

## Social Work 623: Social Justice & Diversity

**Instructor:** Stacey A. Shaw, M.S.W., Ph.D.  
**Class time:** 10:00am – 11:50am  
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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. Social workers have an ethical responsibility to be culturally competent, which involves understanding cultural strengths, action against oppression, and critical self-reflection (see NASW Code of Ethics 1.05). In preparation to serve individuals and communities of diverse backgrounds, the course helps social workers understand diversity and oppression related to race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, and mental or physical ability. Within the course 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 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

2022 CSWE Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

2022 CSWE Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

2022 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):

- Proximity project assessment: Sections c & d of the project assessment will demonstrate student *skills* for advancing social justice as well as *processes* of learning and self-awareness.

- Final exam: The final exam will assess student **knowledge** and **values** regarding advancing human rights and social, racial, economic, and environmental justice.

To be considered competent for *Competency 2*, students must pass one of the two assignments with 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):

- Proximity project comprehensive plan: The plan for learning and action will be used to assess student's **knowledge** of and ability to identify **processes** for engaging ADEI.
- Proximity project weekly learning and action tracking: Lessons learned through weekly learning and action will assess student **values** and **skills** in engaging ADEI.

To be considered competent for *Competency 3*, students must pass one of the two assignments with 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):

- Proximity project assessment: Sections e & f of the project assessment will demonstrate student **knowledge** of policy practice as well as **processes** for engaging with social policy.
- Policy dialogue: The dialogue assignment assesses **values** and **skills** related to social welfare policy in practice.

To be considered competent for *Competency 5*, students must pass one of the two assignments with 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

Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). Diversity, Oppression, and Change: Culturally Grounded Social Work. Third Edition. Oxford Press.

Other course materials are available online or through the library's course reserve system.

### Assignments

**1) Participation** **46 points** **Due: weekly**

Reading: For each class session, up to 2 points can be earned for reading/viewing all assigned materials. Document your points in each area in the participation rubric *each week*, not at the end of the semester.

Digital dialogue: You will be assigned to a small dialogue group within learning suite. For each class session, up to 2 points can be earned for thoughtful engagement with ALL dialogue questions that reflect understanding of course readings. One paragraph is typically adequate. For credit, your dialogue examining assigned reading for a particular class session must be posted before that class session starts.

Attendance: One class can be missed without the loss of points. Each additional class missed involves a loss of 4 points. Lateness or missing a portion of class 3 times is equivalent to one absence. Document your attendance in the participation rubric each week. The instructor will also measure attendance and participation.

The maximum number of participation points that can be earned is 46 (Digital dialogue = 22, Reading & attendance = 24).

**2) Proximity Project**    **60 points**    **Due: throughout semester**

Choose a group of people that you could better understand to effectively practice as a social worker. Groups may be identified by race, ethnicity, national origin, color, sex, sexual orientation, gender identity, age, marital status, political belief, religion, immigration status, mental or physical ability, or other characteristics, subject to instructor approval. The goal of this project is to deepen your awareness and capacity to practice social work through experiences with cultural humility and self-awareness.

Consider groups that have experienced oppression. If there are groups that you recognize as potentially challenging for you to serve, this assignment is an opportunity to increase your awareness and compassion. The group you choose will inherently be complex and diverse, yet share some cultural, lifespan, identity, or legal status characteristics. If you plan to live outside the U.S., feel free to explore a group relevant to the particular context where you will work.

Select an approach that will help you get proximate with people from this group, involving learning and action. *Learning* may occur through books, films, research articles, lectures, and attending events. *Action* may occur through community engagement, site visits, discussion, interviews, and service. At least half of your time will entail “learning.” At least one quarter of your time will entail “action.”

Specific assignments:

**Step 1: Initial plan**, due Week 2 (Sept 16): 4 points

Submit a brief description (1-paragraph, single spaced) within learning suite, indicating:

- a. Potential group
- b. Ideas for learning and action throughout the semester

- c. How this will help you and your future practice

**Step 2: Comprehensive plan**, due Week 3 (Sept 23): 10 points

Incorporate feedback into your 1-page single spaced description within learning suite:

- a. Group selected
- b. Specific plan for learning (list books, articles, films, etc.)
- c. Specific plan for action (list events, organizations, plans, etc.)
- d. How will this help *you* engage anti-racism, diversity, equity, and inclusion in practice?

\*competency 3 assignment

**Step 3: Weekly learning and action tracking**, due weekly Weeks 4 – 12 (Sept 30 – Dec 2): up to 36 points total.

Complete the weekly grid reflecting on your learning and action each week.

Submit the tracking form rubric and self-score weekly within learning suite.

- 1 hour of time is equivalent to 2 points.
- 4 hours maximum can be completed per week (up to 8 points). Your work needs to be spread out throughout the semester.
- For full credit, track and describe at least 18 hours engaged in this project.
- 9 weeks x 2 hours per week = 18 hours = 36 points
- At least half of your time will entail “learning” (9-13.5 hours).
- At least one quarter of time work will entail “action” (4.5-9 hours).

