

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

COURSE NUMBER		MEETING TIME				
SW381S		FRIDAYS 9-12				
INSTRUCTOR	UNIQUE #	MEETING ROOM	INSTRUCTOR'S OFFICE		E-MAIL	PHONE
K. HAMMER	59810	2.112	3.122A			471-9988 (1610)
D. GRANT	59815	2.118	3.130L		d.grant@mail.utexas.edu	471-0532
D. VAN SOEST	59820	2.122	2.202C		dvansoest@mail.utexas.edu	471-9245
D. GILBERT	59825	2.130	3.130M		dgm@mail.utexas.edu	471-8229

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

**FALL 1999**

### **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 a disenfranchised group (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.

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 Texts and Materials

- McLemore, S. Dale, & Romo, Harriet D. (1998). Racial and ethnic relations in America. 5th Edition. Boston, MA: Allyn and Bacon.
- Andersen, Margaret L. & Collins, Patricia Hill (1998). Race, class and gender, (2nd ed.). Belmont, CA: Wadsworth.
- Course Supplement (Available at Speedway Copying in Dobie Mall, 478-3334)
- Selected readings on reserve in LRC (Social Work building, 1st Floor)

### V. Course Requirements

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

#### **Taping Project**

**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 on pages 15-18 of this syllabus. You are asked not to prepare in any way for this assessment. You will record your responses on a cassette tape. Your interview should last a minimum of 60 minutes. Your tape is due during the second session of class (**September 11**).

**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 that were most significant to you in your analysis. The essay assignment is due **December 4**.

PERCENTAGE OF GRADE: 10/100

#### **Ethnic Roots Paper**

Each student will write a 5-7 page paper that explores his/her ethnic roots and the assimilation experiences of parents, grandparents, and/or other significant influential relatives in the student's life. Further specification of this assignment is included on page 18 of the syllabus.

PERCENTAGE OF GRADE: 10/100

**Group Presentation** Students will be required to participate in a group presentation on a particular population covered in the course content. Details of this assignment are included on pages 19-21 of this syllabus.

PERCENTAGE OF GRADE: 25/100

#### **Immersion Assignment**

Students will choose one of several options for experiencing a culture other than their own and write a 3-5 page paper summarizing the experience. Details are included on pages 21-22 of this syllabus.

PERCENTAGE OF GRADE: 10/100

#### **Quizzes**

Brief quizzes over the assigned readings will be administered at the start of class sessions beginning the 3<sup>rd</sup> class session. Students are allowed to drop one (lowest) quiz grade; however, quizzes given during the 3 group presentation sessions are not eligible for dropping.

PERCENTAGE OF GRADE: 15/100

### **Comprehensive Examination**

A comprehensive take home exam will be distributed near the end of the semester and students will have one week to complete the exam. Responses will be graded on thoroughness, including student's ability to integrate readings from the texts, collateral readings, and class discussions.

The exam will be placed in student's mail slot in the Student Lounge on Wednesday, December 1<sup>st</sup>. **Exams are due by 5:00p.m. on Wed., Dec 8<sup>th</sup>.**

PERCENTAGE OF GRADE: 30/100

### **Class/Group Participation and Journal Assignment**

There are three requirements for class participation and processing of course material.

- (1) Students are expected to attend all classes, participate meaningfully in class discussion and exercises, and call upon life experiences and course readings for contributions. Students may be asked to complete class participation forms before the end of selected class sessions.
- (2) Students are expected to participate in an interactive web forum in between class sessions. A handout with instructions for accessing the course web site will be provided. Each week students should log on to the web site and interact with peers regarding a specific "question of the week" in addition to general reactions to the course material.
- (3) Students are also required to log on to the web site weekly for confidential on-line journaling. The purpose of the journal entries is to process personal reactions to the course material. Detailed information about the journaling assignment is included at the end of the syllabus.

**NOTE:** There is no grade for class participation and processing of material; however, 10 points will be subtracted from the final grade points for poor/unsatisfactory participation in class and/or journaling assignment.

