

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK**

Course Number:	SW381S	Instructor's name:	Rosalie Ambrosino Darlene Grant Dorie Gilbert Martinez Dorothy Van Soest
Unique Number:	59640; 59650; 59660; 59655	Office Number:	2.228, 3.130L, 3.130M, 2.202C
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Meeting Time/Place:	Fridays 9:00-noon; SWB 2.112, 2.118, 2.122, 2.130	Office Hours:	TBA

**HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT:
CULTURAL DIVERSITY**

I. Course Description

This course in the Human Behavior and the Social Environment sequence, SW 381S, examines the history, demographics and cultures of various disenfranchised groups over the life course. It includes content on family and community diversity (including communication and relationship patterns, roles, values, norms, beliefs, myths, rituals, and world views) within families, formed groups, and communities. There is an emphasis on the impact of discrimination by individuals and society on people of culturally diverse backgrounds and orientations. This course is based the following assumptions: 1) membership in an at-risk population (e.g., people of color, women, gay and lesbian persons) significantly influences an individual's life experiences, world view, and exposure to discrimination, economic deprivation, and oppression; and 2) professional social work ethics and values demand cultural competence and culturally sensitive practice. The course includes an experiential component and involves the students in the exploration of self-awareness about their own culture and their views on other cultures, as well as exploration in neighborhoods and cultural activities which emphasize the cultural groups studied in the course.

Prerequisites: This course is a prerequisite for all courses but the first in the student's area of concentration.

II. Course Objectives

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

1. Demonstrate familiarity with the history and cultural heritage of disenfranchised groups, including women and culturally diverse populations, particularly those prevalent in the southwestern region of the United States;

2. Identify variations in development and functioning that arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and rural/urban differences and associated evolving political, social and cultural movements;
3. Explain how the interaction of cultural diversity and individual and family factors may result in diverse developmental pathways throughout the life course;
4. Compare and contrast diverse social environments, physical settings, and community contexts that support or inhibit individual development and family functioning;
5. Assess the impact of discrimination (e.g., racism, sexism, homophobia), economic deprivation, and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice;
6. Analyze and apply this knowledge to human development, personal and professional behavior, intervention strategies, and research and practice in a manner that empowers.

III. **Teaching Methods**

A variety of teaching methods will be employed including lectures, video and panel presentations, experiential assignments, small group discussion, interactive internet dialogue, and student presentations.

IV. **Required and Recommended Texts, and Materials**

Required

Pinderhughes, Elaine (1989). Understanding race, ethnicity and power. New York, N.Y.: The Free Press.

Andersen, Margaret L. & Collins, Patricia Hill (1998). Race, class and gender: An anthology, (3rd ed.). Belmont, CA: Wadsworth.

Selected readings have been compiled into a coursepak for student purchase.

Individual articles will be made available in the LRC on the first floor of the Social Work Building.

V. **Course Requirements**

The following activities will be completed during the semester with points given for each course requirement. Grading will be based on a total of 100 possible percentage points accrued by the end of the course:

Class Participation (Course objectives 2, 3, 4, 6)

Students are expected to attend all classes, participate meaningfully in class discussion and exercises, and call upon life experiences and course readings for contributions. You will be responsible for completing class participation forms before the end of selected class sessions.

PERCENTAGE OF GRADE: 10/100

Taping Project Parts I & II (Course objective 6)

Part I: At the beginning of the semester, you are asked to conduct an interview-style initial assessment of your own ideas and attitudes about diversity and oppression. An interview guide is provided as part of the syllabus that guides you through answering a set of questions as though you were being interviewed by someone else. You are asked not to prepare in any way for this assessment. Your interview should last a minimum of 60 minutes.

Part II: At the end of the semester you are asked to listen to the tape and to reflect on your responses in a 5-7 page essay. You will be given further instructions later in the semester regarding completion of this part of the assignment. The purpose of this assignment is self-reflection and not extensive discussion of the readings. Refer only to ideas, events, and readings which were most significant to you in your analysis. Your tape is due during the second session of class (**September 11**). The essay assignment is due **December 4**.

PERCENTAGE OF GRADE: 15/100

Midterm Examination (Course objectives 1 - 6)

Students will respond to four out of eight questions on one **Mid-term** take-home exam. Responses to each question should be limited to four pages in length (typed, doubled-spaced, one inch margins and 12 point font). Responses will be graded on thoroughness, including your ability to integrate readings from the texts, collateral readings and class discussion. The more you tie your responses to specific readings and class discussion, the more points you will receive for each response. The exam will be distributed on **October 16** and is due on **October 23**.

PERCENTAGE OF GRADE: 25/100

Group Presentation (Course objectives 1-6). Students will be required to participate in a group presentation on a particular population group covered in the course content.

PERCENTAGE OF GRADE: 25/100

Immersion Assignment (Course objectives 1,2, & 4).

Students will choose one of several options for experiencing a cultural other than their own and write a 3-5 page paper summarizing the experience. Paper is due **October 9**.

PERCENTAGE OF GRADE: 15/100

Process Assignment (Course objectives 1-6). Students will choose one of several options for processing course material and experiences.

PERCENTAGE OF GRADE: 10/100

Final Grades

A total of 100% maybe earned for the above activities. Grades will be assigned as follows:

97-100 A+
 96- 93 A
 92- 90 A-
 87- 89 B+
 86- 83 B
 82- 80 B-
 77- 79 C+
 76- 73 C
 72- 70 C-
 67- below No Pass

VI. Class Policies

1. It is important for social work practitioners to be punctual in both attendance and in meeting deadlines. Therefore, class attendance is expected, as is handing in assignments on time. Students will lose 3 points for each day that an

assignment is late. Any adjustments in due dates **MUST** be discussed with the instructor at least 24 hours **PRIOR** to the regularly scheduled date. Similarly, adjustments in **EXAMINATION DATES** must be approved by the instructor **PRIOR** to scheduled exam time.

2. Students who fail to attend class on a regular basis (missing more than one class without a valid excuse, e.g., medical documentation) may receive one course grade lower than their final grade when points are totaled. Students who are one or two points below the cut-off for a letter grade may receive the higher grade at the end of the semester based on attendance/participation.
3. Social work practitioners assume responsibility for themselves. Therefore, it is expected that work handed in will be your own. Scholastic dishonesty, including plagiarism and cheating during examinations, violates social work values and will result in recommendation for dismissal from the social work program and a referral to the Dean of Student's Office.
4. Social work practitioners are assertive and function as team members. Therefore, feedback about the course is welcome and the course will be viewed as a joint effort between students and the instructor.
5. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

VII. Course Schedule

[NOTE: for Friday session, sessions marked ** held in the Utopia Theater.]

