I. Course Description

This course prepares students for generalist social work practice in a multicultural society. It discusses Afro-Americans, Hispanics, American Indians, and Asian Americans, and implications are drawn for social policy.

Attributes and Designations: This course counts toward 50% graduate coursework requirement.

Requisites: Must be a Social Work or Social Welfare Major

How credit hours are met: This course meets for one four hour class period each week during the seven week session and carries the expectations that students will work on course learning activities (reading, writing, studying, etc.) for approximately eight hours each week.

II. Course Overview

This required course is part of the Human Behavior and Social Environment sequence in the Generalist Practice curriculum. This course prepares students for generalist social work practice in a multicultural and inequitable society. This course privileges an ecosystems perspective to social work and places emphasis on understanding how racial and ethnic categorization, but especially institutionalized racism and oppression impact the lived experiences and life chances of persons and groups within American society. Under current social welfare policy, the perception and the reality of the gender and race of the recipients shape both social policy and social work practice. Toward these goals, we shall examine how racial categories differ from ethnic groups, how racial classification powerfully organizes peoples’ identities and experiences, privileges and opportunities in the U.S., and how racial oppression intersects with other forms of oppression, such as those along class, gender, sexual orientation, language, and citizenship lines, to maintain durable inequalities in and across U.S. social and economic institutions. By the end of this
course, students will gain a more critical understanding of racial and ethnic identification (an opportunity to explore their own racial identity). Students will come to a deeper understanding of how the history of racial inequity and oppression in the U.S. currently impacts lives of marginalized groups and individuals. This information and understanding will support critical thinking and understanding of the need for anti-racist/anti-oppressive social work practice in collaborative work toward social justice.

III. Learning Outcomes: Competency Descriptions and Dimensions

Social Work Education is framed by a competency-based approach to curriculum design. At the conclusion of their education, social work students are expected to be competent in 9 core areas. Competency is achieved through mastery of course content as measured through course activities, readings and assignments and behaviors learned in field experiences, and which are derived from social work knowledge, values, skills and cognitive and affective processes. The objective of this course is to help students to demonstrate understanding and mastery of the knowledge, values, skills and cognitive and affective processes relevant to the competencies described in Appendix A.

IV. Course Content

Week 1: Saturday, March 24th
Introductions, Expectations, Syllabus
Topic: Cultural Humility and Systems of Oppression

Required Readings
- Video: Vivian Chavez- Cultural Humility.

Week 2: Saturday, March 31st
Topic: Systems of Power and Privilege and Historical Processes

Readings
- Brown-Rice, K. 2013 “Examining the Theory of Historical Trauma Among Native Americans” (3)131-140

Week 3: Saturday, April 7th.
Topic: Intersectionality. Intra/Interpersonal Processes
Readings
Week 4: Saturday, April 14th
Topic: Migration and Transnational Living.
Readings:
- Perez, L 2014 Racial micro aggressions as a tool for critical race research. 297-320
- Magnus, L 2016 Crime, the Criminal Justice System, and Socioeconomic Inequality 30(2) 103-126
- Burch, T. 2015 Skin Color and the Criminal Justice System: Beyond Black-White disparities sentencing. 395-420
- Video: “Place Matters” (30 minutes)
  This film looks at how the social, economic and physical environments in which we are born, live, and work profoundly affect our longevity and health.

Week 5: Saturday, April 21st
Topic: Social and Racial Justice
Readings:
- Ibarra, A. 2015 Mexican mass labor migration in a not so changing political economy 15: 211-233
- Tyler, R. 2016 Investigating the Intersection of Whiteness and Racial Allies

Week 6: Saturday, April 28th
Topic: Community Organizing, Development and Coalition Building
Readings:
- Benner, C. Collaboration, Conflict, and Community Building at the Regional Scale.
- Christens, B. 2016 Community Organizing

Week 7: May 6th
Topic: Activism and advocacy, Social Movements
- Tantrum, S. Undocumented Immigrants and Policy Advocacy: Reasserting the
  o Activist Roots of Social Work
- We will discuss recent issues happening in society.

