Course Title: Promoting Social Justice and Empowerment: The Intersection of Oppression, Privilege and Diversity in Social Work
Course Number: BSW SOWK 370; MSW SOWK 502

Prerequisite:
BSW: 201; Senior Standing or Permission of SSW Advisor or BSW Program Director
MSW: 507; For BSW students entering the 5 year program, 370 will substitute for 502

Semester/Year:
Class Time: TBA by Section
Class Location: TBA by Section

Instructor: TBA by Section
Office Location: TBA by Section
Office Hours: TBA by Section
Phone: TBA by Section
Email: TBA by Section

COURSE DESCRIPTION
This course is designed to assist social work students understand the concepts of privilege, oppression and social justice in their work with all diverse populations. There are three essential and unique micro, mezzo and macro components to developing cultural consciousness and humility as social workers that include:

1. Developing an ongoing awareness of self and personal/professional boundaries (micro);
2. Understanding the unique needs and lived experiences of diverse populations (mezzo); and
3. Expanding our awareness of the various systems of oppression and privilege that contribute to our self-awareness and self-concept as well as our perceptions of others (macro).

To address the first component, the course challenges students to engage in a deep exploration of self-awareness of their own cultural identities, values, and biases in a number of areas including but not limited to: childhood and family background, race/ethnicity, social class, gender and sexual identity, immigration status, as well as other sociocultural aspects. A core concept of this class is to minimize oppression, bias and stereotyping and to maximize the capacity for empathy in our understanding all diverse populations. Thus it is imperative that social workers engage in ongoing, long-term self-exploration.

Throughout the course, to address the second component, students will be asked to broaden and deepen their knowledge about and awareness of cultures and identities outside their own. The lectures, readings and course exercises will provide an introduction to a variety of communities and cultures, with the understanding that the process of knowing any community or culture other than one's own is a formidable undertaking far beyond the scope of any single course. The focus
is therefore less on specific cultural traditions and norms, and more on cultivating personal and professional skills and stances that encourage the client to articulate their personal experience and definition of their own culture(s).

The third component to the course is an understanding of social identity formation on a macro level: exploring models and systems of privilege, marginalization, invisibility and oppression that become inextricably bound to an individual or group's self-concept, as well as to the way the group is perceived by society. Concepts of intersectionality, social identity construction, and systemic oppression will be explored.

Theoretical and conceptual perspectives and frameworks of critical race theory, anti-racism and anti-oppressive social work and the concept of *intersectionality* (multiple dimensions of human identity) are infused throughout the course. In addition, this course will also help students to recognize, assess the presence of, and the impact of microaggressions on individuals, couples, families and communities along with exploring the implications of microaggressions for micro, mezzo, and macro social work practice.

Other issues to be addressed in this course may include some of the following topics: the role of social justice and action through community movements; multicultural organizational change; racial/cultural (white and minority) identity development; exploration of dimensions and barriers to effective multicultural social work practice (including the impact of acculturation) on individuals, couples and families.

**RELATIONSHIP TO OTHER COURSES:**
This course falls within the human behavior in the social environment (HBSE) courses at the foundation level. As such it provides a background, and is complimentary, to other foundation level courses in practice, research and policy. Issues of diversity and oppression are central to human development and behavior within the social environment and are addressed in SOWK 305/500 and 306/501. Attention to cultural issues are a basic building block of practice skills at the micro level with individuals, family and groups. Practice courses 301/503, 302/504, and 303/505 (groups) apply theories from this course in developing foundational practice skills. Mezzo level activities of community planning and program development can only be effective when their design is based on the populations who will be utilizing particular services and programs in the community. Organizations today must plan for and implement multicultural practices for their staff as well as the people who will be using the services of the organization. SOWK 307/509 focus on community development and organizational change which today as a multi-cultural focus. Using research that speaks to multi-cultural issues enhances evidence informed practice at all levels. In addition, social work practitioners must learn to produce their own research to further multi-cultural education of the profession. Research courses 390/506 and 606 address cultural concerns in research questions, methodology, data analysis, and communication of the results of research.
LEARNING OBJECTIVES & EPAS RELATED COMPETENCIES