Date	Description	Text / Readings
8-28	Introduction	Course syllabus
Session 1	Beginning Self-awareness NOTE: There will be no class on 9/4	

<p>9-11</p> <p>All Day</p> <p>Session 2</p>	<p>Self-awareness Focus (continued)</p> <p>National Coalition Building Institute Diversity</p> <p>Training on Prejudice Reduction**</p> <p>(Note class meets from 9 a.m. - 4 p.m.)</p> <p>Part I of Taping Assignment due</p>	<p>Andersen, M.L. & Collins, P.H. (1998) Introduction: Shifting the Center and Reconstructing Knowledge; Chpt. 1 Missing People and Others: Joining Together to Expand the Circle; Chpt. 3 Report from the Bahamas; Chpt. 14 The Silenced Majority: Why the Average Working Person has Disappeared from American Media and Culture; Intro to Part III, Rethinking Institutions (pp. 217-232); Chpt. 22 Economic Restructuring and Systems of Inequality; Chpt. 26 Working Poor, Working Hard; Chpt. 42 Optional Ethnicities: For Whites Only; Chpt. 43 Crimes Against Humanity; Chpt. 59 Taking Multicultural, Antiracist Education Seriously: An Interview with Enid Lee.</p> <p>Two briefing papers: Overview-Making the Connection between Violence and Development; Ethnicity-A Rich, Diverse World, National Association of Social Workers (1995). *</p>
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<p>9-18</p> <p>Session 3</p>	<p>Framework and General Overview**</p> <p>Social Justice, Moral Boundaries, Grief & Loss, Empowerment, Common Elements of Oppression</p> <p>Processing of NCBI experience</p>	<p>Pinderhughes, E. (1989) Chpt. 1 Introduction, Chpt. 5 Understanding Race, Chpt. 8 Understanding Power.</p> <p>Anderson, M.L. & Collins, P.H. (1998), Chpt. 8 White Privilege and Male Privilege; Chpt. 371, Thoughts on Class, Race, and Prison; Chpt. 39 Aid to Dependent Corporations: Exposing Federal Handouts for the Wealthy; Chpt. 40 The Brutality of Bureaucracy.</p> <p>Wambach, K. & Van Soest, D. (1997). Oppression. In <u>1997 Supplement,</u> <u>Encyclopedia of Social</u> <u>Work,</u> 19th edition (pp.243-252). Washington, D.C.: NASW Press.*</p> <p>Bulhan, H.A. (1985), Chpt. 7 Violence and Manichean Psychology (pp. 131- 154). In <u>Franz Fannon and</u> <u>the Psychology of</u> <u>Oppression.</u>*</p> <p>Van Voorhis, r. (1998) Culturally relevant practice: A framework for teaching the psychosocial dynamics of oppression. <u>Journal of</u> <u>Social Work Education,</u> <u>34</u> (1), 121-134.*</p>
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<p>9-25 Session 4</p>	<p>Women: Intragroup Diversity and the Frameworks of Oppression and Empowerment**</p>	<p>Andersen, M.L. & Collins, P.H. (1998) Chpt. 15, Family Matters, Work Matters?; Chpt. 17 Commonalties and Differences; Chpt. 18 Understanding and Fighting Sexism: A Call to Men; Chpt. 19 Age, Race, Class, and Sex: Women Redefining Difference; Chpt. 20 Masculinities and Athletic Careers; Chpt. 23 Shortchanged: Restructuring Women's Work; Chpt. 27 Our Mother's Grief: Racial Ethnic Women and the Maintenance of Families; Chpt. 28 The Diversity of American Families; Chpt. 29 Are "Absent Fathers" Really Absent:? Urban Adolescent Girls Speak Out About their Fathers; Chpt. 38 It's a Family Affair: Women, Poverty, and Welfare; Chpt. 45 If Men Could Menstruate; Chpt. 49 The Beauty Myth; Chpt. 55 Fraternities and Rape on Campus; Chpt. 60 Women of Color on the Front Line</p> <p>Heise, L. The Global War against Women.*</p>
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<p>10-2 Session 5</p>	<p>People with Disabilities: Intragroup Diversity and the Frameworks of Oppression and Empowerment**</p>	<p>Mendelsohn, S. (1992, January/February). Silence on the psychiatric holocaust. <u>The Disability Rag</u>, 46-47.*</p> <p>Condeluci, A. (1991). <u>Independence: The route to community</u>. Winter Park, FL: PMD Publishers Group. [Chpt. 1, Disempowered].*</p> <p>Rounds, K. A., Weil, M., & Bishop, K. K. (1994). Practice with culturally diverse families of young children with disabilities. <u>Families in Society: The Journal of Contemporary Human Services</u>, 75(1), 3-15.*</p>
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<p>10-9 Session 6</p>	<p>Gay, Lesbian, Bisexual, and Transgendered Persons: Intragroup Diversity and the Frameworks of Oppression and Empowerment**</p> <p>Immersion Assignment Paper is Due Today</p>	<p>Andersen, M.L. & Collins, P.H. (1998) Chpt. 2 La Guera; Chpt. 47 A New Politics of Sexuality; Chpt. 48 Where has Gay Liberation Gone? An Interview with Barbara Smith; Chpt. 50 Maiden Voyage: Excursion into Sexuality and Identity Politics in Asian America; Chpt. 51 Getting Off on Feminism; Chpt. 52 More Power than We Want: Masculine Sexuality and Violence.</p> <p>Pharr, S. (1988). The common elements of oppression. In <u>Homophobia: A Weapon of Sexism</u> (pp. 53-64).*</p> <p>Bernard, D. (1992). Developing a positive self image in a homophobic environment. In N. J. Woodman (Ed.), <u>Lesbian and gay lifestyles: A guide for counseling and education</u> (pp. 23-32). New York: Irvington Publishers.*</p> <p>Pharr, S. (1988). <u>Homophobia: A weapon of sexism</u> (pp. 65-91). Inverness, CA: Chardon.*</p> <p>Chan, C. S. (1989). Issues of identity development among Asian American lesbians and gay men. <u>Journal of Counseling and Development</u>, <u>68</u>, 16-20.*</p> <p>Loicano, D. K. (1989). Gay identity issues among Black Americans: Racism, homophobia, and the need for validation. <u>Journal of Counseling and Development</u>, <u>68</u>, 21-25.*</p>
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<p>10-16</p> <p>Session 7</p>	<p>Film: The Color of Fear**</p> <p>Take Home midterm Exam Distributed</p>	<p>Pinderhughes, Chpt. 2 Culture, Social Interaction, and the Human Services; Chpt. 3 Understanding Difference; Chpt. 4 Understanding ethnicity, Chpt. 7. Assessment, Chpt. 8. Treatment</p> <p>Anderson & Collins, Chpt. 5 Oppression; Chpt. 12 Tired of Playing Monopoly?; Chpt. 32 Can Education Eliminate Race, Class, and Gender Inequality?; Chpt. 34 Reminiscences of a Post-Integration Kid: Or, Where Have We Come Since Then?; Intro to Part IV: Analyzing Social Issues (pp. 389-402). Chpt. 10 Seeing More Than Black & White: Latinos, Racism, and the Cultural Divides; Intro Part II, Conceptualizing Race, Class, and Gender (pp. 67-87); Chpt. 7 Something about the Subject Makes it Hard to Name; Intro Part V, Making a Difference, pp. 507-516; Chpt. 51 Boys and Girls of (Union) Summer</p> <p>Cross, T. Bazron, B., Dennis, K., & Isaacs, M.(1989). Towards a culturally competent system of care. Vol. 1. Washington, D.C.: Georgetown University Child Development Center.*</p> <p>Tatum, B.D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. Harvard Educational Review, Vol. 62, No. 1, pp. 1-24.*</p>
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10-23 Session 8	Overview: Culturally Relevant Austin and Texas History** Mid-term Exam Due	
10-30 Session 9	Group Presentation: Mexican Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment**	<p>Andersen, M.L. & Collins, P.H. (1998) Chpt. 9 The Other Americans; Chpt. 25 The Latino Population: The Importance of Economic Restructuring; Chpt. 30 Undocumented Latinas: The New “Employable Mothers”; Chpt. 33 Canto, Locura y Poesia;</p> <p>Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. <i>Social Work</i>, <u>39</u>(3), 288-296.*</p> <p>Beans, F. D., & Tienda, M. (1987). <u>The Hispanic population of the United States</u>. New York: Russell Sage Foundation. [Chpt. 1, The structuring of Hispanic ethnicity: Theoretical and historical considerations; & Chpt. 2, The Hispanic population in numbers: Census definitions in historical perspective].*</p>

