NORTH CAROLINA STATE UNIVERSITY
GRADUATE COURSE ACTION FORM

NOTE: Click once on shaded fields to type data. To check boxes, right click at box, click “Properties”, and click “Checked” under Default Values.

<table>
<thead>
<tr>
<th>DEPARTMENT/PROGRAM</th>
<th>Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>COURSE PREFIX/NUMBER</td>
<td>SW 505</td>
</tr>
<tr>
<td>PREVIOUS PREFIX/NUMBER</td>
<td>N/A</td>
</tr>
<tr>
<td>DATE OF LAST ACTION</td>
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</tr>
<tr>
<td>COURSE TITLE</td>
<td>Human Behavior and the Social Environment: Social Justice</td>
</tr>
<tr>
<td>ABBREVIATED TITLE</td>
<td>HBSE SOC JUSTICE</td>
</tr>
<tr>
<td>SCHEDULING</td>
<td>Fall ☒ Spring ☐ Summer ☐ Every Year ☒ Alt. Year Odd ☐ Alt. Year Even ☐ Other ☐</td>
</tr>
<tr>
<td>COURSE OFFERED</td>
<td>BY DISTANCE EDUCATION ONLY ☐ ON CAMPUS ☒ BOTH ON CAMPUS AND BY DISTANCE EDUCATION ☐</td>
</tr>
<tr>
<td>CREDIT HOURS</td>
<td>3</td>
</tr>
<tr>
<td>CONTACT HOURS</td>
<td>Lecture/Recitation 3 Seminar ☐ Laboratory ☐ Problem ☐ Studio ☐ Independent Study/Research ☐ Internship/Practicum/Field Work ☐</td>
</tr>
<tr>
<td>GRADING</td>
<td>ABCDF ☒ S/U ☐</td>
</tr>
<tr>
<td>INSTRUCTOR (NAME/RANK)</td>
<td>Dr. Cheryl Waites, Associate Professor</td>
</tr>
<tr>
<td>ANTICIPATED ENROLLMENT</td>
<td>Per semester 20 Max. Section 25 Multiple sections Yes ☒ No ☐</td>
</tr>
<tr>
<td>PRE/CO-REQUISITES</td>
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<td>COREQUISITE(S)</td>
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<td>RESTRICTIVE STATEMENT</td>
<td>Master of Social Work</td>
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<tr>
<td>CURRICULA/MINORS</td>
<td>Required MSW Qualified Elective N/A</td>
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<td>PROPOSED EFFECTIVE DATE</td>
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CATALOG DESCRIPTION: Theoretical and experiential knowledge related to oppression, privilege, and social and economic justice. Particular attention is given to persons and groups most affected by oppression and mechanisms that advance the achievement of a more just society.

RECOMMENDED BY:
Department Head/Director of Graduate Programs Date

ENDORSED BY:
Chair, College Graduate Studies Committee Date

APPROVED:
Dean of the Graduate School Date
SW 505: Human Behavior and the Social Environment: Social Justice

Course Justification
The Council on Social Work Education (CSWE) accredits Master of Social Work (MSW) programs in the United States. CSWE, in its Educational Policy and Accreditation Standards, requires that social work programs “integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds” and provide content that helps students to “understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice” (CSWE Handbook of Accreditation Standards, 2003, p. 33 & 34). Human Behavior and the Social Environment: Social Justice (SW 505) provides this content. SW 505 is a required course in the foundation curriculum. It is one of three courses in the Human Behavior and the Social Environment (HBSE) sequence, which includes SW 506 and 507. Each of the three courses is distinct, but all contribute to providing the theoretical framework of the social work curricula. Students start their first semester acquiring a firm grounding in professional values, principles of ethical decision-making, diversity issues, understanding of populations-at-risk, and commitment to social and economic justice.