V. Reading materials.
All reading materials will be available on Canvas: https://canvas.wisc.edu/courses/87712

VI. Evaluation: Assignments, Grading, and Methods
Grading Scale: Points earned on each assignment and your final grade will be assigned as follows:
A  94-100 outstanding; surpasses expectations in all areas
AB 88-93 surpasses expectations in many areas
B  82-87 meets expectations in all areas
BC 76-81 meets expectations in some areas; below in others
Feeling, What, How, What, What

Guidelines:

Discussions

Assignments

Purpose:

See the Rubric Below

RUBRIC PRESENTATION: READING

15 POINTS

Purpose:

As part of the participation point’s student(s) will facilitate discussion based on assigned readings or articles. Student facilitating reading discussions is meant to be another opportunity for the class to hear from different voices. Students will be given latitude in how they lead reading discussions but some guidelines are provided below.

Guidelines:

~15 minute discussion on the identified reading(s)
~What portions of the readings resonated for you?
~What questions rose from the reading which the class could discuss?
~How will/can you apply the readings to your personal practice as a social worker?
~What are the implications to the social work profession as a whole?
~Feel free to incorporate examples.
If you have any questions about this assignment while working on it, feel free to contact the instructor anytime before 7pm of the night before the presentation is due.

**Grading Rubric:** The following rubric will be used to evaluate your work.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dress professionally</td>
<td>2</td>
</tr>
<tr>
<td>Well prepared (avoid reading from notes, creativity)</td>
<td>5</td>
</tr>
<tr>
<td>Implications as Social Work</td>
<td>2</td>
</tr>
<tr>
<td>Manage time well</td>
<td>2</td>
</tr>
<tr>
<td>Engage classroom or manage questions appropriately.</td>
<td>2</td>
</tr>
<tr>
<td>Appropriate tone of voice, body language, eye contact</td>
<td>2</td>
</tr>
<tr>
<td>Total of points:</td>
<td>15</td>
</tr>
</tbody>
</table>

Also students will be asked to bring weekly examples that they experience in their lives in which they notice how cultural humility was or was not present, this exercise has the intention to develop awareness in student’s life on how topics discussed in class are present in our daily lives. The professor will provide a few examples the first day of class as an example to make it more clear. **Ongoing 5 points.**

1. **Critical Reflection Papers**

   - **Critical Self-Reflection Paper (1 of 3) - Due date March 31st**
     Over the course of the semester, you will be required to write (3) Critical Analysis papers based on readings and course materials. These papers will be due no later than the beginning of class on the day they are due. You can earn up to **25 points** for each paper.

   - See the Rubric below.
Rubric Paper # 1: Self Reflection Paper

Purpose:
The purpose of this assignment is two-fold. First, as social workers, it is crucial that you develop (and continue to develop) cultural sensitivity through a deeper understanding of your own racial and cultural background. This assignment provides you the opportunity to do so through critical self-reflection on how your own ethnicity and experiences affect your beliefs, thoughts, and biases with respect to groups different from your own. The second purpose of this assignment is to continue developing and strengthening your writing skills. The body of the paper is 4-5 pages maximum (not counting cover and reference pages). Your paper should be well organized with an introduction and conclusion, as well as written concisely with depth and a critical approach to the material. Grammar and spelling will definitely be graded. In addition, you must use APA (Sixth Edition) style for your paper formatting, citing & references. In order to insure that your use of APA style is accurate, please refer to the UW-Madison Writing Center’s APA website: http://writing.wisc.edu/Handbook/DocAPA.html.

Sections to Cover:

When writing your paper, please use the following subheadings:

Introduction.

1. My background. Formulate and write a statement that describes your ethnic and racial mixture, stating which one(s) you have selected for this paper and why. What are your cultural roots? If there are other factors that shaped your views (ie, religion, poverty or affluence), then include a discussion of these intersections.

~ My family and group experiences. Provide a brief immigration history of your ethnic group, which includes your specific family history and a general group overview (ie. Italians). In writing this section, consider the following questions:

(a) What country did they come from?
(b) When did they arrive in the U.S.?
(c) Why did they come to U.S.?
(d) What opportunities were available to them?
(e) After their arrival, were they affected by discrimination? In what ways were they stereotyped?
(f) Was there any resistance to the dominant culture or was assimilation embraced by people of your ethnicity? What was the outcome of this choice? How did this choice play a role in your ancestors’ history?
(g) Reflect on the information-gathering process for this section, along with any insights you had in the process. Typically, students interview family or cultural elders for this information and cite historical research texts. How have these items influenced your world-view and defined your place in society?