<p>11-6</p> <p>Session 10</p>	<p>Group Presentation:</p> <p>African Americans: Intragroup Diversity and the Frameworks of Oppression and Empowerment**</p>	<p>Andersen, M.L. & Collins, P.H. (1998) Chpt. 11 Race Matters; Chpt. 13 The Plight of Black Men; Chpt. 16 Moving Up with Kin and Community: Upward Mobility for Black and White Women; Chpt. 35 Title IX: Does Help for Women Come at the Expense of African Americans? Chpt. 41 Tracing the Politics of Affirmative Action; Chpt. 53 The Police and the Black Male; Chpt. 56 Coalition Politics: Turning the Century...</p> <p>McRoy, R. G. (1990). A historical overview of Black families. In S. M. L. Logan, E. M. Freeman, & R. G. McRoy (Eds.), <u>Social work practice with Black families</u> (pp. 3-17). White Plains, NY: Longman.*</p> <p>Hill, R. R. (1990). Economic forces, structural discrimination, and Black family instability. In H. E. Cheatham & J. B. Stewart (Eds.), <u>Black families: Interdisciplinary perspective</u> (pp. 87-105). New Brunswick, NJ: Transaction.*</p> <p>Brinson, J. A. (1994). The incarceration of Black males: Unsettled questions. <u>Journal of Offender Rehabilitation</u>, 19(4), 85-95.*</p> <p>Williams, S. E., & Wright, D. F. (1992). Empowerment: The strengths of Black families revisited. <u>Journal of Multicultural Social Work</u>, 2(4), 23-36.*</p>
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<p>11-13 Session 11</p>	<p>Group Presentation: Asian Americans: Intragroup Diversity and the Frameworks of Oppression and Empowerment**</p>	<p>Andersen, M.L. & Collins, P.H. (1998) Chpt. 6 A Different Mirror; Chpt. 21 Asian American Women: Not for Sale; Chpt. 24 The Gap Between Striving and Achieving: The Case of Asian American Women; Chpt. 31 Migration and Vietnamese American Women: Remaking Ethnicity; Chpt. 44 You're Short, Besides; Chpt. 54 Korean Americans vs. African Americans</p> <p>U. S. Commission of Civil Rights. (1992). Introduction. In <u>Civil rights issues facing Asian Americans in the 1990s</u> (pp. 1-21). Washington, DC: Author.*</p> <p>Shon, S. P., & Ja, D. Y. (1982). Asian families. In M. McGoldrick, K. Pearce, & J. Giordano (Eds.), <u>Ethnicity and family therapy</u> (pp. 208-228). New York: Guilford Press.*</p> <p>Fong, R., & Mokuau, (1994). Not simply "Asian Americans": Periodical literature review on Asians and Pacific Islanders. <u>Social Work</u>, <u>39</u>(3), 298-307.*</p> <p>Matsuoka, J. K. (1990). Differential acculturation among Vietnamese refugees. <u>Social Work</u>, <u>35</u>(4), 341-345.*</p> <p>Kim, Y. & Grant, D. (1997). Immigration patterns, social support, and adaptation among Korean immigrant women and Korean American women. <u>Cultural Diversity and Mental Health</u>, Vol. 3, No. 4, 235-245.*</p>
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<p>11-20 Session 12</p>	<p>Group Presentation: Native Americans: Intragroup Diversity and the Frameworks of Oppression and Empowerment**</p> <p>Group Presentation: Anti-Semitism**</p>	<p>Andersen, M.L. & Collins, P.H. (1998) Chpt. 4 Angry Women are Building: Issues and Struggles Facing American Indian Women Today; Chpt. 36 The First Americans: American Indians; Chpt. 58 From the Ground Up</p> <p>Stiffarm, L. A., & Lane, P., Jr. (1992). The demography of native North America: A question of American Indian survival. In M. A. Jaimes (Ed.), <u>The state of native America</u> (pp. 23-53). Boston, MA: South End Press.*</p> <p>Laxson, J. E. (1991). How "we" see "them." <u>Tourism and Native Americans: Annals of Tourism Research</u>, <u>18</u>, 365-391.*</p> <p>Locke, D. C. (1992). <u>Increasing multicultural understanding: A comprehensive model</u>. Newbury Park, CA: Sage. [Chpt. 4, Native Americans].*</p> <p>Andersen, M.L. & Collins, P.H. (1998) Chpt. 46 From "Kike" to "JAP": How Misogyny, Anti-Semitism, and Racism Construct the "Jewish American Princess"</p> <p>Pinderhughes, E. (1989) Chpt. 9 Afterward: Beyond the Cultural Interface.</p>
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11-27	Thanksgiving Holiday	Andersen, M.L. & Collins, P.H. (1998) Chpt. 61 Having the Tools at Hand: Building Successful Multicultural Social Justice Organizations
12-4 Session 13	Self-analysis, Implications for Practice Empowerment Discussion of Taping Assignment Summary PART II TAPING ASSIGNMENT DUE	