Through course materials and assignments, students are expected to demonstrate mastery of the following objectives, all of which are at the basic, foundation level. At the conclusion of this course, each student shall demonstrate competency in:

2.1.4 Engage diversity and difference in practice.
   **PB:** Recognize the ways in which a culture’s structure and values may oppress, marginalize, alienate, or enhance privilege and power.
   **PB:** Gain sufficient self-awareness to minimize the influence of personal biases and values in working with diverse groups.
   **PB:** Recognize and communicate their understanding of the importance of difference in shaping life experiences.
   **PB:** View themselves as learners and engage those with whom they work as informants
   **Assignments:** Dialogue on Intersectionality and Empowerment; Self-Awareness Journal, parts 1-3

2.1.5 Advance local and international human rights and social and economic justice.
   **PB:** Understand the forms and mechanisms of oppression and discrimination.
   **Assignments:** Dialogue on Intersectionality and Empowerment; Self-Awareness Journal, parts 1-3

2.1.7 Apply knowledge of human behavior and the social environment.
   **PB:** Critique and apply knowledge to understand the reciprocal interactions between people and their environments.
   **Assignments:** Dialogue on Intersectionality and Empowerment; Self-Awareness Journal, parts 1-3

CRITERIA FOR GRADING

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Description</th>
<th>Grades and Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Overall performance is Exceptional</td>
<td>A  4.00     96-100%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A-  3.67     92-95%</td>
</tr>
<tr>
<td>B</td>
<td>Overall performance is Good</td>
<td>B+  3.33     88-91%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B  3.0       84-87%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B-  2.67     80-83%</td>
</tr>
<tr>
<td>C</td>
<td>Overall performance is Acceptable. Work meets basic expectations set by Instructor. A grade of C- requires that BSW and MSW students retake the course.</td>
<td>C+  2.33     76-79%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C  2.0       72-75%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C-  1.67     68-71%</td>
</tr>
</tbody>
</table>

1 The identified EPAS/PBs for the course may not be varied among sections for the same course. Assignments attached to specific EPAS/PBs are considered the standard assignments across all sections of the same course. Section Instructors may add additional topics/materials/assignments to their section, but they may not change the basic course topics/materials/assignments.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Overall Performance</th>
<th>Grade Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>D</td>
<td>Poor - student must retake course.</td>
<td>1.33</td>
<td>64-67%</td>
</tr>
<tr>
<td>D+</td>
<td>1.33</td>
<td>64-67%</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-63%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Unsatisfactory - student fails course. See Student Handbook.</td>
<td>0</td>
<td>Below 60%</td>
</tr>
<tr>
<td>I</td>
<td>At the discretion of the section Instructor a temporary grade of Incomplete may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be on approved and on file with the BSW or MSW Program Director when grades are submitted. See Student Handbook.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**READING ASSIGNMENTS**

All reading assignments are listed in the “Course Schedule.” It is expected that students will come to class having read the materials and are prepared to discuss them. Students are encouraged to explore other resources if certain concepts are not understood. Supplemental readings may also be listed so students may explore the topic further.

**Required Text(s)**


**Recommended Text (On Reserve at Lewis Library):**

Added at instructor’s discretion

**DESCRIPTION OF ASSIGNMENTS**

All assignments must be submitted prior to/or on the date and time indicated on the course syllabus. All assignments have mandatory due dates. Assignments submitted after those dates may not receive comments from the instructor, but rather just a final grade with an appropriate reduction in grade (one point per day). AGAIN, if a student chooses to submit an assignment after a mandatory due date, they may not receive feedback from the instructor. To receive a passing grade for the course, all assignments must be completed and submitted.

Students must submit all assignments using the assignment links in Sakai for each assignment.

Weighting of class assignments is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Awareness Journal</td>
<td>60%</td>
</tr>
<tr>
<td>Leading Class Dialogue on Intersectionality and Empowerment</td>
<td>20%</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
ASSIGNMENT ONE: SELF-AWARENESS JOURNAL
60 points

As professional social workers, we are all on a life-long journey in which we must navigate the ways in which power, unearned privilege, diversity, and oppression intersect with our daily personal and professional experiences. Thus, this assignment aims to support you and to provide you with some tools to examine your personal background and history with an emphasis on unearned privilege as well as experiences of oppression. Furthermore, it is intended to help students to consider when and how privilege, power, and oppression impact the people with whom and the communities in which we work.