Learning or Action?	Describe:	Lessons learned:	Time spent:	Self-score:

\*competency 3 assignment

**Step 4: Assessment**: 10 points, due Week 14 (12/9)

Summarize your learning and action in a 2-page **single spaced** paper within learning suite:

- a. Strengths and weaknesses of your learning and action this semester
- b. Describe aspects of diversity within this group
- c. Describe skills needed to advance human rights and social, racial, economic, and environmental justice for this group
- d. Describe processes of learning and self-awareness that can help social workers serve this group
- e. Describe policies currently in place and needed to support this group
- f. Describe possible approaches to policy advocacy with this group

\*competency 2 assignment, competency 5 assignment

**3) Policy Dialogue**

**10 points**, due Week 11 (11/11)

Engage in a respectful dialogue regarding social policy and/or 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 someone in your community or with another member of the class.

Submit a brief description (1 page single-spaced) of your experience in learning suite addressing:

- a. Topic discussed
  - b. Person you discussed with
  - c. Lessons learned regarding your values and skills as related to policy
  - d. Your next steps for engaging in effective dialogue
  - e. Describe your score out of 10 and why this is appropriate
- \*competency 5 assignment

**4) Mid-term Exam                      10 points (11/4-11/6)**

The mid-term exam will be taken on learning suite. The exam will consist of T/F, multiple choice, and 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. Exams are closed book and should not be discussed until the exam period has ended.

**5) Final Exam                              20 points (12/12-12/18)**

The final exam will be taken on learning suite during finals week. The exam will consist of T/F, multiple choice, and 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. Exams are closed book and should not be discussed until the exam period has ended.

\*competency 2 assignment

**Total points possible =              146**

Date	Topic	Readings	Assignments
Week 1			
M Sept 9	Introduction	<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> </ul>	Participation
Week 2			
M Sept 16	Culture	<ul style="list-style-type: none"> <li>• Text Preface, Chapter 1: Culture</li> <li>• Yang, K. K. (2015). The Power in Sharing our Stories. TedxUWRiver Falls (17:29). <a href="https://www.youtube.com/watch?v=A0KdPwMNbOA">https://www.youtube.com/watch?v=A0KdPwMNbOA</a></li> </ul>	Dialogue 1, Initial plan, Participation
Th Sept 19	FIELD TRIP	Visit to Utah Islamic Center & Congregation Kol Ami	
Week 3			
M Sept 23	Cultural diversity, oppression, and action	<ul style="list-style-type: none"> <li>• Text Chapter 2: Cultural Diversity, Oppression, and Action</li> </ul>	Dialogue 2, Comprehensive plan, Participation
Week 4			
M Sept 30	Intersectionality	<ul style="list-style-type: none"> <li>• Text Chapter 3: The Intersectionality of Race and Ethnicity with Other Factors</li> </ul>	Dialogue 3, Week 4 tracking, Participation
Week 5			

M Oct 7	Social determinants of health and cultural norms in practice	<ul style="list-style-type: none"> <li>Text Chapter 4: Intersecting Social and Cultural Determinants of Health and Well-Being</li> <li>Text Chapter 11: Cultural Norms and Social Work Practice</li> </ul>	Dialogue 4, Week 5 tracking, Participation
Week 6			
M Oct 14	Theory and culturally grounded practice	<ul style="list-style-type: none"> <li>Text Chapter 5: Evolutionary and Structural Functionalist Classical Theories</li> <li>Text Chapter 6: Theoretical Perspectives on Diversity</li> <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> </ul>	Dialogue 5, Week 6 tracking, Participation
Week 7			
M Oct 21	Social work perspectives and community-based helping	<ul style="list-style-type: none"> <li>Text Chapter 7: Social Work Perspectives: Social Context, Consciousness, and Resiliency (skim/ some overlap with HBSE)</li> <li>Text Chapter 12: Culturally Grounded Methods of Social Work Practice</li> <li>Text Chapter 13: Culturally Grounded Community-Based Helping</li> </ul>	Dialogue 6, Week 7 tracking, Participation
Week 8			
M Oct 28	Race, Ethnicity	<ul style="list-style-type: none"> <li>Text Chapter 8: The Formation and Legacies of Racial and Ethnic Minorities</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>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> </ul>	Dialogue 7, Week 8 tracking, Participation
Week 9			
M Nov 4	Mid-term exam	Nov 4 – Nov 6 on Learning Suite	Week 9 tracking
Week 10			
M Nov 11	Gender	<ul style="list-style-type: none"> <li>Text Chapter 9: Gender</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> </ul>	Dialogue 8, Week 10 tracking, Participation
Week 11			
M Nov 18	Sexual orientation	<ul style="list-style-type: none"> <li>Text Chapter 10: Sexual Orientation</li> </ul>	Dialogue 9, Week 11 tracking, Participation
Week 12			
M Nov 25	NO CLASS	THANKSGIVING WEEK	
Week 13			
M Dec 2	Social policy and research	<ul style="list-style-type: none"> <li>Text Chapter 14: Social Policy and Culturally Grounded Social Work</li> <li>Text Chapter 15: Culturally Grounded Evaluation and Research</li> </ul>	Dialogue 10, Week 12 tracking, Participation
Week 14			
M Dec 9	Globalization	<ul style="list-style-type: none"> <li>Text Chapter 16: Culturally Grounded Social Work and Globalization</li> </ul>	Dialogue 11, Assessment,

			Participation tracking sheet
Week 15			
	Final exam	<ul style="list-style-type: none"> <li>Fri Dec. 13 – Wed Dec. 18 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