

The University of Texas at Austin
School of Social Work

Spring 2003

SOCIAL WORK 325--UNIQUE NUMBER 61780
HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT: CULTURAL DIVERSITY

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CLASS TIME/PLACE: Monday and Wednesday, 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

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., Zuniga, Z. (2000). Readings for diversity and social justice. New York: Routledge.

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

Selected readings on reserve in the LRC and through the Electronic Library. Directions for accessing electronic reserves may be found at the back of this syllabus. Via e-mail, the instructor will advise students of electronic article availability as it occurs.

V. COURSE ACTIVITIES AND GRADING:

Ethnic Roots Paper (15%)

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. You will find the assignment description at the back of this syllabus.

5 Quizzes (Total 50%)

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

Quiz #1, 2/13/03,

Quiz #2, 3/6/03,

Quiz #3, 3/27/03,

Quiz #4, 4/10/03,

Quiz #5, 4/24/03

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 (30% 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. The specific assignment description will be provided as a separate handout.

Part I. Perceived and Other Notions (10%)

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

Part II. Immersion Research and Reflection Paper (20%)

Write an 8 to 10-page paper that incorporates your research on the current day consequences of oppression for the group you have selected and the privilege others groups enjoy in relation to this group's oppression. In this paper, you will also reflect on the immersion experience with your host, what you learned from the interactions about your host's culture and yourself in relation to that culture. Your final section should include a discussion of implications for generalist social work practice with this group. Reread your "Perceived and Other Notions" 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% may be 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 and active participation 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
1/13/03 1/15/03	Introduction --- overview and philosophy of course; Syllabus review/discussion Discussion: Identity and Socialization	Adams et al. (2000) Chapter 1 The Complex of Identity; Chapter 2 The Cycle of Socialization
1/20/03 1/22/03	MLK Jr. Holiday – No Formal Class Video: Ethnic Gangs in Early New York	Adams et al. (2000). Chapter 3 Prejudice and Discrimination; Chapter 5 Five Faces of Oppression
1/27/03 1/29/03	Overview of oppression and its dynamics Ethnic Roots Paper Due	Adams et al. (2000). Chapter 6 Making Systems of Privilege Visible; Chapter 8 Racial Identity and the State: Contesting the Federal Standards for Classification
2/3/03 2/5/03	Women: Intragroup Diversity and Frameworks of Oppression and Empowerment	Adams et al. (2000) Chapter 32 The Social Construction of Gender; Chapter 35 The Conundrum of Difference; Chapter 36 Fresh Lipstick; Chapter 40 The Body Politic; Chapter 43 Why I fight Back; Chapter 44 Adopting the Principle of Pro-Feminism; Chapter 45 Revviing up for the Next 25 Years
2/10/03 2/12/03	Video: Ethnic Notions Discussion of Film and Readings Quiz #1	Adams et al. (2000) Defining Racism Fong & Furuto (2001) Chapter 1: Culturally Competent Social Work Practice: Past and Present
2/17/03 2/19/20	Video: The Color of Fear; Immersion Project, Part I Due – 2/19/01 School Social Work Conference: No Formal Class —Immersion Activity Opportunity	Adams et al. (2000) Chapter 10 Antiblack Discrimination in Public Places; Chapter 13 White Men and the Denial of Racism (critical reads before viewing this week’s video) Fong & Furuto (2001) Chapter 2 Theoretical Frameworks: Ecological Model, Strengths Perspective, and Empowerment Theory Tatum, (1992) Talking about race, learning about racism (Electronic Reserves & LRC)

<p>2/24/03 2/26/03</p>	<p>Video: The Color of Fear cont'd Quiz #2</p>	<p>Adams et al. (2000) Chapter 18 Moving Beyond White Guilt; Chapter 20 Develop Cross-Cultural Communication Skills; Chapter 92 How to Interrupt Oppressive Behavior Tatum, (1992) Talking about race, learning about racism (Electronic Reserves & LRC)</p>
<p>3/3/03 3/5/03</p>	<p>Blacks/ African Americans: Intragroup Diversity and Frameworks of Oppression and Empowerment Video: Multicultural Peoples of North America: African Americans (30 mins.)</p>	<p>Adams et al. (2000) Fong & Furuto (2001) Chapter 3 An Exploration of the Values and Ethics of African American Individuals; Chapter 8 Strengths Perspective Inherent in Cultural Empowerment: A Tool for Assessment with African American Individuals and Families</p>
<p>3/10/03 3/12/03</p>	<p style="text-align: center;">SPRING BREAK</p>	<p style="text-align: center;">SPRING BREAK</p>
<p>3/17/03 3/19/03</p>	<p>Hispanic/Latinos (with an emphasis on Mexican Americans): Intragroup Diversity and the Frameworks of Oppression and Empowerment Video: Multicultural Peoples of North America/Mexican Americans (30 mins.) Quiz #3</p>	<p>Adams et al. (2000) Section 2, Chapter 15 (pp. 114-117) Complexion Fong & Furuto (2001) Chapter 4 Latinos: Cultural Competence and Ethics; Chapter 10 Individual and Family Assessment Skills with Latino/Hispanic Americans</p>