The self-awareness journal includes three entries that encourage you to examine your feelings, thoughts, actions, and biases as they relate to privilege, power, oppression, and diversity. The series of entries require you to think critically about your past and present experiences, as well as your self-identity.

All journal entries will be kept confidential and you will be graded on the degree to which you are grappling with the course material. You will not be assessed on having a “right” or “wrong” belief. To the contrary, the journal is intended to be a safe place for you to honestly and openly record your thoughts—some that you might not have previously considered—and to begin a journey of self-awareness.

Part 1 - Beginning the Journey of Self-Awareness
20 points || Due Week 2

The first journal entry asks you to think critically and to assess your experiences with privilege, power, oppression, and diversity. Before you begin to write, take time to reflect upon each question. When you respond, you may do so in whatever order helps you to communicate your ideas. Again, we ask you to be honest with yourself and your instructor while demonstrating that you have thoughtfully considered the following questions:

- **Background:** Briefly describe yourself (age, birthplace, social class and status when you were growing up)
- **Family history:** When and how did your ancestors enter the United States?
  - Were they native people?
  - Did they come here involuntarily (ex: slavery or conquest)?
  - Did they come here voluntarily? If so, what motivated them? (Ex: fleeing oppression, seeking financial opportunities, etc)?
  - Upon arrival, did they attempt / avoid / achieve acculturation into American society? For example, did they change their names? Were ethnic roots emphasized or downplayed? Did they suppress or pass along traditions, language, customs?
  - What do these answers tell you about your personal status of acculturation? What might this suggest about your cultural humility in your personal and professional life?
• How has privilege, power, oppression, and diversity played a role in your life story?
  o Provide an example of a time in which you benefitted from unearned privilege.
• If we agree that to some extent we are all racist, sexist, homophobic, and ethnocentric and
  that we exhibit other “isms”, phobias, biases and prejudices in our day-to-day thoughts,
  feelings and actions, how does this resonate with you? Is it hard to own these feelings and
  beliefs? Examine how to be more self-aware and conscious of all this.
• Discuss some of the ways in which you can address and manage your own “isms,
  phobias, biases and prejudices” in your personal life.

APA format, 5-7 pages, double-spaced. There are no citations or sources necessary to complete
this assignment.

Part 2 - Moving through Self-Awareness: Separating Personal and Professional
20 points || Due Week 6

The purpose of the second self-awareness journal entry is to continue to reflect upon your
feelings, thoughts, and actions associated with privilege, power, oppression and diversity.

Begin by reading your first journal entry. Consider if and how your answers may have evolved
during the past five weeks. Think critically about what factors have changed, reinforced, or
nuanced your previous thoughts. Then, answer the following questions:

• How have privilege, power, oppression and diversity impacted your feelings, thoughts
  and actions related to diverse communities? What has changed in 5-6 weeks?
• What do the terms social justice, empowerment, and intersectionality mean to you? How
  are these concepts relevant to your career as a social worker?
• Now apply your thoughts to how this journey of self-awareness will impact your
  professional role as a social worker. As you uncover your own “isms”, phobias, biases
  and prejudices consider how they might influence your work and relationships with
  colleagues, clients, and community members. How might you identify and manage your
  biases?
• Identify a time in which you found yourself in a challenging situation that perhaps
  included an intentional or unintentional microaggression.
  o What power issues were at play?
  o How did the identities of the people involved intersect to create the situation?
  o How did you respond? How did your own social identities influence your
    response?
  o Looking back, was there something you would have done differently to create a
    safer environment?
  o What does this tell us about the challenges of acting as an ally?
• Consider a contemporary social phenomenon (e.g. the Eastern European refugee crisis, the living wage movement, the Black Lives Matter movement, the DREAM Act campaign, etc). How does this phenomenon shed light on privilege, power, oppression, diversity, and intersectionality?

• What relevance does our class content and dialogue have upon connections with practice, policy and research in the field of social work?

APA Format, 5-7 pages, double-spaced. Use a minimum of three scholarly sources and incorporate appropriate citations that speak to your ongoing self-awareness.