Student Learning Objectives
By the end of this course, students will be able to:
1. Explain the social construction of race and ethnicity, gender, and sexual orientation, and demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, both globally as well as those prevalent in the southern region of the United States;
2. Explain the theoretical and conceptual frameworks of difference, dominance, and empowerment, and understand how the dynamics of difference and dominance affect human behavior and social relations among diverse populations;
3. Assess the impact of discrimination (e.g., racism, sexism, homophobia) and oppression on public policy, institutional structure, and service delivery, and conceptualize their own roles in promoting social and economic justice;
4. Identify the interconnections and intersections among different forms of oppression;
5. Reflect on their commitment to social justice work, and foster personal and professional values and ethics that support social justice;
6. Identify the multiple identities and intersecting diversities within themselves and in the larger society;
7. Identify personal strengths and challenges in working with diverse groups;
8. Demonstrate skills for working respectfully and effectively with differences and conflicts in a multicultural world;
9. Identify and apply culturally competent and socially just approaches to influence assessment, planning, and intervention, and research.
10. Develop and refine a framework for continual learning about cultural diversity and social justice work; and
11. Identify and design forums, conditions, and processes to foster dialogue across differences.
Enrollment
This is a new course and has not been previously taught at NC State.

New Course Resources
Resources have been allocated from the College of Humanities and Social Sciences to the MSW program to allow offering of this course.

Consultation with Other Departments
This course is a part of the Social Work Foundation Curriculum and is not equivalent to any existing course at NC State.

Proposed Syllabus
See attached syllabus.
North Carolina State University  
College of Humanities and Social Science  
Department of Social Work  

SW 505: Human Behavior and the Social Environment: Social Justice  
Fall 2005

Course Syllabus
Instructor: Cheryl Waites, Ed.D, MSW, ACSW  
Office: 1911 Building, Room 232  
Office Hours: Monday, Wednesday, & Friday 11-1 or by appointment  
E-mail: waites@social.chass.ncsu.edu  
Phone: (919) 513-1990  
Fax: (919) 515-4403

Course Description
This course provides the theoretical and experiential knowledge base related to difference, dominance (oppression and privilege), social justice, and empowerment. The course encourages students to: (a) critically examine their social identities embedded in race, ethnicity, gender, sexual orientation, age, class, ability status, religion and national origin; (b) reflect on how socio-cultural beliefs, assumptions and value systems affect their social work practice; (c) develop perspectives and approaches to working with and across social identities; (d) apply social justice approaches to influence assessment, planning, intervention, and research; and (e) analyze social justice, human and civil rights, and global interconnections as they pertain to policy and programs. This course aims to help students develop competencies in critical self–reflection, multicultural values and ethics, knowledge, awareness and skills in a variety of ways so that they can work against manifestations of social injustice.

Course Rationale
This course is based on the following assumptions: (a) membership in a population-at-risk group (e.g., people of color, women, gay and lesbian persons) significantly influences an individual’s life experiences and world view, as well as increases risk factors for exposure to discrimination, economic deprivation, and oppression; (b) professional social work ethics and values demand culturally competent practice; (c) it is necessary for students to learn to apply social justice approaches to influence engagement, assessment, planning, access to resources, intervention, and research; and (d) professionals and programs possess strategies to critically analyze social justice, human and civil rights, and global interconnections. This course emphasizes the impact of discrimination and oppression by individuals and society on people of culturally diverse backgrounds and orientations.

Department of Social Work Mission Statement
The mission of the Department of Social Work is to promote a socially responsible society through education, research, and extension/community service. Within a framework emphasizing professional values and ethics, cultural competence, strengths, and partnerships, the Department of Social Work prepares undergraduate students for generalist practice and graduate-level academic work and prepares graduate students for advanced practice and leadership roles.
Social responsibility is defined as an ethical commitment to advance social and economic justice.

Course Objectives
By the end of this course, students will be able to:

1. Explain the social construction of race and ethnicity, gender, and sexual orientation, and demonstrate familiarity with the history and heritage of population-at-risk groups, including women and culturally diverse populations, both globally as well as those prevalent in the southern region of the United States;
2. Explain the theoretical and conceptual frameworks of difference, dominance, and empowerment, and understand how the dynamics of difference and dominance affect human behavior and social relations among diverse populations;
3. Assess the impact of discrimination (e.g., racism, sexism, homophobia) and oppression on public policy, institutional structure, and service delivery, and conceptualize their own roles in promoting social and economic justice;
4. Identify the interconnections and intersections among different forms of oppression;
5. Reflect on their commitment to social justice work, and foster personal and professional values and ethics that support social justice;
6. Identify the multiple identities and intersecting diversities within themselves and in the larger society;
7. Identify personal strengths and challenges in working with diverse groups;
8. Demonstrate skills for working respectfully and effectively with differences and conflicts in a multicultural world;
9. Identify and apply culturally competent and socially just approaches to influence assessment, planning, and intervention, and research.
10. Develop and refine a framework for continual learning about cultural diversity and social justice work; and
11. Identify and design forums, conditions, and processes to foster dialogue across differences.