### **Final Grades**

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

90-100	A
80-89	B
70- 79	C
69- 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.
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.

## COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT
8-27 Session 1	Introductions Beginning Self-Awareness Theories of Prejudice and Assimilation Overview of Course and Textbooks Film: Ethnic Notions	
<b>NOTE: THERE WILL BE NO CLASS ON 9/3</b>		
9-10 Session 2 <b>ALL DAY</b>	Self-Awareness Focus (continued) National Coalition Building Institute (NCBI) Prejudice Reduction Training Workshop <b>Utopia Theatre</b> <b>NOTE: CLASS MEETS FROM 9AM-4PM</b>	McLemore & Romo (1998). Chapters 1, 2, 6 & 15. Consult other chapters as needed for Ethnic Roots paper  <b>Ethnic Roots Paper Due</b> <b>Taping Assignment, Part I Due</b>
9-17 Session 3	Group Assignments Processing NCBI experience  Discussion of Racial Identity Development, Grief & Loss	McLemore & Romo (1998). Chapter 16  Andersen & Collins (1998). Introduction: Shifting the Center and Reconstructing Knowledge; Chap. 1: Missing People and Others: Joining Together to Expand the Circle; Chap. 8: White Privilege and Male Privilege; Chap. 42: Optional Ethnicities: For Whites Only; Chap. 59: Taking Multicultural, Antiracist Education Seriously  Wambach, K. & Van Soest, D. (1997). Oppression. In 1997 Supplement, Encyclopedia of Social Work, 19 <sup>th</sup> Ed. (pp. 243-252). Washington, D.C. NASW Press*  Tatum, B.D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. <u>Harvard Educational Review</u> , Vol. 62, No. 1, pp. 1-24.*
Session 3	Focus on Native Americans: Ethnic Notions, Assimilation & Survival	McLemore & Romo (1998). pp. 45- 52; Chapters 12 & 13  Andersen, & Collins (1998) Chap. 4 Angry Women are Building: Issues and Struggles Facing American Indian Women Today; Chap. 36: The First Americans: American Indians; Chap. 43: Crimes Against Humanity; Chap. 58: From the Ground Up  Pharr, S. (1988). The common elements of oppression. In <u>Homophobia: A Weapon of            Sexism</u> (pp. 53-64).*  Laxson, J. E. (1991). How "we" see "them." <u>Tourism and Native Americans:</u> <u>Annals of Tourism Research</u> , 18, 365- 391*

DATE	TOPIC	ASSIGNMENT
9- 24	Film: The Color of Fear	<u>McLemore &amp; Romo</u> (1998). Chaps.3,4, & 5
Session 4	Discussion of Film & Readings	<p>Pinderhughes, E. (1989). Chap. 2: Culture, Social Interaction &amp; The Human Services; Chap. 3: Understanding Difference; Chap. 6: Understanding Power. *</p> <p>Anderson &amp; Collins (1998), Chap. 5: Oppression; Chap. 12: Tired of Playing Monopoly?; Chap. 32: Can Education Eliminate Race, Class, and Gender Inequality?; Chap. 34: Reminiscences of a Post-Integration Kid: Or, Where Have We Come Since Then?; Intro to Part IV: Analyzing Social Issues (pp. 389-402). Chap. 10: Seeing More Than Black &amp; White: Latinos, Racism, and the Cultural Divides; Intro Part II, Conceptualizing Race, Class, and Gender (pp. 67-87); Chap. 7: Something about the Subject Makes it Hard to Name; Intro Part V, Making a Difference, pp. 507-516; Chap. 51: Boys and Girls of (Union) Summer</p>
10-1 Session 5	Women: Intragroup Diversity and Frameworks of Oppression & Empowerment	<p>Andersen &amp; Collins (1998). Chap. 15: Family Matters, Work Matters?; Chap. 17: Commonalties and Differences; Chap. 18: Understanding and Fighting Sexism: A Call to Men; Chap. 19: Age, Race, Class, and Sex: Women Redefining Difference; Chap. 20: Masculinities and Athletic Careers; Chap. 23: Shortchanged: Restructuring Women's Work; Chap. 27: Our Mother's Grief: Racial Ethnic Women and the Maintenance of Families; Chap. 28: The Diversity of American Families; Chap. 29: Are "Absent Fathers" Really Absent? Urban Adolescent Girls Speak Out About their Fathers; Chap. 38: It's a Family Affair: Women, Poverty, and Welfare; Chap. 45: If Men Could Menstruate; Chap. 46: From "Kike" to "JAP": How Misogyny, Anti-Semitism, and Racism Construct the "Jewish American Princess"; Chap. 49: The Beauty Myth; Chap. 55: Fraternities and Rape on Campus; Chap. 60 Women of Color on the Front Line</p> <p>Heise, L. The Global War Against Women.*</p> <p>Amott, T. L., &amp; Matthaehi, J. A. (1991). Race, class, gender, and women's work: A conceptual framework. In <u>Race, gender, &amp; work: A multicultural economic history of women in the Unites States.</u> (pp. 11-28). *</p>

