

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

COURSE NUMBER		MEETING TIME			
SW381S		FRIDAYS 8:30-11:30			
INSTRUCTOR	UNIQUE #	MEETING ROOM	INSTRUCTOR'S OFFICE	E-MAIL	PHONE
D. GRANT	60995	2.112	3.130L	d.grant@mail.utexas.edu	471-0532
K. HAMMER	61000	2.116	3.122A	khammer@austin-safeplace.org	
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D. VAN SOEST	61010	2.132	2.202C	dvansoest@mail.utexas.edu	471-9245

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

FALL 2000

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 (2000). Race, class and gender, (4th 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 in the assignment section 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 15**).

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 8**.

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 in the assignment section of the syllabus. Due **September 8**.

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 in the assignment section of this syllabus. Presentations will be scheduled for **October 27, November 10, and November 17**.

PERCENTAGE OF GRADE: 25/100

Immersion Assignment - Choose 1:

a. Immersion "Shadow" Assignment

Students will "shadow" a person from a population different from their own for five different events and write a paper about the experience and their learnings. Details are included in the assignment section of this syllabus. Due **December 1**.

PERCENTAGE OF GRADE: 25/100

5. Immersion "Facilitator" Assignment

Students who choose the facilitator options will participate in facilitator training (October 18, 5-9 p.m.), facilitate a group of eighth grade students as part of an all-day Prejudice Awareness Summit

(either Nov. 1 or Nov. 2), and write a paper about their experience and learnings. Paper due **December 1**.

Reaction Papers

Students will write weekly papers based on the course readings. Details are in the assignment section of this syllabus. Due **weekly**.

PERCENTAGE OF GRADE: 30/100

Class/Group Participation

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.

There is no grade for class participation and processing of material; however students who miss more than one class without a valid excuse will have 5 points subtracted from the final grade points for each session missed.

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 due date.
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 or more course grades 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.
6. Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected.

VII. Safety

As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should also notify instructors regarding any safety concerns.

VIII. Services for Students with Disabilities

The University of Texas at Austin provides, upon request, appropriate academic accommodations for qualified students with disabilities. For more information, contact the Office of the Dean of Students at 471-6259; 471-4641 TTY.

COURSE SCHEDULE

DATE	TOPIC	ASSIGNMENT
9-1 Session 1	Introductions Beginning Self-Awareness Overview of Course and Textbooks Course Framework	
9-8	Group Assignments	<u>McLemore & Romo</u> (1998). Chapter 1, 2, 6, & 15. Consult other chapters as needed for ethnic roots paper.
Session 2	Ethnic Roots Discussion of Racial Identity Development, Grief & Loss Focus on Native Americans: Ethnic Notions, Assimilation & Survival	<u>Andersen & Collins</u> (2000). Introduction: Shifting the Center and Reconstructing Knowledge; Chap. 1: Missing People and Others: Joining Together to Expand; Chap. 8: White Privilege and Male Privilege; Chap. 49: Optional Ethnicities: For Whites Only; Chap. 67: Taking Multicultural, Antiracist Education Seriously 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* <u>McLemore & Romo</u> (1998). pp. 45-52; Chapters 12 & 13 <u>Andersen, & Collins</u> (2000) Chap. 4 Angry Women are Building: Issues and Struggles Facing American Indian Women Today; Chap. 42: The First Americans: American Indians; Chap. 50: Crimes Against Humanity; Chap. 66: From the Ground Up Laxson, J. E. (1991). How "we" see "them." <u>Tourism and Native Americans: Annals of Tourism Research</u> , 18, 365- 391*
ETHNIC ROOTS PAPER DUE		
9-15 Session 3 ALL DAY 9 a.m.-4 p.m. Utopia Theatre	Self-Awareness Focus (continued) National Coalition Building Institute (NCBI) Prejudice Reduction Training Workshop	<u>McLemore & Romo</u> (1998). Chapter 16. WAMBACH, K. & VAN SOEST, D. (1997). OPPRESSION. IN 1997 SUPPLEMENT, <u>ENCYCLOPEDIA OF SOCIAL WORK, 19TH ED.</u> (PP. 243-252). WASH, D.C. NASW PRESS* Pharr, S. (1988). The common elements of oppression. In <u>Homophobia: A Weapon of Sexism</u> (pp. 53-64)*
Taping Assignment, Part I Due		

DATE	TOPIC	ASSIGNMENT
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THURSDAY, SEPTEMBER 21,

CEREMONY AT M.L. KING JR. STATUE, 6:45 P.M.