Part 3 - The Promotion of Social Justice: From Self-Awareness to Action
20 points || Due Week 14

The purpose of this third and final self-awareness journal entry is to reflect upon your feelings, thoughts and actions as they relate to privilege, power, diversity, and oppression and to then consider how you will move to the promotion of social justice.

Begin by re-reading your first two journal entries. Consider if and how your answers may have evolved during the course of the semester. Then, answer the following questions:

• How have privilege, power, oppression and diversity impacted your feelings, thoughts and actions related to diverse communities? Has this answer changed or evolved during the course of the semester?

• Have you identified any changes to your answers to the previous assignments? Explain why you think that is / is not the case? What does this tell you about the process of social change more broadly?

• What are some ways that you, as one person, can work to advance social justice?

• Consider historical social movements for social justice including the Civil Rights, Women’s Rights, and Gay Rights movements. Imagine: in the future, will you engage in similar movements to protect and expand human rights? What factors could support you in social justice activism and what will be a barrier for you?

• Revisit and discuss some of the ways in which you can address and manage your own “isms”, phobias, biases and prejudices in your personal life so that they do not impact your professional role as a social worker. How would you help other social workers in the field learn how to effectively do the same?

• What big picture concepts resonated with you and challenged your thinking? How will you take “lessons learned” and apply them in your work in the field of social work at the micro, mezzo and macro levels?
APA Format, 8-10 pages, double-spaced. Use a minimum of three-five sources and incorporate appropriate citations.

The three journal entries will be graded upon the following criteria:

1. Critical thinking (50%):
   Ability to give an informed opinion based on the thoughtful integration of and analysis of classroom lectures and discussions, films, and required conceptual, theoretical and empirical readings. The process usually goes like this: you receive the information from all the above sources, you reflect on them, you form an opinion about them, and you articulate the product verbally or in writing. It is a process of argument and counterargument of the subject of which you are talking or writing. Critical thinking does not involve using author quotes, as this is the authors’ thinking, not yours. You may use quotes, but if a paper is too heavily quoted, the rating will go down. Just reporting information is not enough; you must show your analytical skills.

2. Integration of key theories and perspectives (25%):
   Defined as the use of relevant reading material in the appropriate context. It also refers to work that meets the expectations of the assignment as articulated on the syllabus and addresses all of the areas of the assignment. Meeting the expectation for number of sources is rated here also.

3. Organization and clarity of the writing style (20%):
   The ability and skill involved in how you convey and articulate your thoughts in writing. I want to see the kind of expression that is honest, that displays an affective/intellectual and logical component, as well as shows scholarship (that learning has occurred on the class subject). And even though this is not an English class, if the quality of your writing is too low, you might loss points here.

4. APA style citations (5%):
   It is important in terms of scholarship and having a professional standard that you use the American Psychological Association (APA) style in writing and citing sources.

ASSIGNMENT TWO: LEADING CLASS DIALOGUE ON INTERSECTIONALITY & EMPOWERMENT
20 points || Due Weeks 7-13

To complete this assignment, you will be divided into small groups of 3 – 4 students. Each group will be assigned a social identity (e.g. race, ability, age) and will lead a class dialogue that focuses on the identity, which attention toward intersectionality and empowerment. This includes the following:

- Begin by introducing your area of focus (about 15 minutes). Explain why and how this area is relevant to the field of social work, and make an argument about why and how the concept of intersectionality helps us to understand this identity. Use evidence from
scholarly sources to support your presentation. This introduction can take many forms (ex: a lecture, PowerPoint, Prezi), and it must ensure that all group members have a role.

- Following your presentation, facilitate a class discussion on your topic that includes a series of engaging and open-ended questions (plan for around 30 minutes).

Use a minimum of five scholarly sources to inform your presentation. Submit your materials (be they lecture notes or a PowerPoint/Prezi), and include proper APA style citations.