DATE	TOPIC	ASSIGNMENT
10-8 Session 6	Gay, Lesbian, and Transgendered Persons: Intragroup Diversity & Frameworks of Oppression and Empowerment	<p data-bbox="878 247 1422 516"><u>Andersen &amp; Collins (1998). Chap. 2: La Guera; Chap.47: A New Politics of Sexuality; Chap. 48: Where has Gay Liberation Gone? An Interview with Barbara Smith; Chap. 50: Maiden Voyage: Excursion into Sexuality and Identity Politics in Asian America; Chap. 51: Getting Off on Feminism; Chap. 52: More Power than We Want: Masculine Sexuality and Violence.</u></p> <p data-bbox="878 548 1422 606">Pharr, S. (1988). Homophobia: A weapon of sexism (pp.65-91)*</p> <p data-bbox="878 638 1422 804">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 data-bbox="878 814 1422 926">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 data-bbox="878 968 1422 1129">Gilbert Martinez, D. &amp; Sullivan, S. (1998). African American gay men &amp; lesbians: Examining the complexity of gay identity development. <u>Journal of Human Behavior in the Social Environment</u>, <u>1</u>(2/3), 243-264.*</p> <p data-bbox="878 1161 1422 1272">Proctor, C. D., &amp; Groze, V. K. (1994). Risk factors for suicide among gay, lesbian, and bisexual youth. <u>Social Work</u>, <u>39</u>(5), 504-514.*</p>
10-15 Session 7	People with Disabilities: Intragroup Diversity & Frameworks of Oppression And Empowerment	<p data-bbox="878 1352 1422 1434">Mendelsohn, S. (1992,Jan /Feb). <u>Silence on the psychiatric holocaust. The Disability Rag</u>, 46-47.*</p> <p data-bbox="878 1486 1422 1598">Condoluci, A. (1991). <u>Independence: The route to community</u>. Winter Park, FL: PMD Publishers Group. [Chap. 1, Disempowered].*</p> <p data-bbox="878 1629 1422 1795">Rounds, K. A., Weil, M., &amp; 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>, <u>75</u>(1), 3-15.*</p> <p data-bbox="878 1816 1422 1902">Schiffer, R. B. (June 30, 1999). Lifting the stigma of mental illness. <u>Austin American Statesman</u>, A11 *</p>