3. Reflection on race and ethnicity. Where do your ideas of race come from? Provide a description of what and how you were taught about race and ethnicity— your own, as well as groups different from you. Reflect on the specific ways in which your experiences have influenced how you view and relate to people from different backgrounds. Connect your experiences to the previous section of your ancestors’ experience in shaping the way you see the world today. Give a sense of your family’s interactions with and comments or discussions about, other ethnic or religious groups. These interactions or discussions may be overt or covert. Are there differences between generations? Critically analyze the assumptions you hold about race and ethnicity.
4. *Areas to develop or improve.* After knowing more about yourself, what areas do you feel need to be developed or about which you need to learn more in order to increase your cultural humility and ability to interact more skillfully with others? Why do you feel this way? What has made you want to continue exploring a particular area (you can provide an example in which you felt cultural incompetent or a situation in which you witness a lack of awareness on the differences between people ethnicity or race.)

**Conclusion.**

If you have any questions about the paper while working on it, feel free to email the instructor anytime before 6pm of the night before the paper is due.

**Grading Rubric:** The following rubric will be used to evaluate your work.

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>My Background – depth and critical thinking</td>
<td>5.5</td>
</tr>
<tr>
<td>Family &amp; Group Experiences – depth and critical thinking</td>
<td>5.5</td>
</tr>
<tr>
<td>Reflection on race and ethnicity– depth and critical thinking</td>
<td>5.5</td>
</tr>
<tr>
<td>Areas to develop and improve– depth and critical thinking</td>
<td>5.5</td>
</tr>
<tr>
<td>Grammar, spelling and correct use of APA style. Include 2 readings from class.</td>
<td>3</td>
</tr>
<tr>
<td>If applicable, minus 1 point for failing to adhere to formatting instructions (Introduction and Conclusion)</td>
<td></td>
</tr>
<tr>
<td>Total of points:</td>
<td>25</td>
</tr>
</tbody>
</table>

- **Critical Analysis Paper (2 of 3) - Due date April 14th**
  
  For this paper you will be asked to evaluate the cultural awareness and humility of you an agency, school, or other due no later than the beginning of class on the day they are due. You can earn up to **25 points**

  See Rubric Below.

**RUBRIC PAPER #2: AGENCY CRITICAL ANALYSIS**
Purpose:
This paper has two important components. First, you will analyze and evaluate the level of cultural humility in an agency based on your personal and professional knowledge, and practice at work, school or any other agency setting. Second, by pointing out the issues with lack of cultural humility that you find are present, you will be asked to suggest strategies that might help address the issues. The questions below are required to be answered in this process:

1. Describe your agency
   - What is the population that you serve?
   - Is the space and environment representative and welcoming of all the clients it serves?
2. Read and review the NASW Standards for Cultural Competence
3. Formally assess the level of cultural humility by determining:
   1. What is the overall knowledge level of cultural humility at your agency?
   2. What training in cultural humility has your agency been through?
   1. What standards of culturally humility practice are present?
   2. What standards of culturally humility are lacking/missing or being ignored?
   3. Of those missing elements, what are the impediments?
   4. What steps would you recommend your agency take in order to begin or continue the practice of culturally humility at work?
   5. What steps can you take to advocate or begin this process in your agency?

Format:
The body of the paper is 3-4 pages maximum (not counting cover and reference pages). Your paper should be well organized with an introduction and conclusion, as well as written concisely with depth and a critical approach to the material. Grammar and spelling will definitely be graded. In addition, you must use APA (Sixth Edition) style for your paper formatting, citing & references. In order to ensure that your use of APA style is accurate, please refer to the UW-Madison Writing Center’s APA website: http://writing.wisc.edu/Handbook/DocAPA.html.

Please look at the “writing expectation” handout for more details at Learn@UW.

If you have any questions about the paper while working on it, feel free to email the instructor anytime before 6pm of the night before the paper is due.

