information and/or with your preconceived ideas about the phenomenon? Share your personal insights. Did you learn anything new based on your literature review and/or the conversation with the expert informant?
- Implications: Discuss implications for social work practice/research/policy. How can we apply your findings to our work?

### 5. Journal Entries

Students are asked to participate in 7 journal entry activities throughout the course. Journal activities are designed to promote self-reflection and professional development. Activities will be presented, including watching a short video and/or reflecting content associated with learning modules assigned each week. Journal entries are kept private and are only read by the Instructor (250-word count minimum, 350-word count maximum).

### Grading/Feedback Response Time

Assignments will be graded on an ongoing basis. Your Instructor's goal is to have weekly assignments (e.g., Journals and Discussion Boards) graded before the next assignment due date. More involved assignments (e.g., the privilege and research assignments) could take up to 7 days or longer to grade.

### XXI. Other Expectations

#### Asking Questions in the Course

This course uses a discussion board called "Q & A Forum" for general questions about the course. **Use this forum to ask your questions about the course so that your classmates can also benefit;** avoid e-mailing the instructor questions of a general nature. Please check the syllabus, announcements, and existing Q & A posts before posting questions. If you do not find an answer, post your question. Your Instructor will answer the question quickly; however, you are also encouraged to respond to your classmates' questions!

*If your question is personal*, then e-mail your assigned Co-Instructor directly. You can expect a response within 1-2 business days.

**ASU e-mail is the official means of communication** among students, faculty, and staff. Students are expected to read and act upon e-mail in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned e-mail regularly. All Instructor correspondence will be sent to your ASU e-mail account. Be sure to have your notifications settings in Canvas set to sync and receive/send ASU e-mail.

### Technical Support

If you have a technical problem with Canvas, *contact the ASU Help Desk immediately*. The sooner you contact the ASU Help Desk, the sooner your problem can be solved; you will also have a record of your problem if you need to inform your Instructor why a particular assignment is late (for example) or a specific item in the course is inaccessible. They are available 24/7 and are highly efficient and friendly. The ASU Help Desk can be contacted in three ways:

- Clicking the "Help" tab on the gray navigation bar to the left while in Canvas.
- Visiting the [Help Desk website](https://myasu.force.com/) ( <https://myasu.force.com/> ) and starting an online chat.
- Calling 1-855-278-5080

### Tips to Be Successful in an online course.

- Check the Canvas course **daily** to stay in touch with the material and activities.
- Read announcements! This is the only way your Instructor can update you on course information.**
- Read, and then respond to course e-mail messages as needed.
- Create a personal organization system to keep track of due dates.
- Communicate regularly with your assigned Co-Instructor and peers.
- Create a study and/or assignment schedule to stay on track.
- Set aside regular times to do your classwork with minimal interruptions or distractions. Avoid multitasking while studying online, and treat this with the same respect as a face-to-face class environment.
- Please copy and paste discussion board posts into a saved text document on your personal computer before submitting them. Technical glitches in Canvas, while rare, do happen, and it is frustrating to lose hours of work.