*Items will be part of a coursepack and will be made available as an individual handout in the LRC

VIII. Bibliography (Required readings included in the coursepack are marked with an *).

- Auberger, M. (1992, July/August). Breaking 'em out. The Disability Rag, 12-15. Louisville, Ky: Avocado Press.
- *Beans, F. D., & Tienda, M. (1987). The Hispanic population of the United States. New York: Russell Sage Foundation. [Chp. 1, The structuring of Hispanic ethnicity: Theoretical and historical considerations; & Chp. 2, The Hispanic population in numbers: Census definitions in historical perspective]
- Berger, R. M. (1992). Research on older gay men: What we know, what we need to know. In N. J. Woodman (Ed.), Lesbian and gay lifestyles: A guide for counseling and education (pp. 217-234). New York: Irvington Publishers.
- *Bernard, D. (1992). Developing a positive self image in a homophobic environment. In N. J. Woodman (Ed.), Lesbian and gay lifestyles: A guide for counseling and education (pp. 23-32). New York: Irvington Publishers.
- Blount, M., Thyer, B. A., & Frye, T. (1992). Social work practice with Native Americans. In D. F. Harrison, J. S. Wodarski, & B. A. Thyer (Eds.), Cultural diversity and social work (pp. 107-134). Springfield, IL: Charles C. Thomas.
- Bole, B. (1993). Where's our Malcolm X? The Disability Rag, 14(1), 21-24. Louisville, Ky: Avocado Press.
- *Brinson, J. A. (1994). The incarceration of Black males: Unsettled questions. Journal of Offender Rehabilitation, 19(4), 85-95. Binghamton, NY: Haworth Press.
- Browne, C., & Broderick, A. (1994). Asian and Pacific Island elders: Issues for social work practice. Social Work, 39(3), 252-261. Washington, D.C.: NASW Press.
- *Bulhan, H.A. (1985). Violence and Manichean Psychology. In Franz Fannon, The Psychology of oppression, Chpt. 7, 131-154, Violence and Manichean psychology.*
- *Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. Social Work, 39(3), 288-296. Washington, D.C.: NASW Press.
- *Chan, C. S. (1989). Issues of identity development among Asian American lesbians and gay men. Journal of Counseling and Development, 68, 16-20. Alexandria, VA: American Association of Counseling and Development Press.
- Chau, K. L. (1990). Social work practice: Towards a cross-cultural practice model. Journal of Applied Social Sciences, 14(2), 249-275.
- Cheatham, H. E. (1990). Empowering Black families. In H. E. Cheatham & J. B. Stewart (Eds.), Black families: Interdisciplinary perspective (pp. 373-393). New Brunswick, NJ: Transaction.
- *Condeluci, A. (1991). Independence: The route to community. Winter Park, FL: PMD Publishers Group. [Chp. 1, Disempowered].
- Congress, E. P. (1994). The use of culturegrams to assess and empower culturally diverse families. Families in Society: The Journal of Contemporary Human Services, 75(9), 531-540.
- *Cross, T. Bazron, B., Dennis, K., & Isaacs, M.(1989). Towards a culturally competent system of care. Vol. 1. Washington, D.C.: Georgetown University Child Development Center.*
- Curiel, H. (1991). Strengthening family and school bonds in promoting Hispanic children's school performance. In M. Sotomayor (Ed.), Empowering Hispanic

- families: A critical issue for the '90s (pp. 75-95). Milwaukee: Family Service Association.
- Faludi, S. (1992). Backlash: The undeclared war against American women (pp. ix-xxiii). New York: Crown.
- *Fong, R., & Mokuau, (1994). Not simply "Asian Americans": Periodical literature review on Asians and Pacific Islanders. Social Work, 39(3), 298-307. Washington, D. C.: NASW Press.
- Fontana, V. L. M. (1993). The Indian Child Welfare Act of 1978. Social Work Perspectives, 4(1), 27-29.
- Ford, D. Y., Harris, J. J., III, & Winborne, D. G. (1991). The coloring of IQ testing: A new name for an old phenomenon. In D. J. Jones (Ed.), Prescriptions and policies: The social well-being of African Americans (pp. 99-111). New Brunswick, NJ: Transaction.
- Gallegos, J. S. (1984). The ethnic competence model for social work education. In B. W. White (Ed.), Color in a white society (pp. 1-9). Washington, D.C.: NASW.
- Gibbs, E. D. (1989). Psychosocial development of children raised by lesbian mothers: A review of research. In E. D. Rothblum & E. Cole (Eds.), Loving boldly: Issues facing lesbians (pp. 65-75). New York: Harrington Park Press.
- Gill, C. J. (1992, May/June). What the doctors didn't want to know. The Disability Rag, 11-13. Louisville, Ky: Avocado Press.
- Gilligan, C., & Attanucci, J. (1988). Two moral orientations: Gender differences and similarities. Merrill-Palmer Quarterly, 34(3), 223-237.
- Gordon, A. (1995). The work of corporate culture: Diversity management. Social Text, 44(fall/winter), 3-30.
- Gowdy, E. A., & Pearlmutter, S. (1993). Economic self-sufficiency: It's not just money. Affilia, 8(4), 368-387.
- Granger, J. M. (1991). African American family policy or national family policy: Are they different? In D. J. Jones (Ed.), Prescriptions and policies: The social well-being of African Americans (pp. 42-51). New Brunswick, NJ: Transaction.
- Grant, D. & Haynes, D. (1995). A developmental framework for cultural competency training with children. Social Work in Education, 17(3), 171-182.
- Haynes, A. W., & Singh, R. N. (1992). Ethnic-sensitive social work practice: An integrated, ecological, and psychodynamic approach. Journal of Multicultural Social Work, 2(2), 43-52.
- *Heise, L. The global war against women. appeared in the Washington Post; based on a report originally published by World Watch magazine, March-April 1989 and reprinted with permission from Lori Heise, World Watch Institute, Washington, D.C.
- Herman, J. (1985). Sexual violence (Work in Progress No. 83-05). Wellesley, MA: Stone Center for Developmental Services and Studies.
- *Hill, R. R. (1990). Economic forces, structural discrimination, and Black family instability. In H. E. Cheatham & J. B. Stewart (Eds.), Black families: Interdisciplinary perspective (pp. 87-105). New Brunswick, NJ: Transaction.
- *Johnston, L. (1998). Christianity and social work: Readings on the integration of Christian faith and social work practice, Beryl Hugen, ed., North American

