



A&M-Commerce Supports Students' Mental Health

The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

Please, click on the following link to access A&M-Commerce Covid 19 Information, <https://new.tamuc.edu/coronavirus/>

SWK 541: Social Justice for Oppressed Populations

COURSE SYLLABUS: Fall 2021

INSTRUCTOR INFORMATION

Instructor: Dr. Gracie Brownell
Office Location: 323B Henderson - Commerce
Office Hours: Tuesday 10am-4pm or by Appointment
Office Phone: 903-468 8170
Office Fax:
University Email Address: Gracie.Brownell@tamuc.edu (preferred)
Preferred Form of Communication: **E-mail**
Communication Response Time: within 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Rothenberg, P. S. & Accomando, C. H (2020). *Race, class and gender in the United States: An integrated study*. (11th ed). New York: Worth Publishers.

Software Required

Optional Texts and/or Materials

Publication manual of the American Psychological Association (2019) 7th ed.
Washington, DC: American Psychological Association

Devore, W. & Schlesinger, E. G. (1996). *Ethnic sensitive social work practice* (8th ed).
MA: Allyn & Bacon.

Course Description

This course provides students with knowledge about social work with diverse populations, mechanisms of social oppression, and social work's efforts to bring about social justice. 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, and gender or disability status. In addition, the course will also develop culturally relevant macro and micro strategies of empowering these diverse groups

RELATIONSHIP TO OTHER COURSES:

This course builds on foundation courses and enhances all subsequent/additional social work courses by providing a basis from which development and analysis of social work interventions may be formed.

PROGRAM GOALS:

1. Prepare students for competent and effective generalist social work practice with diverse client systems.
2. Provide students with a foundation of knowledge for professional development, graduate education and lifelong learning
3. Develop student capability to improve human service delivery systems and promote social justice
4. Socialize student to the profession of social work

CORE COMPETENCIES

Council on Social Work Education (CSWE) requires a competency-based approach to identify and assess what students demonstrate in practice. In social work, this approach

involves assessing students' ability to demonstrate the competencies identified in the educational policy. Students to achieve programmatic goals listed above through demonstration the following nine competencies for generalist- level practice. *Students achieve programmatic goals listed above through demonstration of the following **competencies** for Advanced Generalist Practice (AGP).*

Competency 2.1.1 Identify as a professional social worker and conduct oneself accordingly

Competency 2.1.2 Apply social work ethical principles to guide professional practice

Competency 2.1.3 Apply Critical thinking to inform and communicate professional judgments

Competency 2.1.4 Engage diversity and difference in practice

Competency 2.1.5 Advance human rights and social and economic justice

Competency 2.1.6 Engage in research-informed practice and practice-informed research

Competency 2.1.7 Apply knowledge of human behavior and the social environment

Competency 2.1.8 Engage in policy practice to advance well-being and deliver services

Competency 2.1.9 Respond to contexts that shape practice

Competency 2.1.10 (a)-(d) Engages, assesses, intervenes and evaluates individual, families, groups, organizations, and communities

Student Learning Outcomes (Practice Behaviors)

Each competency (outlined above) describes the knowledge, values, skills and cognitive and affective processes that compromise the competency at the generalist level of practice. While content and activities of each course in the MSW curriculum covertly or overtly addresses each of the nine competencies, integrated into each course is a set of behaviors (practice behaviors) representing observable components of one for more competencies. Content and assessment in this course reflect the bolded competencies and the following practicing behaviors:

2.1.2.1 Makes ethical decisions by applying standards of NASW Code of Ethics and as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles

2.1.2.3 Tolerates ambiguity in resolving ethical conflicts

2.1.4.2 Has sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

2.1.4.3 Recognizes and communicates her or his understanding of the importance of difference in shaping life experiences

2.1.5.2 Understands the forms and mechanisms of oppression and discrimination

2.1.5.3 Is skilled at engaging in practices that advance social and economic justice

2.1.9.1 Is skilled at continuously discovering, appraising, and attending to changing locales, populations, scientific and technological developments and emerging societal trends in order to provide relevant services.

2.1.10[a].2 uses empathy and other interpersonal skills

COURSE REQUIREMENTS

Minimal Technical Skills Needed

In this class students will utilize the learning management system (LMS) D2L for class engagement, taking tests, accessing course resources and posting assignments, therefore students need to have basic understanding of the LMS tools. Additionally, students need basic knowledge in using Microsoft Word for creating and formatting assignments.

Instructional Methods

Course instruction is provided through both synchronous and asynchronous methods, with students having the opportunity to engage in interactive, live class sessions with the instructor, guest speakers, and peers; request one to one instruction as appropriate, along with discussion activities. Students will have access to pre-recorded lectures and assignment instructions each week.