DATE	TOPIC	ASSIGNMENT
10-22 Session 8	Social Justice: Beyond the Personal	<p>Andersen &amp; Collins (1998). Chap. 3: Report from the Bahamas; Chap. 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); Chap. 22: Economic Restructuring and Systems of Inequality; Chap. 26: Working Poor, Working Hard; Chap. 37: Thoughts on Class, Race, and Prison; Chap. 39: Aid to Dependent Corporations: Exposing Federal Handouts for the Wealthy; Chap. 40: The Brutality of Bureaucracy; Chap. 61: Having the Tools at Hand: Building Successful Multicultural Social Justice Organizations</p> <p>Cross, T., Bazron, B., Dennis, K. &amp; Isaacs, M. (1989). <u>Towards a culturally competent system of care. Vol. 1.</u> Washington, D.C.: Georgetown University Child Development Center.*</p> <p>Van Voorhis, r. (1998) Culturally relevant practice: A framework for teaching the psychosocial dynamics of oppression. <u>Journal of Social Work Education</u>, 34 (1), 121-134.*</p>
<b>Immersion Assignment Due</b>		
10-29 Session 9	Student Group Presentation: Blacks/African Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment	<p>McLemore &amp; Romo (1998). Pages 53-57 and Chapters 10 &amp; 11</p> <p>Andersen, &amp; Collins (1998) Chap. 11: Race Matters; Chap. 13: The Plight of Black Men; Chap. 16: Moving Up with Kin and Community: Upward Mobility for Black and White Women; Chap. 35: Title IX: Does Help for Women Come at the Expense of African Americans?; Chap. 41: Tracing the Politics of Affirmative Action; Chap. 53: The Police and the Black Male; Chap. 56: Coalition Politics: Turning the Century.</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., &amp; Wright, D. F. (1992). Empowerment: The strengths of Black families revisited. <u>Journal of Multicultural Social Work</u>, 2(4), 23-36.*</p>

DATE	TOPIC	ASSIGNMENT
11-5 Session 10	Student Group Presentation: Hispanics/Latinos/Mexican Americans: Intragroup Diversity and the Frameworks of Oppression and Empowerment	<p data-bbox="878 390 1435 422"><u>McLemore &amp; Romo (1998)</u>. Chaps. 8 &amp; 9</p> <p data-bbox="878 443 1435 604"><u>Andersen &amp; Collins (1998)</u>. Chap. 9: The Other Americans; Chap. 25: The Latino Population: The Importance of Economic Restructuring; Chap. 30: Undocumented Latinas: The New "Employable Mothers"; Chap. 33: Canto, Locura y Poesia;</p> <p data-bbox="878 646 1435 726">Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. <u>Social Work</u>, 39(3), 288-296.*</p> <p data-bbox="878 747 1435 835">Montalvo, F. F.. (1997). Chasing myth and taboos about race and Latinos. <u>Social Perspectives</u> 1(1), 87-105.</p>
11-12 Session 11	Student Group Presentation: Asian Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment	<p data-bbox="878 926 1435 984"><u>McLemore &amp; Romo (1998)</u>. pp.117-125, pp. 387-395 and Chapter 7</p> <p data-bbox="878 1005 1435 1247"><u>Andersen &amp; Collins (1998)</u>. Chap. 6: A Different Mirror; Chap. 21: Asian American Women: Not for Sale; Chap. 24: The Gap Between Striving and Achieving: The Case of Asian American Women; Chap. 31: Migration and Vietnamese American Women: Remaking Ethnicity; Chap. 44: You're Short, Besides; Chap. 54: Korean Americans vs. African Americans</p> <p data-bbox="878 1268 1435 1379">U. S. Commission of Civil Rights. (1992). Introduction. In Civil rights issues facing Asian Americans in the 1990s (pp. 1-21). Washington, DC: Author.*</p> <p data-bbox="878 1400 1435 1512">Fong, R., &amp; Mokuau, (1994). Not simply "Asian Americans": Periodical literature review on Asians and Pacific Islanders. <u>Social Work</u>, 39 (3), 298-307.*</p> <p data-bbox="878 1533 1435 1621">Matsuoka, J. K. (1990). Differential acculturation among Vietnamese refugees. <u>Social Work</u>, 35 (4), 341-345.*</p> <p data-bbox="878 1642 1435 1799">Kim, Y. &amp; 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>

DATE	TOPIC	ASSIGNMENT
11-19 Session 12	Religion: Frameworks of Oppression & Empowerment	<p>Johnston, L. (1998). Christianity and social work: Readings on the integration of Christian faith and social work practice. Beryl Hugen (Ed). North American Assoc. of Christians in Social Work, Botsford, CT. [Chap. 6, Diversity: An examination of the church and social work] *</p> <p>Sermabeikian, P. (1994). Our clients, ourselves: The spiritual perspectives and social work practice. <u>Social Work</u>, 39, 178-183. *</p>
11-26	THANKSGIVING HOLIDAY	
12-3 Session 13	Self-analysis Implications for Social Work Practice	<b>Taping Project Part II due</b>
	Discussion of Taping Project	
	Summary and Course Evaluation	

\* Items are included in the course supplement and will also be made available in the LRC.