Grading Rubric: The following rubric will be used to evaluate your work.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing the agency (Bullet #1)</td>
<td>1</td>
</tr>
<tr>
<td>Assessing the Agency (Bullet #3, 2 point per letter bullet)</td>
<td>10</td>
</tr>
<tr>
<td>Recommendations for change (Bullet #4)</td>
<td>4</td>
</tr>
<tr>
<td>Steps for advocacy (Bullet #5)</td>
<td>4</td>
</tr>
<tr>
<td>Concept</td>
<td>Points</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Incorporating at least 4 readings - APA citations</td>
<td>4</td>
</tr>
<tr>
<td>Spelling and grammar.</td>
<td>1</td>
</tr>
<tr>
<td>If applicable, minus 1 point for failing to adhere to formatting instructions.</td>
<td></td>
</tr>
<tr>
<td>Total of points:</td>
<td>25</td>
</tr>
</tbody>
</table>

- **Social Justice - Cultural Awareness and Humility Article and Reflection Paper (3 of 3) Due date April 28th**
  You will need to analyze a recent issue in society and reflect about it. **25 points**

  See the Rubric below.

  RUBRIC PAPER #3: SOCIAL JUSTICE - CULTURAL AWARENESS AND HUMILITY
  25 POINTS

**Purpose:**
This paper has two important component. First, your will analyze and evaluate a recent issue happening in society (news, newspaper article) that is affecting or impacting society in which cultural humility is important to consider. Second, by pointing out the cultural humility issue that you find please elaborate with what you have learn in the course on how you will approach the issue, or advocate on it. The questions below are required to be answered in this process:

2. Describe the issue (attached newspaper article or news link)
   What is the population being affected or impacted?
   From your perspective, is this issue affecting society and how?
3. Propose a creative alternative or solution to the problem.
4. Explain how as a social worker you can make this happen. (step by step)
5. What are the possible obstacles you can encounter.
6. Select one obstacle and how would you address it.

**Format:**
The body of the paper is 3-4 pages maximum (not counting cover and reference pages). Your paper should be well organized with an introduction and conclusion, as well as written concisely with depth and a critical approach to the material. Grammar and spelling will definitely be graded. In addition, you must use APA (Sixth Edition) style for your paper formatting, citing & references. In order to insure that your use of APA style is accurate, please refer to the UW-Madison Writing Center’s APA website: [http://writing.wisc.edu/Handbook/DocAPA.html](http://writing.wisc.edu/Handbook/DocAPA.html).

Please look at the “writing expectation” handout for more details at Learn@ UW.
If you have any questions about the paper while working on it, feel free to email the instructor anytime before 6pm of the night before the paper is due

Grading Rubric: The following rubric will be used to evaluate your work.

<table>
<thead>
<tr>
<th>Concept</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describing the issue (Bullet #1)</td>
<td>2</td>
</tr>
<tr>
<td>Copy of the article or link</td>
<td>1</td>
</tr>
<tr>
<td>Population affected (Bullet #1a)</td>
<td>2</td>
</tr>
<tr>
<td>Impact in society (Bullet #1b)</td>
<td>2</td>
</tr>
<tr>
<td>Alternative solution (Bullet #2)</td>
<td>2</td>
</tr>
<tr>
<td>Detail steps for change (Bullet #3)</td>
<td>8</td>
</tr>
<tr>
<td>Possible obstacles (Bullet #4)</td>
<td>4</td>
</tr>
<tr>
<td>How to address an obstacle (Bullet #5)</td>
<td>4</td>
</tr>
<tr>
<td>Incorporating at least 6 readings - APA citations (a point will be deducted 1 per reading missing)</td>
<td></td>
</tr>
<tr>
<td>Spelling and grammar.</td>
<td></td>
</tr>
<tr>
<td>If applicable, minus 1 point for failing to adhere to for-</td>
<td></td>
</tr>
<tr>
<td>matting instructions.</td>
<td></td>
</tr>
<tr>
<td>Total of points:</td>
<td>25</td>
</tr>
</tbody>
</table>

VII. Course Polices

Attendance
Students are expected to attend all scheduled classes. Attendance is defined as arriving on time, staying through the entire class, and leaving only for scheduled breaks. Attendance will be taken at the beginning of class. If you are ill or have another pressing responsibility or emergency that will prevent you from attending class, it is your responsibility to notify me prior to class of your absence. A pattern of late arrivals and/or early departures will affect your grade.

