



**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**School of Social Work**

**Semester/Year:** Fall 2015

**Course Title:** Human Behavior, Diversity and Social Justice

**Course Prefix/Number/Section:** SOCW 5317-003

**Instructor Name:** Anne Nordberg, PhD, MSW

**Faculty Position:** Assistant Professor

**Faculty Profile:** N/A

**Office Number:** N/A

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**Email Address:** annenordberg@uta.edu

**Office Hours:** N/A

**Day and Time of Class (if applicable):** Online

**Location:** Online

Equipment: A laptop computer with wireless capability or equivalent is required for all SSW classes.

Blackboard: <https://elearn.uta.edu/webapps/login/>

**A. Catalog Course Description/Special Requirements (Prerequisites/Out of Class Meetings):**

Introduction to theoretical, practical, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual orientation, and disability status. Course includes a study of historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ablest values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.

## **B. Measurable Student Learning Outcomes:**

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

SOCW 5317 addresses the following foundation educational objectives:

Objective 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective. 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

## **Core Competencies and Practice Behaviors**

SOCW 5317 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]

(a) Recognize and manage personal values in a way that allows professional values to guide practice.

(b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Social Workers

(c) Tolerate ambiguity in resolving ethical conflicts; and

(d) Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.** [Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]

(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate 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:]

(a) Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.

(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.

(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and

(d) View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.** [Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers]

(a) Understand the forms and mechanisms of oppression and discrimination.

(b) Advocate for human rights and social and economic justice; and

(c) Engage in practices that advance social and economic justice.

**Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research.** [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and

social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:]

(a) Use research evidence to inform practice.

**Educational Policy 2.1.7—Apply knowledge of human behavior and the social environment.**

[Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in promoting and maintaining health and well being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development. Social workers:]

1. utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation; and
2. critique and apply knowledge to understand person and environment.

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)
2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc. (EP 2.1.4 (a-d), 2.1.5 (a-c), 2.1.6, & 2.1.7 (a & b); Achieved through: DB, Quizzes, Midterm and Final Exam, Out of Comfort Zone Paper)
3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups. (EP 2.1.3(a), 2.1.4 (a-d), 2.1.5 (a-c), & 2.1.7 (a & b); DB)
4. Examine self-identity and values as regards to social work values, ethics, and professional practice. (EP 2.1.2 (a-d), 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)
5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions. (EP 2.1.4 (a-d) & 2.1.5 (a-c); Out of Comfort Zone Paper, DB)
6. Develop specific strategies that promote economic and social justice for populations at risk. (EP 2.1.3 (a), EP 2.1.4 (a-d) & 2.1.5 (a-c); DB)

**C. Required Text(s) and Other Course Materials:**

Koppelman, K. & Goodhart, L. (2014). Understanding Human Differences: Multicultural Education for a Diverse America, 4<sup>th</sup> Edition.

**D. Additional Recommended Text(s) and Other Course Materials:**

Materials will be posted on Blackboard weekly.

**E. Major Course Assignments & Examinations:**

**Note.** Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others' ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by

having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.

NOTE: Please refer to our Blackboard course for session readings, course material, discussion topics, and quiz and assignment dates.

### **Assignments:**

**Discussion Board.** You must answer at least one of the discussion board questions posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion board. **There will be 10**

**Discussion Boards.** In order to earn the full 10 points in any given session, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from your classmates.
2. Demonstrate thoughtfulness and effort in your response.

Note: Discussions will end on Sundays at 11:59 pm, and new discussions will begin on Mondays at 6 am. I encourage you to respond to other students' postings and to participate in more than the minimum number of discussions required, as participation will generally enhance your understanding of the material as well as your overall experience in the course.

**Quizzes.** There will be 5 short timed quizzes administered during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points.

**Out of Comfort Zone Paper.** There are 150 points available for this assignment. One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (~6 pages) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); white, black, or Hispanic meeting; a gay, lesbian, bisexual, and transgendered (glbt) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. You must include the following sections in your paper: 1) Introduction—include why you chose this particular experience that you're writing about as well as the details of when and where it took place, 2) Your thoughts, feelings, apprehensions, and preconceived notions prior to the experience, 3) A detailed description of the experience, including your thoughts and feelings throughout, interactions with others, etc., 4) Any -isms you noticed or experienced, 5) What you learned from the experience and how this experience will impact your future practice, and 6) Conclusion. The paper is due no November 8 at 11:59pm, submitted on BB.

**Exams.** There will be both a Midterm and a Final Exam in this course. Both will be administered online and will be worth 100 points.

### **F. Grading Policy**

10 Discussion Boards - 100 points

5 Quizzes - 50 points  
1 Midterm Exam - 100 points  
1 Final Exam - 100 points  
1 Out of Comfort Zone Paper - 150 points

Total Points = 500 points

450-500 points = A  
400-449 points = B  
350-399 points = C  
300-349 points = D  
Below 300 points = F

**Note:** Grades will be posted to the campus MyMav system at course completion and made available on the University Schedule for posting of grades. Grades cannot be given by email or individually by the instructor, per University Policy.

### **G. Make-Up Exam or Assignment Policy:**

Late assignments are not allowed in this class. Missed exams or assignments will receive a grade of "0".

### **H. Attendance Policy:**

At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students' academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section:

You will expected and required to log into Blackboard weekly. However, your grade is based entirely on assignments and exams, not frequency of engagement.