SPEECH ON AFFIRMATIVE ACTION AT BATES RECITAL HALL, 7:30-9:00 P.M.

Affirmative Action: Learning from the Past to Inform the Present and Take Action
for the Future - Thomas Todd, Esq.
Bates Recital Hall

Note: This is a required class session; there will be no class session on November 3 to make up for this class session.

9-22 Session 4	Affirmative Action Social Justice Beyond the Personal	<p><u>Andersen & Collins</u> (2000). Chap. 3: Report from the Bahamas; Chap. 16: The Silenced Majority: Why the Average Working Person has Disappeared from American Media and Culture; Intro to Part III, Rethinking Institutions; Chap. 25: Economic Restructuring and Systems of Inequality; Chap. 29: Working Poor, Working Hard; Chap. 46: Thoughts on Class, Race, and Prison; Chap. 45: Aid to Dependent Corporations: Exposing Federal Handouts for the Wealthy; Chap. 69: Having the Tools at Hand: Building Successful Multicultural Social Justice Organizations</p> <p>Cross, T., Bazron, B., Dennis, K. & Isaacs, M. (1989). <u>Towards a culturally competent system of care. Vol. I.</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>
9-29 Session 5	Film: The Color of Fear Discussion of Film & Readings	<p><u>McLemore & Romo</u> (1998). Chaps.3,4, & 5</p> <p><u>Pinderhughes, E.</u> (1989). Chap. 2: Culture, Social Interaction & The Human Services; Chap. 3: Understanding Difference: Chap. 6: Understanding Power. *</p> <p><u>Anderson & Collins</u> (2000): Chapter 5: Oppression; Chap 13: Tired of Playing Monopoly? Chap. 43: Education and the struggle against race, class, and gender inequality; Introduction to Part IV: Analyzing social issues; Chap. 10: Seeing more than black and white: Latinos, racism, and the cultural divides; Introduction to part II: Conceptualizing race, class, and gender; Chap. 7: Something about the subject makes it hard to name; Introduction to Part V: Making a difference; Chap. 65: Boys and girls of union summer.</p>

DATE	TOPIC	ASSIGNMENT
IX. Session 6	Women: Intragroup Diversity and Frameworks of Oppression & Empowerment	<p><u>Andersen & Collins (2000).</u> Chap. 19: Gender through the Prism of Difference; Chap. 20: Age, Race, Class, and Sex: Women Redefining Difference; Chap. 21: Understanding and Fighting Sexism: A Call to Men; Chap 23: J.A.P.- Slapping: The politics of scapegoating; Chap. 26: Race, Gender & Women's Work; Chap. 31: Our Mother's Grief: Racial Ethnic Women and the Maintenance of Families; Chap. 32: The Diversity of American Families; Chap. 41: If Men Could Menstruate; Chap. 56: The Beauty Myth;; Chap. 68 Women of Color on the Front Line</p> <p>Heise, L. The Global War Against Women.*</p> <p>Amott, T. L., & Matthaei, J. A. (1991). Race, class, gender , and women's work: A conceptual framework. In <u>Race, gender, & work: A multicultural economic history of women in the Unites States.</u> (pp. 11-28). *</p>

DATE	TOPIC	ASSIGNMENT
10-13 Session 7	Gay, Lesbian, and Transgendered Persons: Intragroup Diversity & Frameworks of Oppression and Empowerment	<p data-bbox="878 239 1435 506"><u>Andersen & Collins</u> (2000). Chap. 2: La Guera; Chap.54: A New Politics of Sexuality; Chap. 55: Where has Gay Liberation Gone? An Interview with Barbara Smith; Chap. 57: Maiden Voyage: Excursion into Sexuality and Identity Politics in Asian America; Chap. 58: Getting Off on Feminism; Chap. 60: More Power than We Want: Masculine Sexuality and Violence.</p> <p data-bbox="878 533 1435 590">Pharr, S. (1988). Homophobia: A weapon of sexism (pp.65-91)*</p> <p data-bbox="878 625 1435 793">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="878 806 1435 915">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="878 957 1435 1094">Gilbert Martinez, D. & Sullivan, S. (1998). African American gay men & 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 1121 1435 1230">Proctor, C. D., & 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> <p data-bbox="878 1257 1435 1398">Akerlund, M. & Cheung, M. (2000). Teaching beyond the deficit model: Gay & lesbian issues among African Americans, Latinos, and Asian Americans. <u>Journal of Social Work Education</u>, <u>36</u> (2), 279-292.</p>
10-20 Session 8	People with Disabilities: Intragroup Diversity & Frameworks of Oppression And Empowerment	<p data-bbox="878 1451 1435 1528">Mendelsohn, S. (1992). Silence on the psychiatric holocaust. <u>The Disability Rag</u>, 46-47.*</p> <p data-bbox="878 1541 1435 1650">Condeluci, A. (1991). <u>Independence: The route to community</u>. Winter Park, FL: PMD Publishers Group. [Chap. 1, Disempowered].*</p> <p data-bbox="878 1692 1435 1829">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 Contemp Human Services</u>, <u>75</u>(1), 3-15.*</p> <p data-bbox="878 1850 1435 1934">Schiffer, R. B. (June 30, 1999). Lifting the stigma of mental illness. <u>Austin American Statesman</u>, A11 *</p>