## BIBLIOGRAPHY

(Required readings in course supplement are marked with an \*).

- Auberger, M. (1992, July/August). Breaking 'em out. The Disability Rag, 12-15. Louisville, Ky: Avocado Press.
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- 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.
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- 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.
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- Castex, G. M. (1994). Providing services to Hispanic/Latino populations: Profiles in diversity. Social Work, 39(3), 288-296. Washington, D.C.: NASW Press.
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- \*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.\*
- Curriel, 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.

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- \*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.
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- 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.
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- Gowdy, E. A., & Pearlmutter, S. (1993). Economic self-sufficiency: It's not just money. Affilia, 8(4), 368-387.
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- Kane, E.W. (1995). Education and beliefs about gender inequality. Social Problems, 42(91), 74-90.
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- 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.
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# 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]

### **ETHNIC ROOTS PAPER**

The purpose of this assignment is to explore your ethnic/racial roots and examine the unique experiences of your parents/grandparents/great grandparents and beyond/or other significant individuals that have shaped your path in life. The paper should be 6-7 pages, double-spaced, in APA format, and responding to the following set of questions. Samples of ethnic roots papers from a related but different course are on reserve in the LRC. These sample papers are useful but do not address all of the specific questions you are required to address. Your paper should address parts A-D and should incorporate specific information from McLemore & Romo textbook.

**A. Background:** Very briefly describe yourself (age, birthplace, social class and status when you were growing up, current cultural orientation, etc.)

**B. Background of Parents/Grandparents/Great Grandparents and so on**

- A description of what you know about your (1) mother, (2) father, (3) maternal grandparents, (3) paternal grandparents, (4) maternal and paternal great grandparents, and so on
- How did ancestors enter into the United States (e.g., were they voluntary immigrants, involuntary through conquest, time of entry, etc.?)

**C. Experiences with Anglo Conformity and Factors Affecting Inclusion**

- By the standards of Anglo Conformity, were individuals related to you included or excluded in American society? • How did they avoid/attempt/ achieve assimilation and integration? (e.g., Were names changed to fit into mainstream American society? Were ethnic roots emphasized or downplayed? Were traditions/language/customs suppressed or passed down?
- What role did social class and social power play in their experiences?
- Describe experiences of family members in terms of the presence or absence of (1) cultural assimilation by addition, (2) cultural assimilation by substitution, and (3) marital assimilation as referred to in McLemore & Romo textbook.
- Does the “three-generations process” of assimilation described in the textbook apply to your family’s experience in this country? Why or why not?

**D. Conclusion**

What conclusions do you draw about your own current status of assimilation based on your ethnic roots, socialization, and personal experiences?

## 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 8-10 students. Each group will choose one of the populations below that has been subjected to oppression and make a presentation to the class on the assigned date.

African Americans/Blacks: October 29

Mexican Americans/Latinos/Hispanics: November 5

Asian Americans: November 12

There are three parts to the presentation. Parts I and II of the presentation should not exceed 90 minutes. Following Parts I and II, we will have our regularly scheduled break. Following the break, the group will present Part III (in 20 minutes or less). After presenting Part III, the group will engage the class in a discussion of practice implications, during which time group members will be expected to provide information, answer questions, and help facilitate the discussion.

