

The University of Texas at Austin
School of Social Work

Spring 2002

SOCIAL WORK 325–UNIQUE NUMBER 60715
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT: CULTURAL DIVERSITY

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CLASS TIME/PLACE: Monday and Tuesday, 9:30 AM – 11:30 AM/SWB 2.118

I. COURSE DESCRIPTION

This course 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 worldviews), 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 on 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.

SW 310, SW 312, SW 313, CD313 or Psych 304, and admission to the major are prerequisites for this course.

II. COURSE OBJECTIVES

By the end of the semester, students should be able to demonstrate:

1. 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 the 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;
3. Ability to assess the impact of discrimination (racism, sexism, homophobia, etc.) on public policy, institutional structure, service delivery, and one's own role in professional activities;
4. Ability to analyze and apply this knowledge to human development, personal professional behavior, intervention strategies, and research and practice in a manner that promotes social and economic justice.

III. TEACHING METHODS

A variety of teaching methods will be employed including lectures, panel presentations, and small group discussion. Students will be involved in determining certain aspects of the class including the occurrence and composition of community panel presentations.

SW325 and SW327 are meant to complement each other. As you learn about the Basic Dynamics of Individuals and Families Through the Life Cycle you will grapple with the complexity of humans and human interaction and the contributions of individual temperament, environment, biology, and culture to functioning. Ideally, information and questions raised from this course on Cultural Diversity should find its way into your SW327 course and vice-versa.

IV. REQUIRED TEXT

Andersen, M. L., & Collins, P. H. (2001). Race, class, and gender: An anthology (4th Ed.). Belmont, CA: Wadsworth.

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

V. COURSE ACTIVITIES AND GRADING:

Ethnic Roots Paper (10%)

Each student will write a 5 page paper that carefully explores her/his 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.

Taping Projects Parts I & II (15%)

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 of your interview (Part I) and to reflect on your responses in a 5 to 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 self-analysis.

Quizzes (Total 10%)

Each student will have five opportunities to reflect on the readings, topics, and issues brought up in class through completion of quizzes.

Quiz #1, 2/13/02, Quiz #2, 3/6/02, Quiz #3, 3/27/02, Quiz #4, 4/10/02, Quiz #5, 4/24/02

A big part of this course involves self-analysis and awareness. The readings are an important instrument to inform these processes. Quizzes are meant to provide you a tool designed to assist you in keeping up with the readings in this fast paced course. You will be informed of quiz dates and the material each of the five quizzes will cover.

Immersion Assignment (60% Total)

This assignment is intended to facilitate your involvement with the issues of the course on all levels: intellectual, emotional, behavioral, and attitudinal. 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 to 5-page paper about the group you have selected.

Part II. Truth and Consequences (30%)

Write a 10 to 15-page research paper on the current day consequences of historical 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 your own (and not a member of this class) for three different events and write a paper (see part IV) about the experience and your learnings. Details are included in the assignment descriptions handout.

Part IV. Reflection Paper (20%)

In this 5 to 8-page 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.

Participation (5%)

Attendance and an active presence in this class is critical to developing a meaningful dialogue and each participant's learning and growth experience.

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/performance. Grades will be assigned as follows:

90-100 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);

80-89 B = Assignment/overall performance in course meets all the requirements with evidence of critical thinking and analysis (i.e. coherence and integration of ideas);

70-79 C = Average. Assignment/performance meets all the requirements but lacks evidence of in depth thinking and analysis;

69- 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. No late assignments will be accepted without prior permission of the instructor.
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 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, 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."

IX. COURSE SCHEDULE

Date	Description	Text / Readings
1/14/02 1/16/02	Introduction --- overview and philosophy of course Syllabus review/discussion Discussion of Racial Identity, Cycle of Socialization, Assimilation	McLemore, Romo & Baker (2001), Chapters 1-4, Overview/Assimilations & its Consequences
1/21/02 1/23/02	Diversity Training experience...You will meet during your SW327 class times as well...9:30-12:30. Ethnic Roots Paper Due - 1/21/02	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)
1/28/02 1/30/02	Cultural competency continuum Overview of oppression and its dynamics Taping Assignment, Part I Due – 1/28/02	McLemore, Romo, & Baker (2001) Chapter 14(pp. 419-443) Adams et al. (2000). Section1 chpt. 5 (pp. 35-50) “Five Faces of Oppression”
2/4/02 2/6/02	Film: The Way Home Women: Intragroup Diversity and Frameworks of Oppression and Empowerment	Adams et al. (2000) Section 4, pp. 199-240 “Sexism”
2/11/02 2/13/02	Film: Color of Fear Discussion of Film and Readings Quiz #1: Terry Cross’s Cultural Competence Continuum	Adams et al. (2000). Section 1 (pp. 5-60) Section 2 (pp.61-104) The Complexity of Identity, Prejudice and Discrimination, and Privilege” On Reserve in LRC: Cross, T. et al. (1989) Van Voorhis, R. (1998)
2/18/02 2/20/20	Poverty and Social Class Film: Ethnic Notions Immersion Project, Part I Due – 2/18/01	Adams et al. (2000). Section 7 (pp. 379-418) “Classism”