DATE	TOPIC	ASSIGNMENT
10-27 Session 9	Student Group Presentation: Blacks/African Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment	<p data-bbox="878 359 1430 417"><u>McLemore & Romo</u> (1998). Pages 53-57 and Chapters 10 & 11</p> <p data-bbox="878 438 1430 678"><u>Andersen, & Collins</u> (2000) Chap. 12: Race Matters; Chap. 17: The Plight of the Black Male; Chap. 18: Moving Up with Kin and Community: Upward Mobility for Black and White Women; Chap 33: Countering the Conspiracy to Ignore Black Girls; Chap. 61: The Police and the Black Male; Chap. 64: Coalition Politics: Turning the Century.</p> <p data-bbox="878 699 1430 783">Brinson, J. A. (1994). The incarceration of Black males: Unsettled questions. <u>Journal of Offender Rehabilitation</u>, 19(4), 85-95.*</p> <p data-bbox="878 804 1430 905">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>
11-3	NO CLASS TODAY	
11-10 Session 10	Student Group Presentation: Hispanics/Latinos/Mexican Americans: Intragroup Diversity and the Frameworks of Oppression and Empowerment	<p data-bbox="878 1150 1430 1182"><u>McLemore & Romo</u> (1998). Chaps. 8 & 9</p> <p data-bbox="878 1203 1430 1367"><u>Andersen & Collins</u> (2000). Chap. 28: The Latino Population: The Importance of Economic Restructuring; Chap. 38: The Myth of the Latin Woman: I just met a girl named Maria; Chap. 48: Black Hispanics: the Ties that Bind.</p> <p data-bbox="878 1409 1430 1493">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 1514 1430 1596">Montalvo, F. F.. (1997). Chasing myth and taboos about race and Latinos. <u>Social Perspectives</u> 1(1), 87-105.</p>

DATE	TOPIC	ASSIGNMENT
11-17 Session 11	Student Group Presentation: Asian Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment	<p><u>McLemore & Romo</u> (1998). pp.117-125, pp. 387-395 and Chapter 7</p> <p><u>Andersen & Collins</u> (2000). Chap. 6: A Different Mirror; Chap. 27: The Gap Between Striving and Achieving: The Case of Asian American Women; Chap. 35: Migration and Vietnamese American Women: Remaking Ethnicity; Chap. 51: You're Short, Besides; Chap. 62: Korean Americans vs. African Americans</p> <p>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>Fong, R., & Mokuau, (1994). Not simply "Asian Americans": Periodical literature review on Asians and Pacific Islanders. <u>Social Work</u>, 39 (3), 298-307.*</p> <p>Matsuoka, J. K. (1990). Differential acculturation among Vietnamese refugees. <u>Social Work</u>, 35 (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>
11-24	THANKSGIVING HOLIDAY	
12-1 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>

Immersion Assignment due

12-8
Session 13 Self-analysis
 Implications for Social Work Practice
 Discussion of Taping Project
 Summary and Course Evaluation
 Taping Project Part II due

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

BIBLIOGRAPHY (* = required)

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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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- *Condeluci, A. (1991). Independence: The route to community. Winter Park, FL: PMD Publishers Group. [Chap. 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.
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- 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.
- 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.
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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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- Kane, E.W. (1995). Education and beliefs about gender inequality. Social Problems, 42(91), 74-90.
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- 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].
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