- Association of Christians in Social Work, Botsford, CT [Chp. 6, Diversity: An examination of the church and social work]
- Kane, E.W. (1995). Education and beliefs about gender inequality. Social Problems, 42(91), 74-90.
- *Kim, Y. & Grant, D. (1997). Immigration patterns, social support, and adaptation among Korean immigrant women and Korean American women. Cultural Diversity and Mental Health, Vol. 3, No. 4, 235-245.
- Krajewski-Jaime, E. R. (1991). Folk-healing among Mexican American families as a consideration in the delivery of child welfare and child health care services. Child Welfare, LXX(2), 157-167.
- Kutz Mellem, S. (1992, March/April). In search of the politically correct disability. The Disability Rag, 16-17. Louisville, Ky: Avocado Press.
- LaFromboise, T. D., Berman, J. S., & Sohi, B. K. (1994). American Indian women. In L. Comas-Diaz (Ed.), Women of color: Integrating ethnic and gender identities in psychotherapy (pp. 30-71). New York: Guilford.
- *Laxson, J. E. (1991). How "we" see "them." Tourism and Native Americans: Annals of Tourism Research, 18, 365-391.
- *Locke, D. (1992). Increasing multicultural understanding: A comprehensive model. Newbury Park, CA: Sage. [Chp. 1, A model of multicultural understanding, pp. 1-14; Chp. 4, Native Americans].
- *Loicano, D. K. (1989). Gay identity issues among Black Americans: Racism, homophobia, and the need for validation. Journal of Counseling and Development, 68, 21-25. Alexandria, VA: American Association of Counseling and Development Press.
- Maldonado, D., Jr. (1989). The Latino elderly living alone: The invisible poor. California Sociologist, 12(1), 8-21.
- *Matsuoka, J. K. (1990). Differential acculturation among Vietnamese refugees. Social Work, 35(4), 341-345. Washington, D.C.: NASW.
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IX. DESCRIPTIONS OF SEMESTER ASSIGNMENTS

TAPING PROJECT - PART I

The purpose of this assignment is for you to conduct an initial assessment of your own ideas and attitudes about diversity and oppression. In order to do this, you will need the interview guide that follows, a tape recorder, and a blank tape of at least 120 minutes length.

Instructions:

1. Answer each of the questions in the attached interview guide as though you were being interviewed by someone else. Try to make your answers as complete as possible so that if someone else were listening, s/he would understand what you meant by your response.
2. Be sure to tape all of your answers. If you need to go beyond 120 minutes, use an additional tape.
3. Turn in the tape to the instructor by the due date listed in the syllabus. Label your tape clearly with your name.
4. Although the tape will be collected, you will be the only person who will listen to the tape. Your confidentiality is assured. Feel free to be as candid in your responses as possible. The tapes will be returned to you at the end of the semester **on November 20**. At that time, you will be asked to listen to your own tape and complete a written analysis according to guidelines which will be provided at that time. The analysis will be due on **Dec. 4**.

Interview Guide

- A. Background
 1. Age
 2. Birthplace
 3. Brief description of what you know about your parents' backgrounds
 4. Social class and status when growing up
 4. Current status (e.g., job or source of income, living situation, family)
- B. Experience and contact
 1. When did you first learn there were different racial and ethnic groups in this country? What were you told about groups other than your own as a child?
 2. Do you remember your first contact with a person of a racial or ethnic group different than your own? When? What kind of relationship was it?
 3. When did you first learn there were people with different abilities in this country? What were you told about people with different abilities as a child?
 4. Do you remember your first contact with a person with different abilities? When? What kind of relationship was it?
 5. When did you first learn there were people with different sexual orientations in this country? What were you told about people with different sexual orientations as a child?
 6. Do you remember your first contact with a person with a different sexual orientation? When? What kind of relationship was it?

7. When did you first learn there were people who practiced different religions in this county? What were you told about people who practiced different religions as a child?
 8. Do you remember your first contact with a person who practiced a different religion? When? What kind of relationship was it?
 9. Do you remember when you first were aware of gender differences? Do you remember your first friendship with a person of the opposite sex?
 10. What was your experience of diversity:
 - a. In your neighborhood where you grew up?
 - b. In your grade or elementary school?
 - c. In junior high or high school, college?
 - e. In the military (if relevant)?
 - f. On jobs you've worked?
 11. At present, do you have friends of different races, ethnicities, religions, gender, and sexual orientation? Would you like to have more diverse friends?
 12. At present what is the situation with respect to diversity where you work? (Or where you go to school?)
 - a. How many diverse groups are represented? Is this the "right" amount? Why or why not?
 - b. What kinds of jobs do people representative of various groups tend to hold? Is this okay?
 - c. How would you feel about more people of different groups represented where you work or go to school? 20% of the plant, office, school, etc.? 40%? 60%?
 - d. Is anybody trying to change the balance in terms of diversity where you work or go to school?
- Note: Then ask the same parallel questions about the neighborhood where the interviewee lives.
13. Let's say your company/workplace was going to employ a person of a different group than your own to work in the same job as yours, right along with you - could you describe the ideal characteristics of this man or woman?
 14. If you were to have a family of a different group than your own as a neighbor, could you describe the kind of family you'd like to see?
 15. Are most people you know prejudiced or unprejudiced?
 16. When was the last time you talked about diversity?
When and where, and what group did you discuss? What was the discussion about? How often do you talk about these things?