### Content:

#### Areas to Research and Present:

Each group will research and then make a 90 minute presentation covering the following areas for Parts I and II of the presentation:

#### **Part I. “Ethnic Notions” revisited**

The first part of the presentation should include a segment similar to the film, “Ethnic Notions”, viewed on the first day of class. The purpose of this section is to demonstrate how your assigned group has been portrayed as the “other” from both a historical and current perspective. The historical and current information should include:

- (a) history of how and why the group became part of the United States
  - (b) a review of beliefs and stereotypes about the group throughout history
  - (c) an analysis of how these beliefs and stereotypes have been maintained and continue to thrive TODAY.
- The McLemore & Romo textbook covers a great deal of this information; however, students will be expected to do independent research to uncover artifacts, products, emblems, commercial images, and stereotypical depictions of their group in various forms of media. While the film, “Ethnic Notions”, focused on the historical depictions up to the late 1970s, Part I of the presentation should carry through to the present, with emphasis on how both the assigned group and the broader society are still highly exposed to and influenced by beliefs, depictions, and stereotypes.

#### **Part II. “Truth and Consequences”**

The second part of the presentation should focus on:

- (a) a overview of the true and accurate information about the oppression, survival, values, positive coping, and resiliencies of the assigned group and
- (b) information about the consequences of historical and continued oppression.

The research for this section should be based on academic and library research as well as the personal accounts, poetry, and writings of from members of the assigned groups.

Information presented in this part should cover:

- 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).
- Current sociodemographics of the group. 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 hold? 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?
- 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. Students must give attention to intragroup differences with relation to various topics covered in this text.
- 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?

### **Part III “A Practice Vignette”**

The group will present a practice vignette that depicts a realistic practice dilemma related to the assigned group and be prepared to discuss solutions to the dilemma. Roleplays, videotaped scenes, etc. may serve as mediums for presenting the practice vignette. The practice vignette must culminate in a discussion of implications social work practice, especially responsibilities to work for social justice, eliminate oppression, and provide culturally competent services. For this section, each group will be required to read and incorporate key points from 3 chapters of Elaine Pinderhughes' 1989 book, Understanding race, ethnicity, and power: The key to efficacy in clinical practice. New York, NY: The Free Press. The three chapters cover assessment, treatment, and the application of cultural competence. These chapters are on reserve in the LRC.

#### **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.

### **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 processes 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**

This assignment gives the student an opportunity to become more familiar with three groups which are covered in this course: women, gay/lesbian/bi/transgendered persons, and people who are differently-abled. Each student will choose a person, family, or group that represents one or more of these groups. Each student will contact a person/family/ group and plan to conduct an interview or spend a day/evening or several hours engaging in a cross-cultural interaction. Students may approach this assignment individually or with one or two other students. Students will be given a handout with suggestions of people, families, and groups in the community that may serve as resources for this assignment.

Following the interaction:

**The student will individually write a 3-5 page paper addressing the following:**

- Describe the host individual/family/group. How does the host individual/family/group define their culture?
- What are the ways culture is overtly “practiced” or manifest in this individual/family/group’s daily life and activities?
- What role does socioeconomic class, race/ethnicity, gender, sexual orientation, ability, and age play in influencing the individual/family/group’s culture?
- Discuss assumptions you had about this culture and whether or not these expectations were accurate.
- What are your observations/impressions/insights regarding the culture, cultural community, and your culture in relation to the host individual/family/group culture following this immersion experience?
- Discuss your comfort level in the interaction and what concerns the host individual/family/group members raise for you about cultural differences (how does their culture deal with ambiguity, healthy standards, religion etc. and how do their practices differ from your own). What are your thoughts about these differences?
- Summarize and analyze your experience, especially what you learned that you didn’t know before about the host individual/family/group culture and yourself.
- Summarize your learning and what you can do next in your journey of becoming culturally sensitive and competent as a social worker.

## PROCESS ASSIGNMENT

This assignment is intended to facilitate your involvement with the issues of the course on all levels: intellectual, emotional, behavioral, and attitudinal.

### **Journaling/Process Assignment**

Students will record, on a weekly 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 weekly 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**.

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, the forum and journaling assignments which ask you to produce your own ideas and opinions will not be graded on whether the ideas are “right” or “wrong”. You will be graded as Satisfactory or Not Satisfactory 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*.