Excused & Unexcused Absences:
- An excused absence is determined and granted on a case by case basis. It is a basic professional courtesy and your responsibility to notify me prior to class of any classroom time
you will not be attending and to determine follow up plans. It is up to the instructor to deter-
mine whether an absence will be excused. ~ The first unexcused absence will result in a
student’s grade being dropped one full grade ~ The second unexcused absence will place
the student at risk for failing the course

- Additional graded make-up work appropriate for the content missed may be assigned for ex-
cused and unexcused absences.
- Students are responsible for completing any class requirements for the day missed, and for
obtaining from a fellow classmate any assignments, materials, and communications missed
due to absence, late arrival, or early departure.
- Students who must be absent due to inclement weather or other emergencies must contact
the instructor prior to the start of class to be considered for an excused absence.
- Inclement Weather Policy ~ If there is inclement weather students will be expected to check
their email prior to leaving for class to confirm whether classes are cancelled. 1 ~ If classes
are not cancelled but an individual student concludes he/she cannot safely travel to reach
his/her class site, the student must contact his/her instructor(s) regarding his/her plan to not
travel. This absence will be considered excused and makeup work may be assigned. ~ If
classes are cancelled, the instructor will notify students by e-mail of make-up activity re-
quired

Inclement Weather Policy
- If there is inclement weather, students will be expected to check their email prior to leaving
for class to confirm whether classes are cancelled.
- If classes are not cancelled but an individual student concludes he/she cannot safely travel
to reach his/her class site, the student must contact his/her instructor(s) regarding his/her
plan to not travel. This absence will be considered excused and makeup work may be as-
signed.
- If classes are cancelled students will be informed via email of what they may need to do to
engage in course materials remotely for that class session.

Late Assignment Policy
The assignments listed above are due at the beginning of the class period on the date specified.
Students who believe they have a legitimate reason for turning in a late assignment should con-
tact the instructor prior to the due date. Unapproved late assignments will be marked down
three points for each day they are late.

Reading Assignments
You are expected to have read all assigned material prior to the class date under which the
readings are listed above. Reading and critically evaluating what you have read is necessary so
that you can learn, actively participate in class discussions, and successfully complete written
assignments.

Written Assignment Policy
All written assignments are to be either typed or computer-generated. Please format these as-
signments using one-inch margins, double-spacing, and a Times New Roman 12-point font. Al-
ways include a cover sheet (not counted as one of the required pages) with the title of the pa-
per, your name, the date turned into the instructor, course number, and course title (do not put
this information on the first page of your paper). All assignments should be checked thoroughly
for correct spelling and grammar.
Grading Questions

The grades you receive on assignments will be wholly based on (1) the extent to which you respond to assignment objectives, (2) the quality of your writing (especially, organization, and clarity), and (3) your ability to demonstrate critical thinking and write with depth. If there are assignment instructions that are unclear to you, you should bring this to my attention and do so in a timely manner. If you have an issue with a grade on an assignment, please document your reasons in writing with specific attention to the three points above.

Accommodations

Those students requiring accommodation for meeting class expectations, as approved by the McBurney Center, must provide the instructor with a copy of their Verified Individualized Services and Accommodation (VISA) in the first week of the semester. Please contact the McBurney Center at www.mcburney.wisc.edu; Email at mcburney@odos.wisc.edu; Phone at 608-263-2741; NEW—reach by text messaging at 608-225-7956; or by FAX at 608-265-2998, 711 (Via relay); Address is 1305 Linden Drive, Madison, WI 53706

Student Behavior Policy

In order to learn, we must be open to the views of people different from ourselves. Each voice in the classroom is important and brings with it a wealth of experiences, values and beliefs. In this time we share together over the semester, please honor the uniqueness of your classmates, and appreciate the opportunity we have to learn from each other. Please respect your fellow other opinions and refrain from personal attacks or demeaning comments of any kind. Finally, remember to keep confidential all issues of a personal or professional nature discussed in class. We will spend time on the first day creating additional group rules to build feelings of psychological safety and respect.

Use of Technology in the Classroom

To learn, you must be respectful to your classmates, teaching assistant and instructor by using technology appropriately in the classroom. Please turn off your cell phones at the start of class, do not send or receive text messages and do not use laptops for anything other than taking lecture notes.

Code of Ethics, Professional Conduct & Plagiarism

Incoming BSW and MSW students read and signed electronic forms of the NASW Code of Ethics, the School of Social Work Plagiarism Policy and the School’s Principles of Professional Conduct. In doing so, they agreed that while in the BSW or MSW Program they would honor the Code of Ethics and Principles of Professional Conduct, as well as adhere to the Plagiarism Policy and that should they not do so, sanctions would be imposed. BSW and MSW students are expected to adhere to these policies in the classroom and in the preparation, of course assignments.