<p>3/24/03 3/26/03</p>	<p>First Nations People, Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>Video: Winds of Change: A Matter of Choice (Hopi Nation)</p> <p>Asian American/Pacific Islander, Intragroup Diversity and Frameworks of Oppression and Empowerment</p> <p>Video: Multicultural Peoples of North American: Korean Americans (30 mins.)</p> <p>Quiz #4</p>	<p>Fong & Furuto (2001) Chapter 5 Critical Values and First Nations Peoples; Chapter 6 Values and Ethics in Social Work Practice with Asian Americans</p>
<p>3/31/03 4/2/03</p>	<p>People with Disabilities</p> <p>Guest Speaker: TBA</p>	<p>Adams et al. (2000) Intro to Section 6 (pp. 319-323; Chapter 60 Disability Rights Movement; Chapter 61 Disability beyond Stigma; Chapter 62 A Separate and Unequal Education for Minorities with Learning Disabilities; Chapter 63 The Deaf Community and the Culture of Deaf People; Chapter 66 Wheel Power; Chapter 67 Recovering Our Sense of Value after Being Labeled Mentally Ill; Chapter 68 Equal Opportunities—Yes, Please; Chapter 69 Friendships and Depression</p>
<p>4/7/03 4/9/03</p>	<p>Anti-Semitism</p> <p>Religion and Social Work</p> <p>Video: Postville: Where Cultures Collide (60 mins.)</p>	<p>Adams et al. (2000) Intro to Section 3 Antisemitism; Chapter 21 Jews in the U.S.: The Rising Costs of Whiteness; Chapter 22 The Christian Heritage; Chapter 23 The Holocaust; Chapter 25 Including Jews in Multiculturalism; Chapter 26 On Black Jewish Relations</p>
<p>4/14/03 4/16/03</p>	<p>Heterosexism: Gay/Lesbian/Bisexual/Transgendered: Intragroup Diversity and the Frameworks of Oppression and Empowerment</p> <p>Video: Frontline: Assault on Gay America (60 mins.)</p>	<p>Adams et al. (2000) Chapter 46 How Homophobia Hurts Everyone; Chapter 48 Internalized Homophobia among Gay Men, Lesbians, and Bisexuals; Chapter 52 Murder will Out—But it's Still Open Season on Gays; Chapter 56 The Transgender Spectrum; Chapter 57 Why Don't Gay People Keep Quiet? Chapter 59 Becoming an Ally</p>

<p>4/21/03 4/23/03</p>	<p>Immersion Project, Part II Due Working for Social Justice: Visions and Strategies for Change; Implications for Social Work Practice Quiz #5</p>	<p>Adams et al. (2000) Chapter 86 Reflections on Liberation; Chapter 90 Allies; Chapter 95 Building Successful Multicultural Social Justice Organizations</p>
<p>4/28/03 4/30/03</p>	<p>Sharing of Immersion Experiences Summary Instructor evaluation</p>	

*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)

Brief Bibliography

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., and Zuniga, X. (Eds.) (2000). *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism.* New York: Routledge Press

Bucher, R.D. (2000). *Diversity Consciousness*, Upper Saddle, NJ: Prentice-Hall

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]

Kane, E.W. (1995). Education and beliefs about gender inequality. *Social Problems*, 42(91), 74-90.

Kim, Y. & Grant, D. (1997). Immigration patterns, social support, and adaptation among Korean immigrant women and Korean American women. *Cultural Diversity and Mental Health*, Vol. 3, No. 4, 235-245.

Owens, L. (1995). *The sharpest sight*. Norman, OK: University of Oklahoma Press.

Pharr, S. (1988). Homophobia: A weapon of sexism (pp. 53-64, 65-91). Inverness, CA: Chardon.

Pinderhughes, E. (1989). *Understanding race, ethnicity and power: The key to efficacy in clinical practice*. New York, NY: Free Press.

Rodriquez, L. J. (1993) *Always running. La vida loca: Gangs days in L.A.* New York: Touchstone.

Tatum, B.D. (1992). Talking about race, learning about racism: The application of racial identity development theory in the classroom. Harvard Educational Review, Vol. 62, No. 1, pp. 1-24.

Wambach, K. & Van Soest, D. (1997). Oppression. 1997 Supplement, Encyclopedia of Social Work, 19th Edition. Washington, D.C.: NASW Press.

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
6. Read the copyright statement and click on “accept” or “decline.”
7. A screen will appear listing the electronic reserve items for your course. To access any item, click on it to launch in another window.
8. When you are through, be sure to close the browser or go to another web site to protect course materials.

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 5-page, double-spaced, one inch margin maximum/minimum, in APA format, and responding to the following set of questions. Your paper should address parts A-D and should incorporate specific cited information from the Fong, R., & Furuto. S. (2001) textbook, or other cited text if your group is not represented in the readings. It is due on **January 29th** in class and is worth 15% of your final grade. **Use of sub-headers is mandatory in all of your papers in this course. Follow the outline presented below.**

- 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:**
- A description of what you know about your (1) mother, (2) father, (3) maternal grandparents, (3) paternal grandparents, (4) maternal and paternal great grandparents, etc.
 - How did your 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 and Baker (2001) textbook Chapters 1 and 2 (copies available in LRC).
 - 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?

CITATION

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