

**THE UNIVERSITY OF TEXAS AT AUSTIN
SCHOOL OF SOCIAL WORK
FALL 2002**

COURSE NUMBER		MEETING TIME				
SW381S		FRIDAYS 8:30-11:30				
INSTRUCTOR	UNIQUE #	MEETING ROOM	INSTRUCTOR'S OFFICE		E-MAIL	PHONE
D. GRANT	60995	2.116	3.130L		DGRANT@MAIL.UTEXAS.EDU	471-0532
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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 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.
7. Examine the professional use of self in culturally competent, diverse, and ethical social work practices.

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

Fong, R., & Furuto, S. (2001). Culturally competent practice. Needham Heights, MA: Allyn & Bacon.

Adams, M., Blumenfeld, W.J., Castañeda, R., Hackman, H.W., Peters, M.L., & Zúñiga, X. (2000). Readings for diversity and social justice. New York, NY: Routledge.

Selected readings on reserve in LRC (Social Work building, 1st Floor); and through the Electronic Library. Directions for accessing electronic reserves may be found on page 12 of this syllabus. Via e-mail, the course TA, will advise students of electronic article availability as it occurs.

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:

Assignment # 1

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. In the paper a) describe the family system, and b) identify the variations in development and functioning that arise from cultural processes, race and ethnicity, gender, sexual orientation, disability, socioeconomic status, and urban/rural differences. Due **September 13, 2002**

PERCENTAGE OF GRADE: 15/100

Assignments # 2, 3, 4

Immersion Assignment

Students will be introduced to a culture unfamiliar to them by a single "host", a person from a population different from their own for three different events and write a paper about the experience and their learning. In your papers and immersion experience you should cover the intersection between class, gender, power, privilege, and race. Due **October 4, November 1, and December 6, 2002**

TOTAL PERCENTAGE OF GRADE: 46/100

Part I: "Preconceived & Other Notions" Paper. Write a brief 1-2 page paper about a group we're covering in this class for which you have a fundamental lack of knowledge of history, cultural processes, and the intersection of oppression on the individual, family, and social

functioning. The purpose of this paper is to have your population choice be approved by the instructor before you proceed on to your immersion “learning experience”.

Choose a population from one of the groups covered in the Fong and Furuto assigned texts (First Nations People, Asians/Asian Americans/Pacific Islanders, African Americans, Mexican Americans/Latinos, or Gays, Lesbians, Bi-sexual or Transgendered people). 4 Points. Due **October 4, 2002**

Points to Cover:

- Do not use a social work student who is currently enrolled in cultural diversity as your “Immersion Experience” person, but feel free to use a student who took the course last year.
- Discuss how you will find someone in this population to “shadow” and why you chose this population.
- What’s your experience with this population?
- What’s your comfort/discomfort with this population?
- What type of practice issues would you expect to encounter if working with an individual, family, or group primarily composed of members of this group?
- Any ethical dilemmas that might arise?
- List three possible social/cultural events and related questions you might ask of your “host” introducing you to this culture.

Part II: “Truth and Consequences.” Write a separate paper as part of your immersion experience (5 to 8) pages max.) focused on the a) history and background of the person/population and b) compare and contrast the diverse social environments and community contexts that support or inhibit individual development and family functioning in the three events observed. Use class readings to integrate into your paper. 12 points. Due **November 1, 2002**

Part III: Immersion Experience and Immersion Experience Reflection Paper.” The purpose of this paper is learning through an opportunity to observe and experience the life of a person from a cultural group different from your own. Subsequent to your immersion, you are asked to write a 10-15 page final paper composed of a graduate level (i.e. reflecting critical thinking and informed by the research literature) reflection on the Immersion Experience and implications for practicing social work whether your focus will be clinical or administration and planning.

Examining of the current day oppression for this group and privilege for other groups in relation to this group’s oppression, should be a key section in your paper, thus you should consider how your “host” perceives such issues through your discussions.

Cogent integration of what was learned through your research, thoughtful interaction/questions posed to the person serving as your host to the culture, and a depth of consideration of micro, meso, and macro level challenges facing the group being studied should be reflected in your paper.

Answer the following questions in 10-15 pages : 1) what are the current day consequences of discrimination and oppression for this group and privilege for other groups in relation to this group’s oppression; 2) discuss whether or not there were any areas of conflict between why you chose this population, what you expected, and what you subsequently experienced and 3) critically examine what you learned from confronting this “dissonance” by analyzing and

applying this knowledge to personal and professional development and promoting social and economic justice. Use class readings and other research literature to integrate into your paper. 30 points. Due **December 6, 2002**

Assignment #5

Analysis of Interplay of Culture and Social Problems using Current News Clippings

For this paper, you are encouraged to explore some of the overt and covert ways difference/diversity specifically race, or gender, or disability, sexual orientation, or religion is played out and negotiated in our society. You are asked to focus on how members of one of these groups negotiate life (family, education, the health system, criminal justice system, etc.) in light of economic deprivation, social power dynamics and oppression.

