

## Social Work 623: Social Justice & Diversity

**Instructor:** Stacey A. Shaw, M.S.W., Ph.D.  
**Class time:** Section 1: 10:00am – 11:50am  
Section 2: 1:00pm – 2:50pm  
**Location:** B132  
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**Office hours:** By appointment

**Course description:** Social work 623 is a graduate M.S.W. course examining social justice and diversity. First, we examine current global contexts and define key concepts related to power, identity, and justice. Next, we explore how to embody empathy and compassion, with attention to social experiences with intersectional identities including race, gender, sexual orientation, gender identity, age, ability, social class, nationality, migration status. Throughout the course, we examine and apply strategies for anti-oppressive social work practice. Course materials include engagement with current events, personal stories, diverse views, and academic research. Within the course we seek to establish foundational understanding, discuss current issues and diverse experiences, and provide opportunities for reflection and action. Collectively we seek to create an environment where sensitive and potentially divisive topics can be discussed with respect, curiosity, and humility. Each class session involves questions, principles, and strategies that will support our efforts to build a more just and inclusive society. Throughout the course, we will draw from the example and teachings of Jesus Christ as well as the Church of Jesus Christ of Latter-day Saints, preparing for social work practice in ways that are spiritually strengthening, intellectually enlarging, character building, and conducive to lifelong learning and service.

### Learning Outcomes

2015 CSWE Competency 2: Engage diversity and difference in practice

2015 CSWE Competency 3: Advance human rights and social, economic, and environmental justice

2015 CSWE Competency 5: Engage in policy practice

### Competency Assessment

The following points outline how *Competency 2* will be assessed in this course, including the corresponding Dimension(s) (in italics & bold) necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

- **Positionality paper**: The positionality paper will assess student skills regarding positionality and power as well as processes of seeking insight and self-awareness.
- **Final exam**: The final exam will assess student knowledge and values regarding diversity and difference.

In order to be considered competent for *Competency 2*, students must pass one of the two points with an 80% or better. If a student is not competent on this competency, she/he will follow remediation instructions in the MSW Student Handbook.

The following points outline how *Competency 3* will be assessed in this course, including the corresponding Dimension(s) (in italics & bold) necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

- **Participation**: Class participation, which includes being prepared and respectful in class, will assess student knowledge and processes regarding human rights and social justice.
- **Taking action**: The taking action assignments 1 & 2 will measure student values and skills in taking socially responsive action to address injustice.

In order to be considered competent for *Competency 3*, students must pass one of the two points with an 80% or better. If a student is not competent on this competency, she/he will follow remediation instructions in the MSW Student Handbook.

The following points outline how *Competency 5* will be assessed in this course, including the corresponding Dimension(s) (in italics & bold) necessary for learning and developing competence (see assignment descriptions, and/or rubric where available, for further details):

- **Digital dialogue journal**: The digital dialogue journal will assess student knowledge of social justice as well as processes for engaging in policy practice.
- **Taking action**: The taking action assignments 3 & 4 will measure student values and skills in taking socially responsive action to address injustice.

In order to be considered competent for *Competency 5*, students must pass one of the two points with an 80% or better. If a student is not competent on this competency, she/he will follow remediation instructions in the MSW Student Handbook.

### Grades

A	94	A-	90	B+	87
B	83	B-	80	C+	77
C	73	C-	70	D+	67
D	63	D-	60	F	<=59

### Texts and References

Baldwin, J. (1962). *The Fire Next Time*. Vintage International.

Other course materials are available online or through the library's course reserve system. In addition to weekly assignments, full participation includes daily reading of a reputable news source.

### Assignments

**1) Participation**

**65 points**

**Due: weekly**

For each class session, 5 points may be earned: 2 points for reading/viewing all assigned materials (including a daily news source) and 3 points for full attendance and respectful participation in class. Document your points in each area accurately *each week*, not at the end of the semester. The instructor will also measure attendance and participation. More details are available on the participation rubric on learning suite.

Formatting: Track these points weekly on the participation rubric, available on learning suite.

