

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
COURSE SYLLABUS**

19:910:564

Gender, Women, and Intersectional Social Justice

Instructor:

E-mail:

Office Hours:

I. Catalog Course Description

This course examines intersections among gender, race, class, and sexuality and how the intersections are manifested in institutional values and practices that affect women's roles, status, and experiences. It also explores feminist theories and practices that facilitate institutional and individual changes.

II. Course Overview

This is an elective course focused on gaining an understanding of the condition and status of women in our society. The course will analyze institutional forces and values that affect women's development, roles, and status in today's world. Emphasis will be placed on how these factors relate to the practice of social work on the micro, meso, and macro levels. The course will examine how the social institutions and traditional stereotypes have established norms and values, and frequently have led to misconceptions and limitations of female capacities. Course content includes consideration of the nature of gender discrimination as it intersects with other biases such as racism, classism, and heterosexism. Various theories of feminism will be discussed, and current issues in the field will be addressed.

III. Place of Course in Program

This course is an elective.

IV. Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competencies serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following competencies:

1. Demonstrate Ethical and Professional Behavior

1. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.
2. Engage Diversity and Difference in Practice
 1. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
 2. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.
3. Advance Human Rights and Social, Economic, and Environmental Justice
 1. Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
 2. Engage in practices that advance social, economic, and environmental justice

V. Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses ethics, diversity, human rights and social, economic, and environmental justice through the study of feminist theories, intersectionality, discrimination, and gender-related issues in social work practice.

Upon completion of this course, students will be able to:

1. Articulate diverse feminist theories and the history of the feminist movement.
2. Describe the concept of multiple layers of discrimination based on the systems of gender, race, class, and sexuality (i.e., intersectionality).
3. Apply the concept of intersectionality and analyze how gender-based norms, values, and practices are perpetuated in social institutions.
4. Evaluate how women's life experience and outcomes are affected by gender-based norms, values, and practices in social institutions.
5. Integrate insights on gender-related issues into social work practice.

VI. School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

By completing this course, you will satisfy the requirements for school-wide Learning Goal #1 and 2

VII. Course Materials

There is no one textbook that is adequate for our purposes, given the breadth of our work on women's issues in this class. For this reason, we are going to be reading from a wide range of interdisciplinary books and journals.

Articles and other Readings: Other required readings (separate from textbook) are available through the Rutgers University Library Course Reserves. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

VIII. Course Attendance and Participation Policies

You should complete the course modules according to the calendar in the global navigation bar. You are expected to complete readings, discussions, and assignments according to the due dates found in each module's activity table and the course syllabus. Faculty are able to view your activity in Canvas (including your time spent in module threads, listening to or viewing podcasts and screencasts, etc.) to ensure you are staying actively involved in the course.

Respect for Others and Netiquette.

This course has room for multiple and diverse perspectives, and it is essential for us to treat each other with respect when opinions are shared. The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

Language should be used which recognizes diversity and is respectful of others. This includes gender inclusive language. Students, faculty, and staff may share their pronouns and names, and these gender identities and gender expressions should be honored.

During this course, it may be difficult to disguise references to specific organizations and people, so such information must stay in the classroom. Confidentiality is vital.

1. In all of your interactions, remember there is a person behind the written post.
2. Pause and reflect on a post that is uncomfortable before responding. Consider the root of your emotional reaction.
3. Remember, we are discussing ideas and disagreements that are not personal in nature. Take care in crafting your response to demonstrate your disagreement with the idea, not the person.
4. Do not participate in "flaming." Flaming is inflammatory comments that are hostile and insulting and do not contribute to the learning process. Choose not to respond to "flames" to support a better learning experience for everyone.
5. Be careful with humor and sarcasm. Because the visual cues are absent, many people cannot tell if your comments are meant seriously or facetiously.

6. Contribute to a meaningful discussion by presenting your "best self" in the course environment: Take the time to explain your ideas respectfully and completely. However, also keep brevity in mind. You want to make your point clearly, but also make it concisely.
7. If a peer misinterprets your meaning, acknowledge this without being rude or defensive. It can be challenging to communicate some ideas in writing. This is your opportunity to practice clarifying your ideas to others.
8. Do not post in all caps. This is the equivalent of SHOUTING at someone and is not acceptable.