Students are asked to select a “culture” they have little knowledge about and/or have had little contact with. During the semester read (and attach those articles to your final product) a minimum of 15 newspaper/newsmagazine articles dealing with a key social problem (i.e., violence, under-education, underemployment, poverty, incarceration, gangs, health problems, teen pregnancy, etc.) experienced by members of this group.

In your analysis you are asked to:

1. identify the main themes(s) encountered in your articles (e.g. disproportionate representation compared to number in general population; profiling; stigma; unequal dispensing of justice; belief in criminal attributes inherent in this culture; etc.);
2. identify facts re: why this problem is experienced by members of this group, how many, who in this group isn't affected, why?
3. analyze the impact of discrimination, economic deprivation, and oppression on how this problem manifests itself in this population (i.e. among mostly men, mostly women, mostly young, mostly old, etc.), as well as how this population is perceived by the broader society;
4. identify and analyze public policy, institutional structure, and/or service delivery factors/approaches discussed in your articles that has evolved to deal with this social problem as it affects the group you have selected;
5. identify how group membership influences access to resources needed to ameliorate the problem, and the dynamics of such risk factors in relation to society's responsiveness and strategies to redress the issue(s);
6. including the above research, write a 5 page paper/your own news article regarding your analysis about the role you believe the social work profession and you as an individual should take to intervene to ameliorate the problem in relation to the group you identified, and to impact discrimination and oppression (stigma, negative views of the group, etc.) and finally to promote social and economic justice. **Due Nov. 15**

TOTAL PERCENTAGE OF GRADE: 15/100

Assignment #6

Weekly Question/Query

The content of readings, videos, panel discussions and even class discussion is often provocative and challenging. Class size, level of comfort or discomfort in addressing controversial issues, and time limitations may impact your ability and/or make comments in class. While it is important for you to actively contribute to the class discussion, your instructor is committed to expanding in the ways in which you can contribute. Each week that we have class, beginning Sept. 6th, you are asked to present two questions on a 3 X5 index card (include date, name, email or phone number). Also indicate which question you are willing to have your instructor randomly pose to the entire class (without revealing your identity in any way) during class. This is not a blow-off assignment as your questions will be used to "kick off" each class session and a depth of consideration in the questions asked is expected for full credit and worthwhile class discussions.

Diversity, human behavior, developmental topics related to child welfare and aging, policy, practice, or research issues can be included in the questions posed. We will review the questions to see if there are common interests/concerns among classmates and try to answer some of the questions in class.

Due Sept. 6, 13, 20, 27, Oct. 4, 11, 18, 25, Nov. 1, 15, 22, Dec. 6

TOTAL PERCENTAGE OF GRADE: 24/100

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.

Dialogue/Interaction Guidelines (excerpted from “The Way Home, Conversation Guide, The World Trust Organization)

Dialogue is a process that is different from discussion. Discussion usually consists of people talking “at” each other while defending or perpetuating their own ideas. Dialogue is concerned with creating meaning by listening to others and being willing to be influenced by their wisdom.

As this is an experiential/interaction based course, class participants are asked to read and agree to follow this list of guidelines. Your patience and willingness to understand differing points of view will be required. We must each work to create an environment that models openness and respect.

- ⇒ What you share within the context of the conversation is confidential, honored and respected.
- ⇒ Use “I” statements.
- ⇒ Avoid critiquing the video or others’ experiences; focus on your own experiences and feelings.
- ⇒ Be honest and willing to share.
- ⇒ Listen with curiosity and the willingness to learn and change. Resist the desire to interrupt.
- ⇒ Be brief. Do not monopolize the precious little time that we have together.
- ⇒ When sharing in the larger group, build on others’ stories.
- ⇒ Acknowledge when someone’s comments have “touched” you.
- ⇒ Verbally ask for support for risking. Verbally provide support after someone’s taken a risk to share.
- ⇒ Suspend judgment. Be open to the kernel of wisdom in each person’s story.

It is your instructor’s contention that people have the capacity for holding multiple perspectives, thoughts, and feelings. And while complex issues can often become over simplified or reduced to standard responses and reactions (i.e. things are either “right” or “wrong”, “good” or bad,” etc.) it is important to practice “sitting” with discomfort, especially if we are feeling hopeless about our seeming inability to affect the outer world/the enormity of an issue/problem. Learning to “sit” with discomfort is a critical skill for social workers/culturally proficient individuals and groups. Developing this skill can be the first step toward being able to effect change.

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

0-100 A = Significantly exceeds assignment/performance expectations (evidence of critical thinking and analysis that resulted in work additional to that laid out in the assignment directions);

0-89 B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis (i.e. coherence and integration of ideas);

0-79 C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis;

9- below No Pass = There are important gaps in the assignment both in terms of requirements and critical thinking and analysis.