Submission: Learning suite

**2) Digital Dialogue Journal                      30 points                      Due: weekly**

By Friday at noon, before the upcoming Monday's class, post a journal entry regarding the assigned course material (including daily news) and/or your work in the course. A total of 10 entries that demonstrate self-awareness and openness to diverse perspectives are required for full credit (3 points for each entry). You can choose to post your journal entry to the separate dialog option (this will only be ready by the course instructor) OR to the group discussions with all students.

The purpose of these entries is to examine:

- Your thoughts and feelings regarding course topics
- Your experiences and connections to course topics
- Related questions you would like to examine in more detail during the course or through your future work

Formatting: One paragraph each week is sufficient (5-7 sentences), more is also fine

Submission: Digital Dialog on Learning Suite

**3) Positionality Paper                              30 points                      Due: Oct 23**

Examine the way your life influences your unique positionality. Address each of the following:

1. Describe your life story and context. How have past experiences, circumstances, and environments, including those beyond your control, shaped your life to this moment?
2. Describe your positionality. Attend to your identity and experiences in relation to each of the core topics we discuss in this course. Address the following with at least one paragraph (5-7 sentences) each discussing: 1) race, 2) nationality, 3) gender, 4) sexual orientation, 5) gender identity, 6) ability (can include age), and 7) social class. Do not assume the instructor is already aware of any of your identities.
3. Additional identities effect life experience in the United States, such as religion, geographical region, body type, political affiliation, and many others. You are welcome to address any of these that influence your identity and social location, but this is not required.

Formatting: 2.5 to 3 page *single spaced* (minimum), Times New Roman 12-point font, 1-inch margins

Submission: Learning suite

Alternates: If you are not comfortable describing an aspect of identity, discuss this with the instructor at least two weeks prior to the due date.

**4) Taking action                              40 points                      Due: Action 1: Oct 9  
Action 2: Nov 6**

**Action 3: Nov 27**

**Action 4: Dec 11**

Take action to address injustices in your community. Consider how you can engage in anti-oppressive practice at the micro, mezzo, and macro levels and prepare to intervene effectively in the future. Each action should take a minimum of 2-3 hours and is worth a maximum of 10 points. Possible strategies are listed below. For full credit, complete at least 4 activities throughout the course of the semester. You can select some action strategies more than once, limits are described below. Submit a description of your action and learning experience on learning suite, addressing:

1. Action taken
2. Why you selected this
3. What you learned
4. How this relates to your future social work practice

Formatting: 1-page *double spaced* (minimum), Times New Roman 12-point font, 1-inch margins

Submission: Learning suite

Alternates: If you choose a more intensive action approach that could count for more than 1 action assignment, discuss this with the instructor at least two weeks prior to the action 1 due date.

Possible action strategies include:

- Dialogue: Engage in a respectful dialogue regarding social justice issues with someone who has different views from your own. Set up the dialogue with intentionality and ground rules, drawing from principles discussed and practiced in class. Devote sufficient time and energy to preparing for and engaging in the dialogue exercise. This can be done with another member of the class. Dialogues can count for no more than 2 action assignments (meaning, you could complete 2 separate dialogues, with a paper about each dialogue, for up to 10 points for each dialogue).
- Participate: There are a wide range of ways to engage in or support social movements seeking to enhance social justice. Examples may include community organizing or development, engagement in social movements, petitions, protests, or boycotts. Consider the implications of your involvement and how you can do so in a way that is safe, authentic, and professional.
- Advocate: Policy and procedural changes often occur through case and cause advocacy. Advocacy efforts may include communicating with local, state, or federal officials regarding needed policy changes, or supporting individuals or families in accessing needed services.
- Vote: Participation in the political process through voting is an important way to advocate for your conception of a just society. Ensure you are registered to vote early in the semester as this process can take time. Voting counts for 1 action assignment. Voter information: <https://vote.utah.gov/>  
Provo: <https://www.provo.org/departments/city-recorder/elections>
- Learn: Identify an area where you could benefit from additional learning, beyond class content and your previous experience. Choose a strategy to increase your understanding. You can learn from books, films, research articles, personal experiences, lectures, or community events. Learning can count for no more than 2 action assignments.