Course Prerequisites, Co-requisites, and/or Restrictive Statements
This course has no prerequisites. It is taken during the first semester in the MSW program.

Required Textbooks

Additional Readings
Course Expectations
The content of this course has the potential to be emotionally charged. Students and the instructor will collaborate to establish guidelines to create a respectful, safe and challenging learning environment. The instructor has the ultimate responsibility to manage differences and conflicts that arise in the course. The instructor will incorporate a variety of teaching methods, including readings, lectures, discussions, audiovisual materials, guest speakers, small group activities, experiential learning exercises and student presentations.

Confidentiality
Confidentiality is a hallmark of the social work profession. Students agree not to repeat personal information shared in class discussion outside of the class. Standard accepted practices (mandatory reporting, threat of harm, etc.) are assumed to be ethical imperatives and thus not subject to absolute confidentiality. Students who experience personal issues throughout the course are encouraged to talk with the instructor about available support. Confidentiality, within the above specified limitations, is guaranteed between the student and faculty member.

Academic Integrity
Strict standards of academic honesty will be enforced according to the University policy on academic integrity. A student’s signature on any test or assignment means that he or she has neither given nor received unauthorized aid. Consult the following website for further details: http://www.ncsu.edu/policies/student_services/student_discipline/POL11.35.1.php

Students with Disabilities
Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 515-7653. http://www.ncsu.edu/provost/offices/affirm_action/dss/ For more information on NC State's policy on working with students with disabilities, please see the Academic Accommodations for Students with Disabilities Regulation (http://www.ncsu.edu/policies/academic_affairs/courses_undergrad/REG02.20.1.php)

Class Participation/Attendance
Participation is required. It is suggested that students use class time to demonstrate their level of comprehension of the course material. That is, class absences, disruptive participation, or failure to actively participate in class will negatively affect a student’s opportunity for learning, practicing, and demonstrating the competency of course material, and subsequently will affect his or her participation grade, assignment grade(s) and/or final grade.

It is important for social workers to be aware of group dynamics including peer groups in which they participate. It is also important to contribute to the group process. For some, this means learning to speak up, to add comments, or to raise questions. For others, it means being sensitive and allowing others to contribute. Confidentiality of personal information shared in class is expected. Students who find personal issues arising during the course are encouraged to talk with the instructor about available support.
It is expected that students will have completed the reading assignment prior to each week’s class. The readings are designed to assist students with conceptualization during class discussion and to enhance content presented in written assignments. Students are responsible for readings that are found on course reserve available in the library and on-line, as well as readings from the text. It is incumbent upon each student to demonstrate his or her understanding of the readings in oral and written discourse throughout the semester. This may be accomplished by verbal reference to general ideas presented in the readings or in writing using specific citations (documented as appropriate).

**Class Discussion Board on WebCT**

A threaded discussion board has been set up. Each student will be placed in a group and each week one group will be responsible for posting a question, or relevant information and facilitating class discussion on-line related to the issue. The group members will receive a group grade based on the relevance of the questions (do they further class discussion?) and on the group’s skill in facilitating the online dialogue. The questions must be posted at least 5 days before each class. The group will also facilitate follow-up discussion in class.

Students are expected to participate in the class threaded discussion board—with a minimum of 4 entries over the course of the semester. Students will reflect on their thoughts, feelings, personal connections, observations, and the implications for social workers in relation to course content. Entries can reflect experience inside or outside the classroom but must, at the very least, refer to course learning. These entries will be kept confidential; however, students should ensure that they maintain their own level of comfort and safety by not disclosing items that are too personal. Failure to post on the discussion board at least 4 times will result in 50 points being deducted from the class participation grade. Students should keep logs of the dates and times that they posted and submit them to the instructor at the end of the semester.

