

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

SW381S			FRIDAYS, 8:30-11:30		
INSTRUCTOR	UNIQUE #	MEETING ROOM	INSTR. OFFICE	E-MAIL	PHONE
D. Grant	61715	2.116	3.130L	d.grant@mail.utexas.edu	471-0532
K. Hammer	61725	2.112	3.122A	khammer@austin-safeplace.org	
B. Rodriguez	61720	2.118	3.122A	bar896@aol.com	
D. Van Soest	61710	2.122	2.202C	dvansoest@mail.utexas.edu	471-9245

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

FALL 2001

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 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., Romo, H.D., & Baker (2001). Racial and ethnic relations in America. 6th edition. Needham Heights, MA: Allyn & Bacon.

Adams, M. et al. (2000). Readings for diversity and social justice. New York: Routledge.

Selected readings on e-reserve as well as on reserve in LRC (Social Work building, 1st Floor).

V. Course Requirements

The following activities will be completed during the semester. While you won't be graded on your beliefs or opinions, grading will be based on (1) a total of 100 possible percentage points accrued by the end of the course, (2) evidence of your openness to engaging in this often difficult subject matter, and (3) evidence of openness to learning and processing for self awareness, self examination, and contributions to peer learning. Papers will also be evaluated on content, grammar, and structure. The sources of any quoted and/or paraphrased material must be identified (APA Style). There is a separate handout providing directions for the development and creation of each assignment. A summary of assignments follows:

Interactive On-Line Forum and On-Line Journal (10%)

A big part of this course involves self-analysis and awareness. There are two free writing opportunities built into this course that offer you the opportunity to reflect on the readings, topics, and issues brought up in class discussions, videos, and speaker panels. **You are required to make both a forum and a journal entry weekly.** While you are not expected to follow APA Style or specific rules of grammar in your on-line entries, courtesy and sensitivity is expected from all students. Since the forum is an online dialogue, you will want to read each others' thoughts, so it will be important to limit the length of your entries. Your on-line journal entries can be as lengthy as you need them to be.

Taping Project (10%)

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.

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.

Ethnic Roots Paper (10%)

Each student will write a 5-7 page paper that carefully explores his/her ethnic roots and the assimilation experiences of parents, grandparents, and/or other significant influential relatives in the student's life. In order to gain insight into how you've come to the world view you hold, depth and seriousness of analysis is something your instructor will be looking for.

Immersion Assignment (55% Total)

You will select a population covered in this class about which you have discomfort and a fundamental lack of knowledge. Your choice of population must be approved before you proceed with the immersion assignment.

Part I. Perceived and Other Notions (10%)

Write a brief 3-5 page paper about the group you have selected.

Part II. Truth and Consequences (25%)

Write a 14-20 page research paper on the history and current day consequences of oppression for the group you have selected and the privilege others groups enjoy in relation to this group's oppression.

Part III. Immersion "Shadow" Assignment (points incorporated into Part IV)

You 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

Part IV. Reflection Paper (20%)

In this paper, you will now reflect on the Shadowing experience and implications for practicing social work whether your focus will be clinical or administration and planning. Reread your "Truth and Consequences" paper and reflect on what you thought then, what you experienced while shadowing, and what you subsequently got out of the readings and class discussions, and what you think now.

Novel Assignment (15%)

Focusing on a group different from the one in your immersion assignment, you will read a novel from the list provided and reflect on the messages presented by the author in a 3-5 page paper.

Class/Group Participation

You are expected to attend all classes, participate meaningfully in class discussion and exercises, and call upon life experiences and course readings for contributions. You 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. Since this class depends on active class participation up to 5 points can be subtracted from the final grade points for poor/unsatisfactory participation in class and/or journaling assignment.*

Students may be asked to complete class participation forms before the end of selected class sessions. 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. 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.

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.
5. 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

"Any student with a documented disability (physical or cognitive) who requires academic accommodations should contact the Services for Students with Disabilities area of the Office of the Dean of Students at 471-6259 (voice) or 471-4641 (TTY for users who are deaf or hard of hearing) as soon as possible to request an official letter outlining authorized accommodations."