<p>2/25/02* 2/27/02*</p>	<p>No formal Class – Work on Reaction Papers and Immersion Shadowing Opportunities (CSWE-APM in Nashville, TN)</p>	<p>No formal Class – Work on Reaction Papers and Immersion Shadowing Opportunities Check your e-mail for instructor approval of immersion group discussed in Project Part I</p>
<p>3/4/02 3/6/02</p>	<p>People with Disabilities Film: Maggie and Interview w/her parents Quiz #2: An in-class Reflection Opportunity</p>	<p>Adams et al. (2001) Section 6 (pp. 319-378) “Ableism”</p>
<p>3/11/02 3/13/02</p>	<p style="text-align: center;">SPRING BREAK</p>	<p style="text-align: center;">SPRING BREAK</p>
<p>3/18/02 3/20/02</p>	<p>First Nations People Asian American/Pacific Islander: Film: Multicultural Peoples of North American: Korean Americans (30 mins.) Intragroup Diversity and Frameworks of Oppression and Empowerment</p>	<p>McClemore, Romo, & Baker (2001); Chapters 11 & 12, Native Americans Adams et al. (2001) Chpt. 13-14 (pp. 104-113) “Personal Voices”</p>
<p>3/25/02 3/27/02</p>	<p>Blacks/ African Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment Multicultural Peoples of North America: African Americans (30 mins.) Quiz #3: Reading TBA</p>	<p>Adams et al. (2001) Chpt. 26 (pp. 177-180) “On Black Jewish Relations” McClemore, Romo & Baker, (2001) Chapters 9 and 10, African Americans</p>

<p>4/1/02 4/3/02</p>	<p>Hispanic/Latinos (with an emphasis on Mexican Americans): Intragroup Diversity and the Frameworks of Oppression and Empowerment</p> <p>Film: Multicultural Peoples of North America/Mexican Americans (30 mins.)</p> <p>Immersion Assignment, Part II Due – 4/1/02</p>	<p>Adams et al. (2000) Section 2, chpt. 15 (pp. 114-117) “Complexion”</p> <p>McLemore, Romo, & Baker (2001) Chapters 7 and 8, Mexican Americans and Puerto Ricans</p>
<p>4/8/02 4/10/02</p>	<p>Anti-Semitism</p> <p>Religion and Social Work</p> <p>Quiz #4: Reading TBA</p> <p>Tapes for Taping Assignment Returned – 4/10/02</p>	<p>Adams et al. (2000) Section 3 (pp. 133-189)</p> <p>McClemore, Romo, & Baker (2001), review chapter 4, especially pp. 92-97</p> <p>Articles on Reserve in the LRC: Johnston, L. (1998), and Sermabeikian, P. (1994)</p>
<p>4/15/02 4/17/02</p>	<p>Heterosexism: Gay/Lesbian/Bisexual/Transgendered: Intragroup Diversity and the Frameworks of Oppression and Empowerment</p> <p>Film: Living with Pride</p> <p>Immersion Project, Part IV Due – 4/17/02</p>	<p>Adams et al. (2000) Section 5 (pp. 261-318) “Heterosexism”</p>
<p>4/22/02* 4/24/02</p>	<p>No Formal Class 4/22; Work on Taping Assignment due 4/29/02 (NABSW Los Angeles, Calif.)</p> <p>Working for Social Justice: Visions and Strategies for Change</p> <p>Implications for Social Work Practice</p> <p>Quiz #5: Reading TBA</p>	<p>Adams et al. (2000) Section 8, chpts. 86, 88, and 90 “Working for Social Justice: Visions and Strategies for Change”</p>

4/29/02	Self-Analysis	Discussion of Taping Assignment
5/1/02	Discussion of Taping Project Summary Class evaluation Taping Assignment, Part II Due – 4/29/02	

*Each time a person stands up for an ideal,
 or acts to improve the lot of others...
 she/he sends forth a tiny ripple of hope,
 and crossing each other from a million different centers of energy and daring,
 those ripples build a current that can sweep down the mightiest walls of oppression and resistance.*

Robert F. Kennedy (1925 – 1968)