- Other: Identify a strategy or approach that will be meaningful for you and others. Before proceeding, discuss your plan with the instructor.

**5) Exam 20 points**

The final exam will be taken on Learning Suite during finals week. The exam will consist of scenario essay questions. In your responses, draw on principles learned during the course to describe how you understand and respond to social justice issues in social work practice.

**Total points possible = 185**

Date	Topic	Readings	Assignments
Week 1			
M Sept 11	<p>Introduction</p> <p><i>Where are we right now?</i></p> <p>Examining: Global context, ground rules</p>	<ul style="list-style-type: none"> <li>• Arao, B., &amp; Clemens, K. (2013). From safe spaces to brave spaces. In L.M. Landreman (Ed), <i>The art of effective facilitation: Reflections from social justice educators</i> (135-150). Stylus Publishing. HBLL course reserve.</li> <li>• Miller, C.C., Kliff, S., &amp; Buchanan, L. (2023, February 12). Childbirth is deadlier for black families even when they're rich, expansive study finds. New York Times. <a href="https://www.nytimes.com/interactive/2023/02/12/upshot/c-hild-maternal-mortality-rich-poor.html">https://www.nytimes.com/interactive/2023/02/12/upshot/c-hild-maternal-mortality-rich-poor.html</a> (Also accessible through HBLL)</li> <li>• Tanner, C. (2023, July 11). Paiute Tribe confirms bodies of 12 children buried at former boarding school site in southern Utah. Salt Lake Tribune. <a href="https://www.sltrib.com/news/education/2023/07/11/paiute-tribe-confirms-bodies-12/">https://www.sltrib.com/news/education/2023/07/11/paiute-tribe-confirms-bodies-12/</a> (Also accessible through HBLL)</li> <li>• Associated Press (2021, August 21). More than 9000 Anti-Asian incidents have been reported since the pandemic began. NPR. <a href="https://www.npr.org/2021/08/12/1027236499/anti-asian-hate-crimes-assaults-pandemic-incidents-aapi">https://www.npr.org/2021/08/12/1027236499/anti-asian-hate-crimes-assaults-pandemic-incidents-aapi</a></li> </ul>	Participation
Week 2			
M Sept 18	<p>Defining social justice</p> <p><i>Where do we want to be?</i></p> <p>Examining: Justice theory and tools</p>	<ul style="list-style-type: none"> <li>• Jost, J. T., &amp; Kay, A. C. (2010). <i>Social justice: History, theory, and research</i>. In S. T. Fiske, D. T. Gilbert, &amp; G. Lindzey (Eds.), <i>Handbook of Social Psychology</i> (p. 1122–1165). John Wiley &amp; Sons, Inc. HBLL course reserve.</li> <li>• Baldwin, J. (1962). <i>My Dungeon Shook</i>, p. 1-10. The Fire Next Time. Vintage International. Note: any edition should be fine, page numbers may vary slightly</li> <li>• Find and bring 3 sources (references, quotes, scriptures, etc.) that relate to your understanding of social justice.</li> </ul>	Digital dialogue journal, Participation
Week 3			
M Sept 25	<p>Seeing the world</p> <p><i>How did we get here?</i></p>	<ul style="list-style-type: none"> <li>• Baldwin, J. (1962). Down at the Cross (first half of this essay, approximately p. 14-47). The Fire Next Time. Vintage International.</li> <li>• Wilkerson, I. (2023, March 9). We all know in our bones that things are harder than they have to be. On Being with Krista</li> </ul>	Digital dialogue journal, Participation