**Your grade will be based upon the following criteria:**
- Appropriateness of selected readings
- Clarity and effectiveness of presentation
- Development of engaging discussion questions
- Facilitation of class dialogue
- Use of APA style citations
# COURSE SCHEDULE

## WEEK ONE

**DATE:**

<table>
<thead>
<tr>
<th>Topics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introductions of Students/Instructor, Course Overview, Readings &amp; Assignments</td>
<td></td>
</tr>
<tr>
<td>• Self-Awareness – PART I: Tuning in to Self – The Effective Use of Self Awareness and Understanding Personal and Professional Staff</td>
<td></td>
</tr>
<tr>
<td>• Introduction to Unpacking Power, Privilege, and Oppression</td>
<td></td>
</tr>
<tr>
<td>• Establishing class rules for discussion and expression related to course content</td>
<td></td>
</tr>
<tr>
<td>• Understanding the dynamics of power, privilege, and oppression</td>
<td></td>
</tr>
<tr>
<td>• Understanding the role of stigma, bias/ism’s, phobias, stereotyping/generalizations</td>
<td></td>
</tr>
<tr>
<td>• What is multiculturalism, cultural humility and multicultural social work practice?</td>
<td></td>
</tr>
<tr>
<td>• Articulate how the tripartite (individual, group, universal) levels influence personality.</td>
<td></td>
</tr>
<tr>
<td>• Explain how individual and universal biases (i.e., autonomy, independence, uniqueness, scientific/rational inquiry and the negation of oppression and biases) influence our understanding of social work.</td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings:**


## WEEK TWO

**DATE:**

<table>
<thead>
<tr>
<th>Topics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biases, Stereotypes &amp; Assumptions</td>
<td></td>
</tr>
<tr>
<td>• The Impact of “Ism’s” Across the Lifespan</td>
<td></td>
</tr>
<tr>
<td>• The effect of &quot;isms&quot; across life cycle development</td>
<td></td>
</tr>
<tr>
<td>• Intersectionality: Intersecting identities and identity development</td>
<td></td>
</tr>
<tr>
<td>• The impact of biases, stereotypes, assumptions and unconscious beliefs upon settings: (e.g. schools, health/mental health, workplace, policy, service provision, etc.)</td>
<td></td>
</tr>
<tr>
<td>• The three major sources of conflict and misinterpretation: culture-bound values, class bound values, and language variables</td>
<td></td>
</tr>
<tr>
<td>• How these factors and dynamics operate at the micro, mezzo, and macro levels of social work</td>
<td></td>
</tr>
</tbody>
</table>

**Assignment Due:** Self-Awareness Journal Part 1: Beginning the Journey of Self-Awareness

**Required Readings:**


**Recommended Readings:**


**WEEK THREE**

**DATE:**

**Topics:**
- Understanding the Role of Microaggressions
- Intentional and unintentional microaggressions: dynamics and characteristics (verbal, nonverbal and overt and covert); visual-environmental microaggressions
- Three categories of microaggressions (microassaults, microinsults and microinvalidation)
- Forms of microaggressions: racial, gender, religious, homogeneity, sexual orientation, transgender/gender identity, disability, environmental
- Recognizing and assessing the presence of, and the impact of microaggressions on individuals, couples, families and communities
- Avoiding microaggressions

**Required Readings:**


**Recommended Readings:**
### WEEK FOUR

**DATE:**

**Topics:**
- Frameworks, Models & Theories for Understanding Power, Privilege & Oppression – PART I
- The international relevance of the Human Rights perspective
- Critical Race Theory: Anti-racism and anti-oppressive perspectives
- The Person in Environment model
- The Strengths Perspective: A multicultural framework
- Narrative Theory: How “cultural narratives” inform cultural and ethnic identity

**Required Readings:**


**Recommended readings:**


### WEEK FIVE

**DATE:**

**Topics:**
- Frameworks, Models & Theories for Understanding Power, Privilege & Oppression – PART II
- How the profession of social work has engaged in addressing power, oppression and diversity (NASW, CSWE, etc.)
- Critiques of the social work profession as an oppressive force Social Justice Model and Framework The Working Racial/Cultural Identity Development Model (R/CID)
- Examining an Intersectionality Perspective to expand understanding of diverse identities and communities