**Attendance**

Student participation in class discussion and activities is crucial to success in this course, and, for that reason, attendance is expected. In order to receive attendance and participation points in the class, students must stay within the limits for absences (excused or unexcused) for the class. This limit is defined as one class session.

If the student exceeds this limit by one absence, the student will receive half the attendance points; if the student exceeds the limit by two or more absences, he or she will receive none of the attendance points.

In the event of an absence (excused or unexcused) a student may be required to submit a short paper to the instructor. This paper is designed to ensure that the student is current on readings and other material discussed in class. In the event that there are more than two absences, the students will be required to schedule a conference with the instructor to discuss the impact of the absences on his or her performance in the course.

Each student is expected to arrive on time, remain for the full class period, participate meaningfully in class discussion and exercises, and call upon life experiences and course
readings for contributions. Two times late to class will count as one absence. A student will be counted as late 15 minutes after class starts.

Please consult the following website for further information on University attendance regulations: www.ncsu.edu/provost/academic_policies/attend/reg.htm

According to University regulations, excused absences fall into one of two categories:

- **Sanctioned, anticipated situations**—participating in an official University function, court attendance, religious observances, military duty. Requests must be submitted in writing at the beginning of the semester or one week prior to the anticipated absence.

- **Documented emergency situations**—student illness, injury, or death of immediate family member. Requests must be documented by the Student Health Center, the Office of Student Development, or by a personal physician within one week following the emergency.

**Late assignments**

It is recommended that a student notify the instructor directly (i.e., in person, by phone, or by e-mail) of an absence as soon as possible. If a student will be absent from class the day an assignment is due, he or she will be responsible for turning in the assignment on time. The instructor assumes no responsibility for papers left in the care of classmates, left under the instructor’s office door, or in the instructor’s mailbox. Exceptions to this policy will be afforded to those personal emergencies (e.g., illness, death or medical emergency in the immediate family) with proper documentation and at the instructor’s discretion.

Written assignments must be turned in by the end of class on the day they are due. Papers submitted anytime after the end of class will be assessed point reductions: 5 points if one day late and an additional 5 points for each additional day. Unless specified prior to the due date, written assignments will not be accepted via electronic format (e.g., e-mail, disks).

**Make-up Work**

Make-up work will be allowed only in situations where absences are excused. Contact the professor in regards to make-up work or incomplete work to determine a schedule for completion. Please consult the following web page for further information on University attendance regulations: www.ncsu.edu/provost/academic_policies/attend/reg.htm

**Safety**

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to safety policies and practices related to their agency and/or community settings. Students should also notify instructors regarding any safety concerns.

**Transportation**

Transportation to and from agency and/or community setting is the responsibility of the student.
Grading Scale

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<td>100-97</td>
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<td>89-87</td>
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<td>A</td>
<td>96-93</td>
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<td>A-</td>
<td>92-90</td>
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Evaluation/Grading Method

The final grade will be determined by the following formula:

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<th>Method</th>
<th>Date</th>
<th>Percentage</th>
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<tr>
<td>Class attendance and participation</td>
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<td>10%</td>
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<tr>
<td>3 Community events</td>
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<td>15%</td>
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<tr>
<td>Self-reflection paper</td>
<td></td>
<td>15%</td>
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<tr>
<td>Cross-cultural understanding paper</td>
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<td>25%</td>
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<tr>
<td>Social Justice Plan—service learning activity-Presentation</td>
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<td>35%</td>
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Learning in this class is based on mastery of the material rather than initial performance ability. Therefore, the Self-reflection paper, the Cross-cultural understanding paper, and the Social Justice Service learning paper will be eligible for one-time revisions. Students who plan to revise a paper will have one week from the day the original graded paper is returned to revise and resubmit the paper. Original papers and grading forms must be resubmitted along with the revised paper. The average of the original and revised grades, if higher, will replace the original grade.

In the spirit of quality improvement, students’ comments and feedback regarding aspects of this course and its instructor are encouraged. Goodwill suggestions for process and content are welcomed.

Assignments

Community Events Paper

Each student must participate in three community events or field experiences over the course of the semester. These might include cultural events such as La Fiesta Del Pueblo, a Cinco de Mayo celebration, a Bar mitzvah, an African American Church Service, a gay pride parade, or a senior center program etc. Each student will write a brief paper (2-3 pages in length), that will describe why the experience was selected, describe the details of experience and to integrate course content with the real-life experience.