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

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.

SW381S HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT: CULTURAL DIVERSITY COURSE SCHEDULE

Date	Topic/Description	Text / Readings “read by date shown”
8-30 Session 1	<p>Introductions; Beginning Self-Awareness; Overview of Course Syllabus and Textbooks; Review Course Framework</p> <p>Location: Classrooms</p>	<p><u>Fong & Furuto</u> (2001). Chap. 1 Culturally Competent Social Work Practice; Chap. 2 Theoretical Frameworks; Chap. 7 Components of Cultural Competence: Attitudes, Knowledge, and Skills</p>
9-6 Session 2	<p>Ethnic Roots/Ethical Dilemmas; discussion of Racial Identity Development</p> <p>VIDEO: Straight Talk with Derek McGinty: Black and White in America (60 mins.)</p> <p>LOCATION: CLASSROOMS</p>	<p>Refer to Chapter related to your ethnic roots: <u>Fong & Furuto</u> (2001) Chaps. 3 Whence Came these people?; 4 Latinos; Chap. 5 First Nations People; 6 Asian Indian</p> <p><u>Adams et al.</u> (2000) Chap. 1 The Complex of Identity; Chap. 2 The Cycle of Socialization, Chap. 3 Prejudice and Discrimination</p> <p>(LRC) <u>Tatum, B.D.</u> (1992) Talking about race, learning about racism: The application of racial identity development theory. <u>Harvard Educational Review</u>, 62(1), 1-24.</p>
9-13 Session 3	<p>Identity Politics; Theories of Social Justice</p> <p>Video: The Color of Fear (90 mins.)</p> <p>Ethnic Roots Paper Due</p> <p>LOCATION: CLASSROOMS</p>	<p><u>Adams et al.</u> (2000) Chap. 7 A Different Mirror, Chap. 8 Racial Identity and the State, Chap. 9 Defining Racism, Chap. 11 Seeing More than Black and White</p>
9-20 Session 4	<p>Self-Awareness Focus (cont’d) via National Coalition Building Institute (NCBI) Prejudice Reduction Training</p> <p>LOCATION: UTOPIA THEATER (9:00 – 4:00)</p>	<p><u>Adams et al.</u> (2000) Chap. 4 Discrimination Comes in Many Forms, Chap. 5 Five Faces of Oppression, Chap. 6 Language and Silence, Chap. 93 Working Assumptions and Guidelines for Alliance Building, Chap. 94 Bridging the “Us/Them” Divide</p>

<p>9-27 Session 5</p>	<p>Conflict Resolution Training</p> <p>LOCATION: UTOPIA /CLASSROOMS (BRING LUNCH)</p>	<p>(LRC) <u>Wambach, K. & Van Soest, D.</u> (1997). Oppression. In 1997 <u>Supplement, Encyclopedia of Social Work</u>, 19th Ed., 243-252). Wash, DC, NASW Press</p> <p>(LRC) <u>Pharr, S.</u> (1988). The common elements of oppression. In <u>Homophobia: A Weapon of Sexism</u>, pp. 53-63.</p>
<p>10-4 Session 6</p>	<p>Women: Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>Perceived & Other Notions Paper Due</p> <p>LOCATION: CLASSROOMS</p>	<p><u>Adams et al.</u> (2000) Chap. 12 The Heartland's Raw Deal, Chap. 32 The Social Construction of Gender, Chap. 36 Fresh Lipstick, Chap. 37 Feminism, Chap. 42 Pornography and Men's Consciousness, Chap. 95 Having the Tools at Hand</p> <p>(Handout) <u>Heise, L.</u> (March-April 1989). The Global War Against Women, <u>World Watch Magazine</u></p>
<p>10-11 Session 7</p>	<p>African Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>LOCATION: UTOPIA/CLASSROOMS</p>	<p><u>Fong & Furuto</u> (2001) Chap. 8 Assessment with African American Individuals and Families, Chap. 9 Assessment of African American Communities and Organizations</p> <p><u>Adams et al.</u> (2000) Chap. 38 Ain't I a Woman?</p>
<p>10-18 Session 8</p>	<p>Hispanics/Latinos/Mexican Americans: Intragroup Diversity and the Frameworks of Oppression and Empowerment</p> <p>Native Americans/First Nations People: Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>LOCATION: UTOPIA/CLASSROOMS</p>	<p><u>Fong & Furuto</u> (2001) Chap. 10/11 Assessment Skills with Latino/Hispanic Americans, Communities, and Organizations, Chap. 12/13 Culturally and Historically Congruent Clinical Social Work Assessment with Native Clients, Organizations and Communities</p> <p><u>Adams et al.</u> (2000) Chap. 39 I'm Not Fat, I'm Latina, Chap. 38 The Myth of the Latin Woman, Chap. 48 Black Hispanics</p>