C. Attitudes toward contemporary issues

1. In general, how do you think people of color have been treated in this society? Do people of color have legitimate grievances, in your opinion?
2. In the last few years, do you think there has been much progress in race relations? If yes, what are some examples of this progress? If no, why do you feel this way?
3. Are you aware of the riots that occurred in some cities in the 60's and 70's, and in Miami in the 80's? LA in the 90's?
 - a. How do you feel about them?
 - b. What do you think causes them?
 - c. What should be done about them?
4. What person of color in America do you admire most? Why? What person NOT of color do you admire most? Why?
5. In your opinion, is the rate of unemployment among people of color generally higher than that of whites, lower, or about the same? If higher - why do you think this situation exists?

6. Have you heard anything about programs to give special preference to people of color in getting jobs or getting into schools? This is sometimes called preferential treatment. What do you think about it?
7. What do you think should be done about inner-city ghettos?
8. Do you think a race war is possible in this country? What will you do if this happens?
9. What is the meaning of integration to you?
10. In general, how do you think women have been treated in this society? Do women have legitimate grievances, in your opinion?
11. In the last few years, do you think there has been much progress in gender equality? If yes, what are some examples of this progress? If not, why do you feel this way?
12. What woman in America do you most admire? Why?
13. In your opinion, are women in America generally poorer than men? If yes, why do you think this situation exists?
14. In general, how do you think homosexual people are treated in this society? Do gay men and lesbian women have legitimate grievances, in your opinion?
15. In the last few years, do you think there has been much progress in societal treatment of gays and lesbians? If yes, what are some examples of this progress? If not, why do you feel this way?
16. What gay or lesbian person in America do you most admire? Why?
17. Have you heard about efforts to legalize marriage for gays and lesbians? What do you think about this?
18. In general, how do you think people with disabilities are treated in this society? What groups do you think have legitimate grievances?
19. In the last few years, do you think there has been much progress in societal treatment of persons with different abilities? If yes, what are some examples of this progress? If not, why do you feel this way?
20. What person with disabilities in America do you most admire? Why?
21. In general, how tolerant of religious differences do you think we are in this country? Are there any groups whom you feel have legitimate grievances in this area?
22. What religious leader do you most admire? Why?

D. Images [Answer this series of questions for the following groups: Whites; Blacks; Latinos or Hispanics; Native Americans; Asian Americans; women; gays and lesbians; people with disabilities]

1. There are a lot of different words that people use to refer to this group.
 - a. How many of them can you think of?
 - b. What term do you usually use?
 - i. In the presence of a member of this group.
 - ii. When you're with friends or family.
 - iii. Inside your own mind.
2. For the racial/ethnic groups, do you feel any differently about members with lighter (vs. darker) skin?
3. Do you think people of this group prefer to socialize with other members of the group?
4. Do you think members of this group are basically the same as everyone else, or do you think they are different in some ways? If same, why do you say that? If different, how so?
5. Do you think people in this group are pretty much the same, or do you think there are different types?
 - a. if the same, how so - what are they like?
 - b. If different, what are these types, how does the group differ within?

E. Personal identity

1. Do you think of yourself in terms of any nationality? What? Do you think of yourself in terms of any color or race? Sexual orientation? Gender? Religion? Ability?
2. How often do you think of these distinctions? What do you think about them? Ever feel good or bad about not being born different than you are?
3. What does it mean to you to be a person from your racial group? Is this a source of pride for you? Do you think it's made any difference in your life?
4. Lately there has been a lot of talk about diversity issues. What do you think racism is? Sexism? Homophobia? Ableism?
5. Do you consider yourself a racist or not? A sexist? A homophobe? An ableist?
6. Does it make any difference in your life that there are diverse people living in this country and in this area?
 - a. If no difference, why not?
 - b. If yes, what difference does it make?

F. The costs of oppression

1. What would you give up by acting against any of the oppressions we've talked about in this interview? With family? Friends? At school? At work?
2. What price are you paying for your beliefs (if in fact you feel you hold any of these oppressive attitudes)?
3. What is your worst fear about what could happen if members of diverse groups were in power? Are there any groups that you fear being in power more than others?

G. The interview experience

1. What was it like to ask yourself these questions?
2. If there were any questions which you feel were inappropriate, silly or in any other way should be left out, please indicate which ones.
3. Were there any other questions which you feel should have been asked? If so what were they?

Feel free to discuss any questions and/or responses to the interview experience with the instructor.

[Questions were adapted by K. Wambach from interview guide in Wellman, D. Portraits of White Racism. Cambridge University Press, 1977, by Beverly Daniel Tatum with further adaptations by K. Millstein]

GROUP PRESENTATION ASSIGNMENT

Purpose of Assignment:

- To explore in depth the dimensions of oppression and resilience related to a specific population;
- To develop skills in working as a team (group work skills);
- To educate others about oppression and social justice related to a specific population.

Process:

Each group will consist of 4-6 students. Each group will choose one of the populations below that has been subjected to oppression and make a 45 minute presentation to the class on the assigned date:

- Mexican Americans: October 30
- African Americans: November 6
- Asian American: November 13
- Native American: November 20
- Jewish people: November 20

Areas to Research and Present:

Each group will research and then make a 45 minute presentation (followed by 30 minutes of class discussion) that will cover all of the following areas in some way:

- An examination of the stratification position of the population in terms of material well-being, power, and prestige with attention to within group differences (e.g., male-female differences, ability-disability differences). What are their incomes? What kinds of jobs do they tend to work?
- History of how and why the group became part of the United States. Have they always been here? Were they brought as slaves or indentured servants? Did they immigrate by choice? Were they refugees of a U.S.-supported war abroad? Are or were they refugees unrelated to U.S. wars? Did they come in various ways/ What kinds of experiences did various group members experience in their home countries?
- The situation of the group in the U.S. now. What are the major trends in the size of the group over time? What explains increases and decreases in their numbers? How many people are in the group now? What language(s) do they speak?
- Beliefs about the population: stereotypes about the group throughout history; i.e., understanding the origin and tenacity of oppression requires understanding the history of racial/cultural beliefs of the dominant group of society about the oppressed group.
- Legal oppression, including: a brief history of how U.S. law has treated the group (e.g., things such as permission to immigrate, citizenship, voting rights status, treaties signed and either kept or broken, etc.); how patterns of discrimination were and are codified into explicit laws, situations that are highly discriminatory yet do not violate the law, and informal discriminatory practices that are not codified into law but are nonetheless enforced.
- Political oppression; i.e., what attempts have been and are made to deny access of the population to power? What kind of political power does the group seem to have? What representation is there of the group in federal, state, and local political positions?
- Economic oppression; i.e., how prejudicial beliefs and discriminatory structures have operated and currently operate to keep the group in the bottom ranks of the stratification system.