Student Responsibilities or Tips for Success in the Course

Course Requirements: To complete this course, students will be required to successfully complete class assignments. Engagement in all virtual class meetings and discussion board participation are essential to integration of course material.

Reaction Papers (3)	75 points
Interview of Social Justice Advocate	75 points
Review of the Literature Paper	100 points
Mid-term exam	100 points
Final exam	100 points
Engagement	70 points

Assignments

Total: 520 points

Points:	Grade:
468-520	(90%) A
416-467	(80%) B
364-415	(70%) C
312-363	(60%) D
Below 312	(50%) F

Policy on Due Date

- (1) **NO** assignments will be accepted past the due date. If an assignment is not submitted by the specified due date and time, a 0 will be awarded. In the event of extenuating circumstances, (i.e. medical issues) and proper supporting documentation is provided, an arrangement between the instructor and student will be made for submission of assignments.
- (2) **NO** unit quiz can be made up.
- (3). ALL written assignments will be submitted in the correct drop box, online in Bright Space D2L by the due date and time. **DO NOT** email an assignment to me. In the hordes of email I receive daily, many get lost. It is your responsibility to know how and if your computer software is compatible with Bright Space D2L for uploading assignments.

Assessments

SWK 541 Assignments

1. REACTION PAPERS (3 AT 25 POINTS)

Students will write three brief reaction papers (1-2 pages, double-spaced). Students will react to three chapters selected by each student, from the Rothenburg text. The due dates for the different sections of the book are listed in the course outline. Students will upload the paper to the appropriate submission folder on D2L Brightspace and provide a one paragraph summary of their reaction under Reaction Discussion during the Module with reading was assigned. For example, if you choose to react to a chapter from Part III of the book, then you will post under Module Two's Reaction Discussion. Please read each other's reactions, and add to the discussion for Class Participation points.

2. INTERVIEW OF ADVOCATE FOR SOCIAL JUSTICE (75 points)

Students will interview a leader or employee of an organization that advocates for or assists an oppressed or special needs population group. The student will write a 3 - 4 page paraphrased summary of the interview that includes information received and personal reflections on the experience, and share the key findings with the class. Upload to the appropriate submission folder on Brightspace and post a one-paragraph summary under Advocate Interview Discussion.

3. LITERATURE REVIEW (100 points)

Students will write a paper, which provides current statistics and a literature review focused on a specific ethnic or oppressed population. The conclusion should contain suggestions on possible micro, mezzo and macro interventions based on the student's research. The literature review must include at least eight professional journal articles as well as information from web sites that are related to government or professional organizations. The student must use at least ten references.

The paper should follow APA style and be 10 to 12 pages in length.

The paper will be graded using the following point system:

<u>Issues of Form:</u>	<u>Percentage of Grade</u>
Required length	10%
Professional grammar, punctuation, spelling/ APA format	25%
<u>Issues of Content:</u>	65%
Evidence of scholarly research	
Subject thoroughly covered (citations reflect the breadth of research done)	
Evidence of critical analysis and practice application	
Connections made to various social, economic and/or political theories, which have been presented in the course	

4. MID-TERM EXAM (100 points)

The mid-term exam will cover all course material from class "lectures", class discussions, D2L Brightspace postings, and readings to date. Multiple choice, T/F, short answer, and brief essay.

5. FINAL EXAM (100 points)

The final exam will cover all material from class lectures, class discussions, D2L Brightspace postings, and readings from the mid-term to date. Multiple choice, T/F, short answer, and brief essay.

6. ENGAGEMENT –

For online education to be successful, students must remain engaged in learning and interacting with others for the duration of the course. This semester a portion of grades will depend on the level of engagement students retain throughout the class. For additional information, see the Student Responsibilities section below.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary

use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

Instructor will respond to email queries within 2 business days.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

Students with Disabilities-- ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

Department or Accrediting Agency Required Content

Engagement Policy

Final Evaluation and Grade Depends on both Classroom attendance and Participation

Inadequate participation or lack of required time commitment in each class significantly affects students' grades. No matter the course venue, students must engage in a comparable amount of time. Expectations of both Face-to-Face classes and those with Online components include time spent reading and studying course material.

To earn a level of competency within a specific course, students must demonstrate both mastery of content and active engagement.

Mastery of content areas is evidenced by successful completion of course assignments such as written papers, group project deliverables, tests/quizzes and other tangible products designed by instructors to evaluate knowledge and skills.