	Examining: History, lived experience	Tippett. <a href="https://onbeing.org/programs/isabel-wilkerson-we-all-know-in-our-bones-that-things-are-harder-than-they-have-to-be/">https://onbeing.org/programs/isabel-wilkerson-we-all-know-in-our-bones-that-things-are-harder-than-they-have-to-be/</a> (78:42)	
Week 4			
M Oct 2	Social responsibility  <i>Who am I and what is my role?</i>  Examining: Identity, intersectionality	<ul style="list-style-type: none"> <li>• Simon, J. D., Boyd, R., &amp; Subica, A. M. (2022). Refocusing intersectionality in social work education: Creating a brave space to discuss oppression and privilege. <i>Journal of Social Work Education</i>, 58(1), 34-45.</li> <li>• Kimberlé Crenshaw: What is intersectionality? <a href="https://www.youtube.com/watch?v=ViDtnfQ9FHc">https://www.youtube.com/watch?v=ViDtnfQ9FHc</a> (1:54)</li> <li>• Baldwin, J. (1962). Down at the Cross (second half of this essay, approximate p. 47-106). <i>The Fire Next Time</i>. Vintage International.</li> <li>• Kendi, I. (2022, June 25). Should you teach your children about racism? Of course- here's how. <i>The Guardian</i>. <a href="https://www.theguardian.com/lifeandstyle/2022/jun/25/ibram-x-kendi-how-to-teach-children-about-racism">https://www.theguardian.com/lifeandstyle/2022/jun/25/ibram-x-kendi-how-to-teach-children-about-racism</a></li> </ul>	Digital dialogue journal, Participation
Week 5			
M Oct 9	Thinking: Bias vs. Awareness  <i>How do I recognize and address bias?</i>  Examining: Power, biases, disparities	<ul style="list-style-type: none"> <li>• Hobson, M. (2014). Color blind or color brave? TED talk: 14 minutes. <a href="https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave/transcript">https://www.ted.com/talks/mellody_hobson_color_blind_or_color_brave/transcript</a></li> <li>• Martin, K. A. (1998). Becoming a gendered body: Practices of preschools. <i>American Sociological Review</i>, 63(4), 494-511. HBLL course reserve.</li> <li>• Conscious and unconscious biases in health care (2023). National Center for Cultural Competence. Georgetown University. <a href="https://nccc.georgetown.edu/bias/">https://nccc.georgetown.edu/bias/</a> Read through modules 1-4, with attention to "six interventions" within module 4. Choose at least 2 specific strategies that social workers could utilize.</li> </ul>	Action 1, Digital dialogue journal, Participation
Week 6			
M Oct 16	Understanding: Surface vs. Complexity  <i>How do I understand things I haven't experienced?</i>  Examining: Global perspectives, culture	<ul style="list-style-type: none"> <li>• Adichie, C.N. (2009). The danger of a single story. TED talk: 19 minutes. <a href="https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en">https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en</a></li> <li>• Abu-Lughod (2013). <i>Do Muslim Women Need Saving?</i> Boston: Harvard University Press. pp. 1-26. Introduction: Rights and Lives. HBLL course reserve.</li> <li>• Kincaid, J. (1988, 2000). <i>A Small Place</i>. New York: Farrar, Straus, and Giroux. pp. 34-37. HBLL course reserve.</li> </ul>	Digital dialogue journal, Participation
Week 7			
M Oct 23 <b>**Zoom class</b>	Conflict: Fear vs. Curiosity, Boundaries  <i>How do I engage with people I don't agree with?</i>  Examining: Political and social difference	<ul style="list-style-type: none"> <li>• The LARA method for managing tense talks (2023). SPARQtools. Stanford. <a href="https://sparqtools.org/lara/">https://sparqtools.org/lara/</a></li> <li>• Hughes, V. (2022, September 16). How to change minds? A study makes the case for talking it out. <a href="https://www.nytimes.com/2022/09/16/science/group-consensus-persuasion-brain-alignment.html">https://www.nytimes.com/2022/09/16/science/group-consensus-persuasion-brain-alignment.html</a> (Also accessible through HBLL)</li> </ul>	Positionality paper, Digital dialogue journal, Participation