- Educational oppression; i.e., the extent to which the population has been and is denied access to the educational system or given unequal treatment while in the system (current affirmative action issues relate here as well).
- Values and norms of the group. What are the widely shared and/or widely understood values in this group? Consider what is expected of women and men, how girl and boy children are supposed to behave, treatment of elders, religious/spiritual beliefs and practices, use of leisure time, expectations about leaving home, work and careers, sexuality, and so on. What happens to people who do not conform to shared values within the group? Consider people who are gay/lesbian/bisexual/transgendered; people with disabilities; people who marry outside the group; people who fail to follow expected religious practices; women who refuse to follow prescribed female roles; etc.
- Strengths of the group. What strengths do the members of the group tend to bring to the solving of their problems and surviving in the United States? What strengths have made it possible for this group to endure oppressive conditions? What cultural patterns contribute to building community, fostering growth, and enhancing self-esteem? What contributions have members of the group made to the larger U.S. culture? Who are the well known and not well known contributors?
- Implications for social work practice, especially responsibilities to work for social justice, eliminate oppression, and provide culturally competent services..

The Presentation

You are encouraged to be creative in your presentation in order to engage the class and to stimulate interest as well as provide information. Audiovisual aids are encouraged. You may want to engage the class in an experiential exercise. Audiovisual equipment such as overhead projector or video equipment should be reserved in advance through the instructor.

You are expected to provide an outline of your presentation and handouts of pertinent information for the class. Not every bit of information can or should be presented verbally; use handouts, posters, other means of providing information.

Not everyone in your group is necessarily expected to make the verbal class presentation. Some group members may want to use their skills to conduct research and provide written information for the class, while others may use their skills to actually make the verbal presentation. This is a group project and tasks and roles should be divided equally in terms of time and effort and according to individual interests, skills, and talents.

The presentation should not be longer than 45 minutes. It will be followed by 30 minutes of class discussion, during which time group members will be expected to provide information, answer questions, and help facilitate the discussion.

Evaluation and Grading:

The group presentation will be evaluated as a whole; i.e., there will be a group grade. In addition, there will be two evaluation process to ensure that individual contributions to the final presentation are also assessed: peer assessment of group members and a self-evaluation of one's own contributions. The grade for the presentation will constitute 70% of the grade for this assignment, with the other two evaluations constituting 15% each.

Evaluation of the group presentation will be based on the following criteria:

- Presentation (including handouts and other written information) demonstrates thoroughness of the research done on the population in each of the areas of the assignment;

- Presentation demonstrates a sensitivity to the issues facing the oppressed group, an understanding of the need for critical self-examination, and a commitment to social justice;
- Presentation demonstrates an understanding of the concepts of oppression and social justice in relation to the specific population;
- Information was presented in an interesting, well-organized, and creative way in order to maintain audience interest and to stimulate thinking;
- Openness to class in discussing the presentation and information provided.

IMMERSION ASSIGNMENT

Students will choose **one** of the following options of assignments that involve an experience with one of the special populations covered in this course (women, people with disabilities, gay/lesbian/bisexual/transgendered persons, Mexican Americans or other Latinos, African Americans, Native Americans, Asian Americans, Jewish people). The population chosen for this assignment should also be different from the one that is the focus of your group presentation. **This assignment is due the 6th class session (October 9).**

Option 1: Cultural Event:

Students (in groups smaller than 5 people) choosing this assignment will participate in a cultural event associated with one of the special populations covered in this class. The event chosen must involve some degree of active (rather than purely passive) participation; students should check with their instructor to ensure the specific event meets this standard. Along with attendance, students in the group are expected to spend time discussing the experience.

Each student will submit a 3-5 page paper focused on summarizing and processing the experience. For example, discussion should include what was learned about (a) the particular culture associated with the experience, (b) your fellow group members; and (c) yourself AND how these insights relate to this specific course and/or the practice of social work. Along with the above the paper should include:

- 1) a description of the event;
- 2) a summary of the group discussion and an *analysis* of the group experience; and
- 3) a summary of the individual's reactions and an *analysis* of the individual's experience.

Option 2: Neighborhood Visit:

The purpose of the neighborhood visit is to provide the students with an opportunity to enter, observe, and interact with people in a minority community. It is strongly recommended that students attempt to locate an "informant" to guide them on their neighborhood visit. In groups of 3-4 students, this activity will involve:

- 1) Thoughtfully selecting a geographic area in the Austin area that includes a minority community and spend several hours walking the streets visiting the neighborhood.
- 2) Using the Capital Metro bus system to get to the neighborhood. This means the group must plan their route and their time schedule for the bus ride, as well as "get on, get off" points for their visit.

- 3) Observing people at work, at their homes, and in their interactions in the neighborhood. Observations could include a visit to a neighborhood clinic, agency, school, or church.
- 4) Entering neighborhood businesses (e.g., eating lunch at a restaurant, perusing a store, etc.).
- 5) Talking with people you encounter in the local business establishments, on the street, and/or on the bus.
- 6) Spending some time discussing the experience with fellow group members before, during, and after the visit.
- 7) Submitting a 3-5 page individual report on your experience which includes:
 - a) A description of the bus ride to and from the neighborhood;
 - b) A description of the neighborhood;
 - c) A discussion of the assumptions you or other group members had about the neighborhood AND whether or not these expectations were accurate;
 - d) Your observations/impressions/insights regarding the community, the minority group, your group members, and yourself as a result of the neighborhood visit.
 - e) A summary of the implications of this experience in terms of social work practice.

NOTE: As part of this assignment, students must present an itinerary for their visit to the instructor for approval **PRIOR TO MAKING THE VISIT.**

Option 3: A Family Experience

[Darlene: help!]