Self-Reflection Paper

This 4 – 5 page paper is designed to promote thorough self-analysis across the many aspects of identity diversity including, but not limited to: race, gender, physical/mental ability, ethnicity, religion, sexual orientation, class, age, and national origin. Students should address all aspects except those that they do not feel comfortable disclosing or discussing. (Students are encouraged
to conduct self-reflections on why they chose to exclude those aspects that they did.) Points to consider for self-reflection will be presented in class.

**Cross-Cultural Understanding Paper**
This 4 – 5 page paper is designed to foster understanding of the differences between the student - as a social worker - and his or her clients, of the aspects of diversity that each brings to the interface, and how those aspects and differences shape and affect the therapeutic encounter. Students will describe two clients (either from current field placement or social work employment) or two willing participants whom they will shadow: one who is very similar to the student and one who is very different. Writing guidelines as well as points to consider for cross-cultural understanding will be discussed in class. Each student will conduct a 10-minute presentation on his or her paper. Students working with a partner will give a 15-minute presentation with each contributing equally to the presentation.

**Social Justice Plan – Service Learning Activity**
The purpose of this 6–8 page assignment is to help students to become agents of change against oppressive forces at work in today’s society. Students will identify the presence of racism, ethnocentrism, classism, sexism, heterosexism/homophobia, religious intolerance, ableism, ageism, or xenophobia/provincialism and design a plan to address and counteract it. Students may work alone on a hypothetical plan, or work alone or with a partner on an experiential plan. This service-learning plan may take the form of awareness/consciousness-raising, direct action/intervention, or multicultural skill building/training. Points to consider for writing the paper will be described in class.

Each student is required to submit a paper for this assignment. Students working with a partner on the experiential version of this assignment are both expected to submit individually prepared papers of 6-8 pages of text in length. Each student will complete a 10-minute presentation on his or her Social Justice Plan.

**Required format**
All papers should be written according to APA format (American Psychological Association, unless otherwise specified by the instructor.


**Reading List/Bibliography**

Required Readings


**Supplemental Reading**


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<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
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<tr>
<td>Week One</td>
<td>Welcome and course overview</td>
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<td>Week Two</td>
<td>Culturally competent social work practice</td>
<td>CQ Press: Ch. 1</td>
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<td>Rothenberg: Chs. 1-3</td>
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<td>Week Three</td>
<td>Self-awareness: Ethnic roots and racial identity development</td>
<td>CQ Press: Ch. 2</td>
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<td>Rothenberg: Chs. 4-8</td>
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<td>Cultural diversity: Identity politics and populations at risk</td>
<td>CQ Press: Ch. 3</td>
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<td>Rothenberg: Chs. 9-12</td>
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<td>Power, privilege, and oppression</td>
<td>CQ Press: Ch. 5</td>
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<td>Rothenberg: Chs. 13-19</td>
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<td>Week Six</td>
<td>Social justice framework: Distributive justice, human and civil rights, and global interconnectedness</td>
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<td>Week Seven</td>
<td>Social work’s historical context</td>
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<td>Rothenberg: Chs. 23-46</td>
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<td>Week Eight</td>
<td>Values, ethics, and social justice</td>
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<td>Rothenberg: Chs. 47-51</td>
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<td>Social justice theoretical perspectives</td>
<td>CQ Press: Ch. 9</td>
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<td>Week Ten</td>
<td>Engagement: Interpersonal, organizational, and community contexts</td>
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<td>Rothenberg: Chs. 66-72</td>
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<td>Week Eleven</td>
<td>Assessment: Systematic inquiry and learning</td>
<td>CQ Press: Ch. 11</td>
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<td>Week Twelve</td>
<td>Participatory planning, decision-making, practice intervention, and accompaniment</td>
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<td>Rothenberg: Chs. 106-110</td>
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<td>Week Thirteen</td>
<td>Critical reflection, evaluation, and research</td>
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<td>Rothenberg: Chs. 111-116</td>
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<td>Week Fourteen</td>
<td>Social justice work and the future Presentations</td>
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<td>Rothenberg: Chs. 117-126</td>
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