DATE	TOPIC	ASSIGNMENT
August 31, 2001 Session 1	Introductions Beginning Self-Awareness Overview of Course and Textbooks Course Framework	
September 7, 2001 Session 2	Discussion of Racial Identity, Development, Grief & Loss Video: Ethnic Notions	McLemore, Romo, & Baker (2001). Chapters 1-4 (pp. 1-106) Consult other chapters as needed Adams et al. (2000). Section 1/1 (pp. 9-14)
September 14, 2001 Session 3 9am-4pm Thompson Conference Center Taping Project Part I Due	National Coalition Building Institute(NCBI) Prejudice Reduction Training Workshop	McLemore, Romo, & Baker (2001) Chapter 14(pp. 419-443) Adams at al. (2000). Section1/5 (pp. 35-50)
September 21 Session 4	Framework Lecture: The Intersection of Class, Gender, Ability, Power/Privilege, and Race	Adams et al. (2000). Section 1 (pp. 5-60) Section 2 (pp.61-104) On Reserve in LRC and on electronic-reserve: Cross, T. et al. (1989) Van Voorhis, R. (1998)
September 28 Session 5 *Immersion Assignment, Part 1 Due	Women: Intragroup Diversity and Frameworks of Oppression and Empowerment	Adams et al. (2000) Section 4, pp. 199-240
October 5 Session 6	Film: The Color of Fear Discussion of Film & Readings	McLemore, Romo, & Baker (2001). Chapter 5 (pp. 109-144)
October 12	No Class	No Readings
October 19 Session 7 *Novel Assignment Due	People with Disabilities: Intragroup Diversity and Frameworks of Oppression and Empowerment	Adams et al. (2001) Section 6 (pp. 319-378)
October 26 Session 8	First Nations People: Asian American/Pacific Islander:	McLemore, Romo, & Baker (2001) Chapters 11 & 12 (pp. 327-385) McLemore, Romo, & Baker

	Intragroup Diversity and Frameworks of Oppression and Empowerment	(2001) Chapters 6 & 13 (pp.149-183 & pp. 387-443)
--	--	---

DATE	TOPIC	ASSIGNMENT
November 2, 2001 Session 9	Blacks/African Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment	McLemore, Romo, & Baker (2001) Chapters 9 & 10 (pp. 257-324)
November 9, 2001 Session 10	Mexican Americans/Puerto Rican/Cuban (Latino): Intragroup Diversity and the Frameworks of Oppression and Empowerment Classism VIDEO: Los Trabajadores/The Workers by Heather Courtney	McLemore, Romo, & Baker (2001) Chapters 7 & 8 (pp. 187-253) Adams et al. (2000) Section 7 (pp.379-446)
November 16 Session 11 <i>Tapes Distributed back to Students for Taping Project Part II</i> <i>*Immersion Assignment, Part II Due</i>	Anti-Semitism Religion & Social Work	Adams et al. (2000) Section 3 (pp. 133-198) Review McLemore, Romo, & Bacon Chapter 4 (esp. pp. 92-96) Articles on Reserve in the LRC and through electronic-reserve: Johnston, L. (1998) Sermabeikian, P. (1994)
November 23	Thanksgiving Holiday	
November 30, 2001 Session 12 <i>*Immersion Assignment, Part IV Due</i>	Heterosexism: Gay/Lesbian/Bisexual/Transgendered: Intragroup Diversity and the Frameworks of Oppression and Empowerment VIDEO: Living with Pride	Adams et al. (2000) Section 5 (pp. 261-318)
December 7, 2001 Session 13 <i>*Taping Project, Part II due</i>	Working for Social Justice: Visions & strategies for Change Self-analysis Implications for Social Work Practice Discussion of Taping Project Summary and Course Evaluation	Adams et al. (2000) Section 8 (pp. 447-499)

*directions for completing assignments included in separate handout and on electronic reserve

BIBLIOGRAPHY*

- 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.
- 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]
- Sermabeiken, P. (1994). Our clients ourselves: The spiritual perspectives and social work practice. Social Work, 39, 178-183.
- Van Voorhis, R. (1998). Culturally relevant practice: A framework for teaching the psychosocial dynamics of oppression. Journal of Social Work Education, 34(1), 121-134.

*An extensive cultural diversity bibliography is available on electronic reserve. Students are encouraged to share new citations with their course instructors, particularly those that present alternative views on diversity issues. We will make sure the bibliography is updated so that current and future students benefit from the work we do this semester.