Week 8			
M Oct 30	<p>Feelings: Avoidance vs. Depth</p> <p><i>How do I accept a full range of emotional responses?</i></p> <p>Examining: Range in approach, voice, and emotion</p>	<ul style="list-style-type: none"> <li>• Issues: Land Tenure Issues (2023). Indian Land Tenure Foundation. <a href="https://iltf.org/land-issues/issues/">https://iltf.org/land-issues/issues/</a></li> <li>• Explore at least 2 locations on this map of indigenous territories: <a href="https://native-land.ca/">https://native-land.ca/</a></li> <li>• <i>Scroll down to find the video: The Teachings of Grass (2023).</i> Robin Wall Kimmerer. <a href="https://www.robinwallkimmerer.com/about">https://www.robinwallkimmerer.com/about</a> 21 minutes.</li> <li>• Long Soldier, L. (2020, November 27). Whereas my eyes land on the shoreline. Poetry Unbound, On Being. 17 minutes. <a href="https://onbeing.org/programs/layli-long-soldier-whereas-my-eyes-land-on-the-shoreline/">https://onbeing.org/programs/layli-long-soldier-whereas-my-eyes-land-on-the-shoreline/</a></li> <li>• Warnick, M.M. (2020). Permission to laugh. BYU Magazine. <a href="https://magazine.byu.edu/article/permission-to-laugh/">https://magazine.byu.edu/article/permission-to-laugh/</a></li> <li>• Lorde, A. (1984). <i>Sister Outsider: Essays and Speeches by Audre Lourde</i>. Crossing Press. pp. 124-133, The Uses of Anger. HBLL course reserve.</li> </ul>	Digital dialogue journal, Participation
Week 9			
M Nov 6	<p>Interactions: Judging vs. Listening</p> <p><i>How do I believe people?</i></p> <p>Examining: Colonization, violence, ability, transgender experience</p>	<ul style="list-style-type: none"> <li>• Ficklin, E., Tehee, M., Killgore, R. M., Isaacs, D., Mack, S., &amp; Ellington, T. (2022). Fighting for our sisters: Community advocacy and action for missing and murdered Indigenous women and girls. <i>Journal of Social Issues</i>, 78(1), 53-78.</li> <li>• Hannahs, L.B. (2017). What it's like to be a transgender dad. TED talk: 13 minutes. <a href="https://www.ted.com/talks/lb_hannahs_what_it_s_like_to_be_a_transgender_dad">https://www.ted.com/talks/lb_hannahs_what_it_s_like_to_be_a_transgender_dad</a></li> <li>• Young, S. (2014). I'm not your inspiration, thank you very much. TED talk: 9 minutes. <a href="https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much">https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much</a></li> </ul>	Action 2, Digital dialogue journal, Participation
Week 10			
M Nov 13	<p>Voice: Shame vs. Empowerment</p> <p><i>How do I find and use my voice?</i></p> <p>Examining: Gender, empowerment, creativity, ability</p>	<ul style="list-style-type: none"> <li>• Review: <a href="https://everydaysexism.com/">https://everydaysexism.com/</a>, <a href="https://metoomvmt.org/">https://metoomvmt.org/</a></li> <li>• Cornwall, A. (2016). Women's empowerment: What works? <i>Journal of International Development</i>, 28(3), 342-359.</li> <li>• Freire, P. (1970, 1993). <i>Pedagogy of the Oppressed</i>. New Revised 20th- Anniversary Edition. Continuum: New York. pp. 43 – 56 (first part of chapter 1). HBLL course reserve.</li> <li>• Robinson, S. (2021). How life looks through my 'whale eyes.' NY Times Opinion Video Guest Essay. 12 minutes. HBLL course reserve.</li> </ul>	Digital dialogue journal, Participation
Week 11			
M Nov 20	<p>Goals: Survival vs. Transformation</p> <p><i>How do we see possibilities?</i></p> <p>Examining: Social class, forced displacement</p>	<ul style="list-style-type: none"> <li>• Nova, A. (2023, Mar 23). 5 alarming stats on economic inequality in Pulitzer-Prize winning author's new book. CNBC. <a href="https://www.cnbc.com/2023/03/28/5-alarming-stats-on-us-economic-inequality.html">https://www.cnbc.com/2023/03/28/5-alarming-stats-on-us-economic-inequality.html</a></li> <li>• Nayeri, D. (2019, Sept 17). Waiting is a boot on your neck. Time Magazine. <a href="https://time.com/5678707/waiting-is-a-boot-on-your-neck-how-refugees-summon-joy-and-why-they-hide-it-from-us/">https://time.com/5678707/waiting-is-a-boot-on-your-neck-how-refugees-summon-joy-and-why-they-hide-it-from-us/</a></li> </ul>	Digital dialogue journal, Participation