<p>10-25 Session 9</p>	<p>Asian Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>LOCATION: UTOPIA/CLASSROOMS</p>	<p><u>Fong & Furuto</u> (2001) Chap. 14 American Survivors of the Killing Fields, Chap. 15 Assessment of Asian American/Pacific Islander Organizations and Communities</p> <p><u>Adams et al.</u> (2000) Chap. 77 Racism Or Solidarity?</p>
<p>11-1 Session 10</p>	<p>People with Disabilities: Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>Truth and Consequences Paper Due</p> <p>LOCATION: UTOPIA/CLASSROOMS</p>	<p>(LRC) <u>Mendelsohn, S.</u> (1992). Silence on the psychiatric holocaust. <u>The Disability Rag</u>, 46-47</p> <p>(LRC) <u>Olkin, R</u> (2002) Could You Hold the Door for Me? Including Disability in Diversity. <u>Cultural Diversity and Ethnic minority Psychology</u>, 8(2), 130-137</p> <p><u>Adams et al.</u> (2000) Chap. 60 The Disability Rights Movement, Chap. 61 Disability Beyond Stigma, Chap. 63 The Deaf Community and the Culture of Deaf People, Chap. 66 Wheel Power, Chap 67 Recovering Our Sense of Value</p>
<p>11-8 Session 11</p>	<p>No Formal Class; Students Work on Immersion Assignment outside of Classroom Setting/NASW-TX Conference</p>	

<p>11-15 Session 12</p>	<p>Gay, Lesbian, Bi-Sexual, and Transgendered Persons: Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>Video: Frontline: Assault on Gay America (60 mins.), or Stonewall Documentary (90 mins.)</p> <p>LOCATION: CLASSROOMS</p>	<p><u>Fong & Furuto</u> (2001) Chap. 22 Individual and Family Intervention Skills with Asian and Pacific Island American Lesbians and Gay Men</p> <p><u>Adams et al.</u> (2000) Chap. 33 Masculinity as Homophobia, Chap. 46 How Homophobia Hurts Everyone, Chap. 48 Internalized Homophobia, Chap. 49 Homophobia in Black Communities, Chap. 50 Stonewall, Chap. 51 What Does the Bible say about Homosexuality, Chap. 59 Becoming an Ally</p> <p>(LRC) <u>Pharr, S.</u> (1988). Homophobia: A weapon of sexism Inverness, CA: Chardon Press. Pp. 65-91</p> <p>(LRC) <u>Akerlund, M. & Cheung, M.</u> (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>
<p>11-22 Session 13</p>	<p>Religion: Frameworks of Oppression and Empowerment</p> <p>Video: Postville: Where Cultures Collide (60 mins)</p> <p>LOCATION: CLASSROOMS</p>	<p><u>Canda, & Furman</u> (1999). Spiritual Diversity in Social Work Practice, Chap. 4 Religious perspectives on social service and their insights for social work practice, pp. 119-154</p> <p><u>Johnston, L.</u> (1998). Diversity: An examination of the church and social work. In B. Hugen (Ed) <u>Christianity and Social Work</u>.</p> <p><u>Sermabeikian, P.</u> (1994). Our Clients, ourselves: The spiritual perspectives and social work practice. <u>Social Work</u>, <u>39</u>, 178-183</p>
<p>11-29 Holiday</p>	<p>THANKSGIVING HOLIDAY</p>	

12-6 Session 14	Self Analysis; Cultural Diversity Implications for Social Work Practice for Social Justice Immersion Experience/Reflection Paper Due Course Evaluation LOCATION: CLASSROOMS	<u>Fong & Furuto</u> (2001) Chap. 32 Future Directions for Culturally Competent Social Work Practice <u>Adams et al.</u> (2000) Chap. 88 The Cycle of Liberation, Chap. 89 Developing a Liberatory Consciousness, Chap. 90 Allies
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All readings placed in the LRC will also be placed on electronic reserves. The course TA, will advise students of electronic article availability as it occurs.

How to Find Electronic Reserves

1. Go to <http://reserves.lib.utexas.edu/courseindex.asp>.
2. Find your course:
 - a. Browse by department or instructor, OR
 - b. Search by course, department, instructor, document title or document author
3. Click on the course name.
4. A screen will appear with the course name at the top, a box for the course password and a copyright statement.
5. Type in the password.
(Note: Your instructor will have given you the password. If you do not know it, contact your instructor.)
6. Read the copyright statement and click on "accept" or "decline."
(Note: If you decline, you will not be given access to the reserves material.)
7. A screen will appear listing the electronic reserve items for your course. To access any item, click on it to launch it in another window.
8. When you are through, be sure to close the browser or go to another web site to protect course materials.

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