Plagiarism

Plagiarism is a form of academic misconduct, which is not tolerated by the University or the School of Social Work. Plagiarism seeks to claim credit for the work or effort of another without citation or authorization.

The School of Social Work defines plagiarism as:

1. The appropriation of passages or complete works of another person and submitting them as one's own work – in either written materials or speeches.
2. The presentation of ideas of others as one’s own without giving credit.

There are two major forms of plagiarism:
1. Using direct quotes from others’ written or spoken work and presenting them as one’s own words without using proper quotation marks or offsetting and/or with failure to identify the source of the ideas.
2. Paraphrasing the ideas or research findings of another person(s), with failure to identify the source of the ideas.

Note that slight changes to the author’s original text, even with a citation, is plagiarism. Please see http://writing.wisc.edu/Handbook/QPA_paraphrase.html

Process:
- If an instructor suspects a student has plagiarized, the instructor will contact the student to discuss their concern.
- If the instructor determines that the student has plagiarized, the instructor will decide on a sanction in accordance with the misconduct rules in UWS 14.

Sanction:
- Based on the seriousness of the sanction, the instructor may inform the Dean of Student’s Office. The only sanctions that can be imposed without notifying the Dean of Students Office are: 1) oral reprimand; 2) written reprimand presented only to the student; and 3) an assignment to repeat the work on its merits.
- More serious sanctions may include a zero on the assignment or exam, a lower grade in the course or failure in the course. The School of Social Work will inform the Dean of Student’s Office when imposing any of these sanctions. This action is taken so the Dean of Student’s Office can decide whether to seek additional sanctions.
- Repeated acts of academic misconduct may result in more serious actions such as removal from the course in progress, disciplinary probation or suspension, or expulsion (http://www.students.wisc.edu/doso/acadintegrity.html).
- Note: Students can appeal any sanctions.

For more information:
Academic misconduct rules procedures can be found in UWS 14:

For guidelines on quoting and paraphrasing:
UW-Madison Writing Center http://writing.wisc.edu/Handbook/QuotingSources.html
### APPENDIX A

<table>
<thead>
<tr>
<th><strong>Competencies and Description</strong></th>
<th><strong>Course Content Relevant to Dimensions that Comprise the Competency</strong></th>
<th><strong>Location in Syllabus</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1.2 Engage Diversity and Difference in Practice</strong></td>
<td>Lecture, readings, small and large group discussions and activities. Week 1-7 (K, S, V, C &amp; A)</td>
<td>Page 6-10</td>
</tr>
<tr>
<td></td>
<td>Lecture, discussion (K,V,S) <strong>Cultural Humility</strong> <strong>Interpersonal Processes:</strong> Understanding Cultural Humility, Roles of intersectionality; Spot the privilege.</td>
<td>Week 1 Week 1 Week 3</td>
</tr>
<tr>
<td></td>
<td>Lecture and Discussion (K,V, C&amp;AP) <strong>Systems of Oppression</strong> <strong>Historical Processes</strong> System of power and privilege Development &amp; History of Social Norms. Price &amp; Responsibility of Privilege.</td>
<td>Week 1-2 Week 1-2 Week 1-2</td>
</tr>
<tr>
<td></td>
<td>Lecture and discussion (K,V,C&amp;AP) <strong>Intersectionality</strong> <strong>Intra/interpersonal Processes</strong> Institutional and Systems Processes Matrix of Oppression. Process of Social construction. Roles of intersectionality.</td>
<td>Week 3 Week 3 Week 3</td>
</tr>
</tbody>
</table>

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.
### 2.1.3: Advance Human Rights and Social, Economic and Environmental Justice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status.

Social workers understand that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power.

| Lecture, readings, small and large group discussions and activities. Week 1-7 (K, S, V, C & A) |
| Writing Assignments – |
| Critical reflection K,V,S, C&AP) | Page 6 |
| Critical Analysis Paper, (K,V,S, C&AP) | Page 7-10 |
| Class discussion (K,V,S, C&AP) | Page 4 |
| Cultural Humility Intersectionality | Week 1 |

*K=Knowledge; V=Values; S=Skills; C & AP=Cognitive and Affective Processes*