Additionally, the Social Work Profession is built upon human interactions and building human relationships – which is defined as engagement. Engagement is defined as meaningful involvement in interactions with instructor, peers, outside stakeholders as appropriate (such as contacting a social worker to interview for a required assignment). Within the classroom setting, whether virtual or F2F, students must actively participate in 80% of engagement activities as outlined by individual instructors. These activities can include participation in a live, synchronous virtual classes, attending a Face to Face course when appropriate, interacting with peers in posted discussions and collaborating in group interactive projects.

Students must meet standards for content mastery on tangible assignments and meet the threshold of active engagement 80% of the time during a semester. Instructors are experts in each course content area and set the standards for students to meet for successful completion of the course.

As we enter the Fall semester, we are all working under stresses and strains related to the COVID-19 pandemic. It is imperative we communicate consistently and frequently. If, for any reason, you are not able to complete assignments or actively engage in the course, you MUST reach out to your instructor and let him or her know.

Student Conduct

Students preparing to become professional social workers must adhere to the *University Code of Conduct*, *Department Code of Conduct* and *National Association of Social Workers' (NASW) Code of Ethics*.

University Code of Conduct located in the *Student Guide Book* at

<http://www.tamuc.edu/campuslife/documents/studentGuidebook.pdf> (pp 34- 66). On the University Website under Campus Life Documents

To become aware of University policies related to student academic and behavioral expectations for students refer to the Guidebook.

Department Code of Conduct

"Faculty have the authority to request students who exhibit inappropriate behavior to leave the class/lab/internship practicum or to block access to online courses and may refer offenses to the [Academic and Professional Issues Committee (API)] or to the Department Head. More serious offences by be referred to the University Police

Department and/or the Judicial Affairs Office for disciplinary action" (Student Guidebook p 35)

Social Work students conduct themselves in an ethical and professional manner. Closely linked with professional recognition is the social worker's compliance with the profession's ethical standards. It is imperative for professional social workers to be competent and ethical in practice if the profession is to maintain the public trust. It is essential that each social work student gain a thorough understanding of the ethical principles that guide practice and actively demonstrate in behavior, both in and out of the classroom. Student conduct is to reflect the tenets of *NASW Code of Ethics* (located at <https://www.socialworkers.org/pubs/code/code.asp>) on the NASW website: <https://www.socialworkers.org>

COURSE OUTLINE / CALENDAR

Week#/ Week start	Book Part	Assignments
Week 1 1/31/2022- 2/6/2022 1st Zoom Meeting Monday 1/31 at 6pm	Part I – The Social Construction of Difference: Race, Class, Gender, and Sexuality	Read pages 5-46 Discussion #1
Week 2 2/7/2022- 2/13/2022	Part I – cont'd	Read pages 48 -100 Reaction Paper #1 (Any chapters from Part I)
Week 3 2/14/2022- 2/20/2022	Part II – Understanding Racism, Sexism, Heterosexism, and Class Privilege	Read pages 103 - 165 Watch Guest Speaker 1 recording and participate in discussion

Week 4 2/21/2022- 2/27/2022	Part II – cont'd	Read pages 166-195 Discussion #2
Week 5 2/28/2022- 3/6/2022	Part III – Complicating Questions of Identity: Race, Ethnicity, and Immigration	Read pages 199-264 Reaction Paper #2 (Any chapters from Part II or III)
Week 6 3/7/2022- 3/13/2022 2nd Zoom Check In Monday 3/7 at 6pm	Part IV – Discrimination in Everyday Life	Read pages 272-319 Watch Guest Speaker 2 video and participate in discussion
Week 7 3/14/2022- 3/20/2022 Spring Break		
Week 8 3/21/2022- 3/27/2021	Part IV—cont'd	Read pages 320-346 Reaction Paper #3 (Any chapters from Part IV)
Week 9 3/28/2022- 4/3/2022	REVIEW WEEK	Midterm Exam
Week 10 4/4/2022- 4/10/2022	Part V – The Economics of Race, Class, and Gender	Read pages 349-400 Discussion #3
Week 11	Part V—cont'd	Read pages 403-438 Literature Review

4/11/2022- 4/17/2022		
Week 12 4/18/2022- 4/24/2022 3rd Zoom Check In on Monday 4/18 at 6pm	Part VII – How it happens: Legal Constructions of Power and Privilege	Read pages 503-585 Watch Guest Speaker 3 video and participate in discussion
Week 13 4/25/-5/1/2022	Part VIII- Maintaining Race, Class, and Gender Hierarchies	Read pages 589-677 Discussion #4
Week 14 5/2/-5/8/2022	Part IX – Social Change: Revisioning the Future and Making a Difference	Read pages 679-755 Advocate Interview
Week 15 5/9/-13/2022	REVIEW	Final Exam