### **I. Course Schedule:**

<b>Session #</b>	<b>Topic</b>	<b>Dates Covered</b>	<b>Graded Assignments</b>
<b>1</b>	Introduction and Paradigms	Aug. 27-Sep. 6	DB 1
<b>2</b>	Prejudice, Stereotyping & Discrimination	Sep. 7-13	DB 2; Quiz 1
<b>3</b>	Cross Cultural Communication	Sep. 14-20	DB 3
<b>4</b>	Privilege	Sep. 21-27	DB 4
<b>5</b>	Immigration	Sep. 28-Oct. 4	DB 5; Quiz 2
<b>6</b>	Sexism and Gender Diversity	Oct. 5-11	DB 6; Quiz 3
<b>7</b>	Heterosexism	Oct. 12-18	DB 7
<b>8</b>	Mid-Term Exam	Oct. 19-25	Midterm
<b>9</b>	Ableism	Oct. 26-Nov. 1	DB 8; Quiz 4
<b>10</b>	Ageism	Nov. 2-8	Out of Comfort Zone

<b>11</b>	Classism	Nov. 9-15	DB 9; Quiz 5
<b>12</b>	Religious Intolerance	Nov. 16-22	
<b>13</b>	Cultural Pluralism	Nov. 23-29	DB 10
<b>14</b>	Racism Revisited	Nov. 30-Dec. 6	
<b>15</b>	Final Exam	Dec. 17	Final

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. Should technical problems arise with course delivery, alternate but equivalent assignments may be given so long as the overall learning objectives, general time frame and grading structure for the course are sustained.

#### **J. Expectations for Out-of-Class Study:**

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional three hours (for each hour of class or lecture per week) of their own time in course-related activities, including reading required materials, completing assignments, preparing for assignments and exams, and reviewing online content, etc.

#### **K. Grade Grievance Policy:**

See BSW Program Manual at: [https://www.uta.edu/ssw/\\_documents/bsw/bsw-program-manual.pdf](https://www.uta.edu/ssw/_documents/bsw/bsw-program-manual.pdf)

Or MSW Program Manual at: [http://www.uta.edu/ssw/\\_documents/msw/msw-program-manual.pdf](http://www.uta.edu/ssw/_documents/msw/msw-program-manual.pdf)

#### **L. Student Support Services:**

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals and writing support, students may visit the Office of Advising and Student Success located on the third floor of Building A of the School of Social Work Complex or contact the Administrative Assistant at 817-272-3647. Also, the Maverick Resource Hotline may be contacted at 817-272-6107, or send a message to [resources@uta.edu](mailto:resources@uta.edu), or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

The UT Arlington School of Social Work community is committed to and cares about all of our students. If you or someone you know feels overwhelmed, hopeless, depressed, and/or is thinking about dying by suicide or harming self or someone else, supportive services are available. For immediate, 24-hour help call 1-800-273-TALK or visit <http://www.suicidepreventionlifeline.org/> for a live chat. For campus resources, contact Counseling and Psychological Services (817-272-3671 or visit <http://www.uta.edu/caps/index.php>) or UT Arlington Psychiatric Services (817-272-2771 or visit <https://www.uta.edu/caps/services/psychiatric.php>) for more information or to schedule an appointment. You can be seen by a counselor on a walk-in basis every day, Monday through Friday, from 8:00 AM to 5:00 PM in Ransom Hall, Suite 303. Getting help is a smart and courageous thing to do - for yourself and for those who care about you.

#### **M. Librarian to Contact:**

The Social Sciences/Social Work Resource Librarian is John Dillard. His office is in the campus Central Library. He may also be contacted via E-mail: [dillard@uta.edu](mailto:dillard@uta.edu) or by Cell phone: **(817) 675-**

**8962.** Below are some commonly used resources needed by students in online or technology supported courses: <http://www.uta.edu/library/services/distance.php>

The following is a list, with links, of commonly used library resources:

Library Home Page..... <http://www.uta.edu/library>  
Subject Guides..... <http://libguides.uta.edu>  
Subject Librarians..... <http://www-test.uta.edu/library/help/subject-librarians.php>  
Database List..... <http://www-test.uta.edu/library/databases/index.php>  
Course Reserves..... <http://pulse.uta.edu/vwebv/enterCourseReserve.do>  
Library Catalog..... <http://discover.uta.edu/>  
E-Journals..... <http://utalink.uta.edu:9003/UTAlink/az>  
Library Tutorials ..... <http://www.uta.edu/library/help/tutorials.php>  
Connecting from Off- Campus.. <http://libguides.uta.edu/offcampus>  
Ask a Librarian..... <http://ask.uta.edu>

## **N. Emergency Exit Procedures:**

Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exits, which are the stairwells located at either end of the adjacent hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

## **O. Drop Policy:**

Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

## **P. Americans with Disabilities Act:**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

## **Q. Title IX:**

The University of Texas at Arlington is committed to upholding U.S. Federal Law "Title IX" such that



no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

## **R. Academic Integrity**

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code: *I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System *Regents' Rule 50101*,

## **S. Electronic Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>.

## **T. Student Feedback Survey:**

At the end of each term, students enrolled in classes categorized as "lecture," "seminar," or "laboratory" shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

## **U. Final Review Week:**

This ONLY applies to courses administering a major or final examination scheduled in the week and locations designated for final examinations following last classes. A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.