Option 4: Grocery Store Ethnography

This assignment is intended to expose and sensitize students to the cultural dimensions of the normal routines of daily life. Two or three students should participate in the experience together although each will write their own individual papers about the experience. Go to a local food store that caters primarily to members of an identifiable ethnic or minority group. The grocery store should be thought of as not merely a store, but rather as a repository of cultural values, attitudes, and beliefs. At the store, students should work either individually or in couples, slowly going through the store. Note what products are available, what products are not available, how the store is arranged, the behavior of shoppers and shopkeepers, the variety of specific items, such as alcoholic beverages or fish, purchasing procedures, etc. Record your thoughts as you notice subtle differences between this store and those to which you are accustomed. Note any unfulfilled expectations you had of the store. Spend about twice the time in the store than you would normally spend to guarantee close observations. You might consider going into the store to plan a week's worth of meals with only what you find in the store.

After the store observation, you and your partner(s) should meet immediately to share your observations. Include as part of your discussion, your ideas about the meaning of your observations, such as why there was only one type of beer but many types of fish available. Dialogue about issues such as the layout of the store, expected and observed behaviors, standards of politeness. Note when you may have a tendency to oversimplify your interpretations rather than explore the complexities of culture.

Each person writes a 3-5 page paper that addresses the following:

- what was different about the store from other grocery stores (available products, layout, behavioral propriety, etc.)
- your analysis of cultural values and priorities

- your comfort level in the store and what concerns they raise for you about cultural differences and your tolerance of ambiguity, varying health standards, and deep-seated beliefs about “the way things ought to be.”
- summarize and then analyze the group discussion after the experience
- summarize your learnings and what you can do next in your journey of becoming culturally sensitive and competent.

Option 5: Reading or audiovisual Immersion

For this immersion option, at least two students will read a novel or watch a movie from the list below, discuss/process the novel or movie in relation to the course framework, and then individually write a 3-5 page paper that address the following:

- summarize the story of the novel or movie
- what you learned about what it means to be __ (an African American, Latino, Asian American, Native American, Jewish man/woman/gay/lesbian/bisexual/transgendered/person with a disability/etc,) from reading the book or watching the movie
- how did the identity of the main character(s) affect their lives? their worldviews? their economic and social status?
- how the novel or movie affected you personally with analysis of your interpretation of why you think it affected you in that way
- how the novel or movie affected you from a professional standpoint and analysis of your interpretation of why you think it affected you in that way
- how your learnings the novel or movie can be incorporated into your own personal journey to become more culturally competent.

Suggested Novels and Movies [

everybody add your favorites; I will add mine once I check my book shelves]

Women’s experience:

Novels:

Movies:

Gay/Lesbian/Bisexual/Transgender:

Novels:

Movies:

Persons with Disabilities:

Novels:

Movies:

Mexican Americans or other Latinos:

Novels:

How the Garcia Sisters Lost their Accent
I, Rigoberta Menchu

Movies:

African Americans

Novels:

Brothers and Sisters by Bebe Moore Campbell

Movies:

Asian American

Novels:

The Joy Luck Club by Amy Tan
 by Amy Tan

Movies:

The Joy Luck Club

Native American

Novels:

Movies:

Smoke Signals

Jewish

Novels:

Movies:

PROCESS ASSIGNMENT

The following options are intended to facilitate your involvement with the issues of the course on all levels: intellectual, emotional, behavioral, and attitudinal. Students are required to choose **one** of the following options for processing course content.

Option 1: Journal/Log Assignment

Students who choose this option will record, on a minimum of a monthly basis, their thoughts, feelings, and personal connections, observations, and implications for them as a social worker in relation to racism, sexism, ageism, heterosexism, or discrimination against people with disabilities. The journal should be a monthly record of:

- personal experiences you have had related to course issues, including your experience of the class sessions;
- experiences and observations from your field placement related to course issues;
- your interpretation of key course readings; i.e., your thoughts, feelings, reactions to particularly significant readings;
- your thoughts, feelings, interpretations of events reported in the news media or tv/radio shows that are related to course issues.

Guidelines for journaling: Free Writing

Writing for the journal may be unlike most other writing assignments you have been given in school. The emphasis will not be on form, but on content. In “free writing,” you are encouraged to simply write down your ideas in a free and open way, without being too concerned about formal organization, rewriting, or even grammar and spelling. The idea is to simply carry on a conversation/discussion with yourself in written form. As you do this, you’ll probably find that you automatically organize your thoughts, think more creatively, and learn more. You probably already do something similar when you take notes, but the journal assignment is designed to do more than simply require you to copy down facts -- it asks you to **THINK AND EXPRESS YOUR OWN IDEAS**.

Evaluation and grading:

The idea of journaling is to encourage you to express yourself without having to be as concerned about style, punctuation, spelling, and grammar as you need to be for assignments. Therefore, none of the mechanical aspects of your written work will be considered in evaluating your journal.

In the same way, assignments which ask you to produce your own ideas and opinions will not be graded on whether the ideas are “right” or “wrong”. Your journal should be handed in at the last class session of each month (September, October, November) and will be graded as Satisfactory or not satisfactory/incomplete based on *completeness and depth, including depth of understanding of the issues and your willingness to look at yourself honestly and increase your awareness of your own issues*.

Although the logs/journals will not be graded, failure to turn it in at the end of each month will result in lowering of the final grade one full grade.

Option 2: Ongoing Dialogue with Instructor

Purchase a notebook especially for this assignment. The purpose of the assignment is to process your ideas, feelings, reactions about the readings, class sessions, experiences outside of class that are related to course issues, etc. and get a response of the professors thoughts, feelings, reactions to what you wrote on an ongoing basis. The idea is to write on the right side of the notebook pages only. Be sure to date your entries and you can make

as many entries as you want. Whenever you want, you may turn in your notebook to the instructor who will read your “journal” entries and write back to you on the left side of the page. Although you may give your notebook to the instructor as many times as you wish, you should make an entry at a minimum of once a month and hand in the notebook the last class session of each month (September, October, November). See the description of writing for the Journal/Log assignment above for guidelines. Evaluation and grading will be the same.

Option 3: Ongoing Dialogue with your Peers

This option is for students who process best in interaction with others. An interactive web forum has been set up to allow students who choose this option to freely express views and openly ask questions that they might feel uncomfortable expressing face to face or that they didn't think about until after a class session and want to dialogue with other students in the class about.

[this assignment is under development]