IX. Assignments and Grading

The course activities and assignments are outlined in the following table:

Assignment	% of Grade
Participation (Discussions & Self-Assessments)	25%
Media & Reading Reaction Papers	20%
Film Reflection Paper	20%
Research Presentation & Comment on Other Presentations	5%
Final Research Paper	30%
Total	100%

Grading Scale

Final grades will be based on the percentage of the total number points, weighted accordingly, using this scale:

Grading Scale	
Letter Grade	Percentage
A	100–92
B+	91–87
B	86–82
C+	81–77
C	76–70
F	69 and below

Grading Details

A = Exceptional or outstanding work.

Student demonstrates full understanding of material and displays unusual analytical and/or creative ability. Work is extremely thorough, is well organized, and conforms to accepted standards of writing, including correct grammar, accurate spelling, etc. Work is completed by due date.

B+ = Above average work.

Student understands and is able to apply material from lectures and readings to own proposed project. Work is organized and conforms to accepted standards of writing. Work is completed by the due date.

B = Good work.

Student demonstrates understanding of material. Writing is well organized and conforms to accepted standards of grammar, spelling, punctuation, etc. Work is completed by the due date.

C+ /C = Acceptable work.

C work is similar to C work but shows greater problems in application of the concepts and techniques and fails to cover some important point(s). Student also exhibits some problems in organizing and presenting written materials.

Both the quality of the writing and the content is important, so be sure to check spelling and grammar as well as sentence and paragraph construction. When writing papers, it is a very good idea first to write a draft and then to make an outline of the draft before preparing final version. This helps assure that the final paper flows in a coherent manner and that main points are supported effectively.

Written work should meet basic standards of writing proficiency, and should conform to accepted standards of citation. The format found in the *Publication Manual of the American Psychological Association* (APA) should be used for all papers. An overview of APA style can be found on the [OWL Purdue](#) web site. (*Note: Selecting previous the link will open a new window with content that is outside Rutgers University. Neither Rutgers nor Pearson sponsors or supports the content found on this site.*) If you are unsure of how to cite sources, please contact the instructor.

Late Assignments: All assignments are due on the specified due dates. Grades will be reduced by 10% if the assignment is late or incomplete. (Exceptions will be made only in extreme circumstances and must be approved by the instructor *prior to* the due date.) If a due date conflicts with a religious observance, please consult with the professor prior to the assignment's due date.

Incomplete grades: Incompletes will only be granted at the discretion of the instructor under special circumstances. It is the student's responsibility to request an Incomplete from the instructor before the end of the semester. A request signed by the student and the faculty member must be on file when grades are submitted.

X. Academic Resources

Library Research Assistance

Julia Maxwell: social work librarian on the New Brunswick Campus jam1148@libraries.rutgers.edu

Natalie Borisovets is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909

Katie Anderson is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They

are all available to meet with students.

Writing Assistance

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

All MSW SSW students:

New Brunswick, Camden, Newark, Intensive Weekend, online and blended are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring is available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Newark Students Only:

The Newark writing center is available for MSW students on the Newark campus by appointment. Online tutoring may be available.

<http://www.ncas.rutgers.edu/writingcenter> (Links to an external site.)

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provide assistance with APA style
<https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

XI. Course Evaluation

Rutgers University issues a survey that evaluates both the course and instructor. This survey is completed by students toward the end of the semester, and all answers are confidential and anonymous. The instructor may also choose to conduct a mid-point evaluation.

XII. Academic Integrity

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to

the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.”

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.”

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student’s work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one’s place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one’s own work a term paper or other assignment prepared, in whole or in part, by someone else.”

Use of artificial intelligence (AI) such as ChatGPT is only permitted to help you brainstorm ideas and see examples, unless otherwise directed by your instructor. All material submitted in the course must

be your own as per the Academic Integrity policy.

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: **On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.**

Turnitin

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, i.e. Sakai, Blackboard, Canvas, Moodle) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Students who do not agree should contact the course instructor immediately.

XIII. Disability Accommodation

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation:
<https://ods.rutgers.edu/students/documentation-guidelines>.

If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at:
<https://ods.rutgers.edu/students/registration-form>.

XIV. Other Resources

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 848.932.1181, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs/day, 7 days a week.

XV. Course Outline

For course outline see the Activity Table found at the start of each module on the Module Overview page.