**Required Readings:**


### Recommended Readings:


---

### WEEK SIX

**DATE:**

- **Topics:**
  - The Role of Cultural Humility in Social Work
  - Self-Awareness – PART II: Tuning In to Self – The Effective Use of Self Awareness and Understanding Personal and Professional Self
  - The Multidimensional Model of Competence and multicultural social work practice
  - Continued examination of personal assumptions, values, biases, and stereotypes
  - The processes of “subcultural/cultural” role taking and cognitive empathy
  - The importance of developing appropriate intervention and prevention strategies that are consistent with the values and lifestyles of diverse clients
  - The Cultural Competency for Social Justice Framework (The five key components of this model are: 1) Self-awareness, 2) Understanding and valuing others, 3) Knowledge of societal inequities, 4) Skills to interact effectively with diverse people in different contexts, and 5) Skills to foster equity and inclusion.)

**Assignment Due:** Self-Awareness Journal Part 2: Moving through Self-Awareness: Separating Personal and Professional

**Required Readings:**


**Recommended Readings:**

### WEEK SEVEN

**DATE:**

**Topics:**
- Intersectionality of Power, Privilege, Oppression & Empowerment: Race & Ethnicity
- Racism, Ethnocentrism
- Sociocultural Strengths
- Impact on Policy, Practice, & Research

**Required Readings:**


**Recommended Readings:**


### WEEK EIGHT

**DATE:**

**Topics:**
- Intersectionality of Power, Privilege, Oppression & Empowerment: Class
- Classism
- Sociocultural Strengths
- Impact on Policy, Practice, & Research

**Required Readings:**


**Recommended Readings:**


Wilson, W. J. (2011). *Being black and poor in the inner city* (Film). Retrieved from [https://www.youtube.com/watch?v=xluolmnZwG0](https://www.youtube.com/watch?v=xluolmnZwG0)

---

**WEEK NINE**

**DATE:**

**Topics:**

- **Intersectionality of Power, Privilege, Oppression & Empowerment: Gender & Gender Identity**
- Sexism, Misogyny, Transphobia
- Sociocultural Strengths
- Impact on Policy, Practice, & Research

**Required Readings:**


### Recommended Readings:


---

### WEEK TEN

**DATE:**

**Topics:**
- **Intersectionality of Power, Privilege, Oppression & Empowerment: Sexual Orientation**
- Homophobia, heteronormativity and heterosexism
- Sociocultural Strengths
- Impact on Policy, Practice, & Research

**Required Readings:**


**Recommended Readings:**


## WEEK ELEVEN

### DATE:

### Topics:
- Intersectionality of Power, Privilege, Oppression & Empowerment: Religion, Spirituality, Faith, & Worldview
- Islamophobia, Anti-Semitism
- Sociocultural Strengths
- Impact on Policy, Practice, & Research

### Required Readings:


### Recommended Readings:


## WEEK TWELVE

### DATE:

### Topics:
- Intersectionality of Power, Privilege, Oppression & Empowerment: Age & Ability
- Ageism, Ableism
- Sociocultural Strengths
- Impact on Policy, Practice, & Research

### Required Readings:


**Recommended Readings:**


---

**WEEK THIRTEEN**

**DATE:**

**Topics:**
- **Intersectionality of Power, Privilege, Oppression & Empowerment: Immigrant, Migrant Status**
- Citizenship, Nationalism, Xenophobia
- Migration in the context of globalization, increasing global inequality, and development regimes
- Sociocultural Strengths
- Impact on Policy, Practice, & Research

**Required Readings:**


**Recommended Readings:**

# WEEK FOURTEEN

**DATE:**

- **Topics:** Organizational & Community Change: Promoting Social Justice
- **Suffrage, Selma, Stonewall and Beyond**
- **Self Awareness – PART III: Tuning In to Self – The Effective Use of Self Awareness and Understanding Personal and Professional Self**
- **Course Wrap Up and Summary**
- Strategies for developing an antiracism and social justice agenda: Revisiting three key movements in U.S. history
- Contemporary anti-oppressive movements at the national and global level
- Comparison of a monocultural and multicultural organizations
- The six-stage developmental continuum of multicultural competence for caregiving organizations

**Assignment Due:** Self-Awareness Journal Part 3: The Promotion of Social Justice: From Self-Awareness to Action

**Required Readings:**


**Recommended Readings:**