		<ul style="list-style-type: none"> <li>• Yang, K. K. (2015). The Power in Sharing our Stories. TedxUWRiver Falls. <a href="https://www.youtube.com/watch?v=A0KdPwMNbOA">https://www.youtube.com/watch?v=A0KdPwMNbOA</a></li> <li>• Berger, L. M., Cancian, M., &amp; Magnuson, K. (2018). Anti-poverty policy innovations: New proposals for addressing poverty in the United States. <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i>, 4(2), 1-19.</li> </ul>	
Week 12			
M Nov 27	<p>Roles: Self vs. Collective Focus</p> <p><i>How do we advocate?</i></p> <p>Examining: Allyship</p>	<ul style="list-style-type: none"> <li>• Radke, H. R., Kutlaca, M., Siem, B., Wright, S. C., &amp; Becker, J. C. (2020). Beyond allyship: Motivations for advantaged group members to engage in action for disadvantaged groups. <i>Personality and Social Psychology Review</i>, 24(4), 291-315.</li> <li>• Fromm, E. (1956, 2000). <i>The Art of Loving</i>. Harper Perennial Modern Classics. pp. 43-45. Chapter on "The Theory of Love, section 3, "The Objects of Love." HBLL course reserve.</li> </ul>	Action 3, Digital dialogue journal, Participation
Week 13			
M Dec 4	<p>Action: Random vs. Sustainable</p> <p><i>How do we work for community change?</i></p> <p>Examining: Truth &amp; reconciliation, reparations, affirmative action</p>	<ul style="list-style-type: none"> <li>• Strategies (2020). Racial Equity Tools. <a href="https://www.racialequitytools.org/resources/act/strategies">https://www.racialequitytools.org/resources/act/strategies</a> Explore at least 2 strategy areas, identifying specific examples or practices that may be useful for social workers.</li> <li>• Equal Justice Initiative (2023). Community Remembrance Project, Lynching in America, Broader Community Engagement and Education, Community Soil Collection Project, Community Historical Marker Project, National Memorial for Peace and Justice. <a href="https://eji.org/projects/community-remembrance-project/">https://eji.org/projects/community-remembrance-project/</a></li> <li>• Ludden, J. (2023, Mar 27). Cities may be debating reparations, but here's why most Americans oppose the idea. NPR. <a href="https://www.npr.org/2023/03/27/1164869576/cities-reparations-white-black-slavery-oppose">https://www.npr.org/2023/03/27/1164869576/cities-reparations-white-black-slavery-oppose</a></li> <li>• Wood, S. (2023, June 29). What the Supreme Court's affirmative action ban means for college admissions. U.S. News &amp; World Report. <a href="https://www.usnews.com/education/best-colleges/applying/articles/how-does-affirmative-action-affect-college-admissions">https://www.usnews.com/education/best-colleges/applying/articles/how-does-affirmative-action-affect-college-admissions</a></li> </ul>	Digital dialogue journal, Participation
Week 14			
M Dec 11	<p>Cultural humility</p> <p><i>How do we sustain engagement and growth?</i></p>	<ul style="list-style-type: none"> <li>• Fisher-Borne, M., Cain, J. M., &amp; Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. <i>Social Work Education</i>, 34(2), 165-181.</li> </ul>	Action 4, Digital dialogue journal, Participation
Week 15			
	Final exam	<ul style="list-style-type: none"> <li>• Sat, Dec. 16 – Th, Dec. 21 on Learning Suite</li> </ul>	

The instructor reserves the right to revise the course at any time.

## University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

### **Sexual Misconduct**

As required by Title IX of the Education Amendments of 1972, the university prohibits sex discrimination against any participant in its education programs or activities. Title IX also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university. University policy requires any university employee in a teaching, managerial, or supervisory role to report incidents of sexual misconduct that come to their attention through various forms including face-to-face conversation, a written class assignment or paper, class discussion, email, text, or social media post. If you encounter Sexual Misconduct, please contact the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or 801-422-2130 or Ethics Point at <https://titleix.byu.edu/report> or 1-888-238-1062 (24-hours). Additional information about Title IX and resources available to you can be found at <http://titleix.byu.edu>.

### **Student Disability**

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

### **Academic Honesty**

The first injunction of the Honor Code is the call to "be honest." Students come to the university not only to improve their minds, gain knowledge, and develop skills that will assist them in their life's work, but also to build character. "President David O. McKay taught that character is the highest aim of education" (The Aims of a BYU Education, p.6). It is the purpose of the BYU Academic Honesty Policy to assist in fulfilling that aim. BYU students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon that work. They should avoid academic dishonesty and misconduct in all its forms, including but not limited to plagiarism, fabrication or falsification, cheating, and other academic

misconduct.

### **FHSS Diversity and Inclusion Syllabus Statement**

In the College of Family, Home, and Social Sciences, our classroom participation and behavior are guided by our mission statement<sup>i</sup>, the BYU honor code<sup>ii</sup>, and principles of Christian discipleship<sup>iii</sup>. It is imperative that we value and respect every person as a child of Heavenly Parents who has divine worth. Consequently, we need to take steps to listen to, learn from, and love one another by striving to consider thoughtfully the opinions of others and use language that is polite, considerate, and courteous even when we strongly disagree. It is essential to create an educational environment that ensures "the gift of personal dignity for every child of God"<sup>iv</sup>. This includes embracing one another compassionately and "eliminat[ing] any prejudice, including racism, sexism, and nationalism<sup>v</sup>...regardless of age, personal circumstances, gender, sexual orientation, or other unique challenges."<sup>vi</sup> It is vital to delight in individuality and welcome diverse perspectives and experiences as we "work tirelessly to build bridges of understanding rather than creating walls of segregation."<sup>vii</sup> To accomplish these goals we seek unity in higher principles of equity, charity, collaboration, and inclusiveness in order to build an environment in which all students, faculty, and staff can participate in, contribute to, and benefit equally from the academic community.

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<sup>i</sup> "provide an education that helps students become informed citizens and thoughtful leaders who make the communities and families in which we live more just, equitable, and happy."

<sup>ii</sup> "[we live] in accordance with the principles of the gospel of Jesus Christ and strive to maintain the highest standards in [our] personal conduct regarding honor, integrity, morality, and consideration of others."

<sup>iii</sup> "The Creator of us all calls on each of us to abandon attitudes of prejudice against any group of God's children." President Russell M. Nelson, News Release, 2020; <https://newsroom.churchofjesuschrist.org/article/president-nelson-shares-social-post-encouraging-understanding-and-civility>; [https://medium.com/@Ch\\_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37](https://medium.com/@Ch_JesusChrist/locking-arms-for-racial-harmony-in-america-2f62180abf37)

"he inviteth them all to come unto him and partake of his goodness; and he denieth none that come unto him, black and white, bond and free, male and female; and he remembereth the heathen; and all are alike unto God, both Jew and Gentile." (2 Nephi 26:33)

<sup>iv</sup> Elder Jeffrey R. Holland, "A Perfect Brightness of Hope", April, 2020

<sup>v</sup> Elder M. Russell Ballard, "The Trek Continues", October, 2017

<sup>vi</sup> President Russell M. Nelson, "The Love and Laws of God", September, 2019

<sup>vii</sup> President Russell M. Nelson, "The Love and Laws of God", September, 2019