1. Course Description:

This course explores the origins and development of selected social variables characterizing racial, ethnic, religious, class and other cultural groups in contemporary U.S. society. Social and behavioral science theories and research findings on the allocation of different roles, status and opportunities to these populations are studied. A multidimensional, social justice and multicultural framework is established to examine privilege, discrimination and oppression. The course will emphasize that effective social work practice with diverse cultural groups involves understanding professional ethics in the context of the values of both the dominant society and the cultural community.

2. Course Content:

The course content includes an exploration of historical, social, and political contexts for the study of diverse cultural groups, as gleaned from contemporary social science theories and conceptual frameworks. The various components that make up a culture will be examined in conjunction with a survey of selected racial, physical or mental ability, ethnic, class, immigrant, sexual orientation, and gender groups in the United States. The status of these cultural groups is studied, including constructs such as the family, economic and educational attainment, development of informal and formal institutions within the cultural community, and modes of spiritual expression. The course also explores the impact of multiple social group memberships on social roles, help seeking and coping behavior, attitudes and values. In addition, the course contains a review of the contemporary conceptual frameworks influencing social science knowledge about intergroup relations and conflict including, but not limited to, culturally sensitive, culturally competent, and ethnoconscious practice. The course examines the
relationships among privilege, discrimination and oppression for selected cultural groups, and the implications of these forces for social work practice, the administration of human service organizations, and the formulation of public policies. Individual and small group activities related to the construction of critical consciousness in social work are also included.

3. Course Objectives:

Upon completion of this course, students will be able to perform the following skills:

1. Apply the domains of the multidimensional contextual practice model to analyses of personal, professional, societal and world phenomena. These applications will be expected in
   a. Discussions of assigned readings during the class
   b. Participation in small group assignments and activities
   c. Completion of all assignments using the constructs of the model

2. Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States by:
   a. Evaluating social science frameworks for the discussion of culture
   b. Distinguishing differences among culturally sensitive, culturally competent, multicultural and ethnoconscious frameworks in social work;
   c. Differentiating the experiences of indigenous and immigrant populations;
   d. Reviewing one’s own multiple social group memberships and how they have influenced opportunities and challenges.

3. Discuss the influences of discrimination, oppression and privilege on life experiences of diverse cultural groups by:
   a. Labeling forms of discrimination, prejudice and oppression as these differentially affect U.S. cultural groups including the poor, gay/lesbian/bisexual, ethnic, gender, racial, physical and mental ability, and social class groups;
   b. Identifying sources of intragroup and intergroup conflict stemming from group membership;
   c. Describing social welfare policies and programs designed to address issues of differential treatment of cultural groups. Contrast these social welfare policies with those of other countries.
   d. Testing ones group participation and conflict management skills in an educational setting.

4. Review the potential between- and within-group similarities and differences among ethnic and racial groups in the United States and identify key
variables to be considered by individuals attempting to work with these populations by:

a. Examining historical, social and political forces influencing the current contexts these groups;

b. Locating the intersections of race, ethnicity, age, class, gender, ability, and sexual orientation for these groups;

c. Critiquing the social science literature on ethnic and racial groups;

d. Examining such variables as immigration and migration, cultural norms and roles, acculturation and assimilation, help-seeking behaviors, spirituality, employment and income, educational attainment, and the establishment of informal and formal institutions within these cultural groups;

e. Comparing and contrasting the experiences of at least two different racial and/or ethnic groups discussed in class, using an ethnoconscious framework.

4. Course Design:

This course uses various pedagogical strategies, including lecture, video, group work and guest presentations.

5. Source Materials:

Required Texts:


All Books Are Available at Shaman Drum Bookstore on State Street. Please notify the clerks at the bookstore so that they can bring the correct volumes to you if they are not readily accessible and you need assistance. There are also a number of resource materials on the class CTools site for your use.

Assignments and Grading:

Attendance and participation is required and will consist of 20% of your final grade. You will be assigned to a small group during the first week of class. Participation includes being present, on time, active, and prepared for class and group discussions. Reading the assigned materials prior to class is also
required. Active discussion includes asking questions or providing critical perspectives on the readings, but may also include e-mail contact with the class’ CTools discussion group.

**All Assignments** must be typed, double-spaced, use a clear, readable 12 point font, one-inch margin, page numbered, and **edited for spelling and grammatical errors**. Points will be deducted from a paper that is difficult to read or one containing numerous spelling or grammatical errors. In addition to the stated criteria, papers will be graded for quality and clarity. **Please be especially conscious of the appropriate methods for citing references so that inadvertent plagiarism does not occur.** (If you didn’t initially complete the analysis or write it, you should probably cite it!! ) Remember that each submitted assignment should **integrate course reading materials** with any other content. Two points per day are deducted from late assignments. **Papers not received at the beginning of the class period are considered late.** If you have any concerns about your paper, you should see the instructor before the paper is due.

A fully credited assignment would critically and succinctly cover all of the points in the discussion of its requirements, use readings to demonstrate an understanding of the main issues, and personal reflections on the integration of this material in courses, professional practicum or any other spheres of influence. The page limit will be enforced and will require you to choose your words carefully. No matter how brilliant you might be on page 8 of your assignment, the instructor will only read 7 pages when the maximum, length of the assignment is 7 pages. Your later brilliance will, therefore, not be included in the determination of your grade for that assignment. **Your assignments must be typed, double-spaced, and not smaller than 12-point font, with no less than 1-inch margins around all edges. Complete and accurate citations must be included.**

**ALL PAPERS ARE TO BE SUBMITTED TO THE CTOOLS SITE.**

**ASSIGNMENT 1 (10 Points DUE 1/23/06)**. On January 16, Rev. Dr. Martin Luther King Day, the University of Michigan will host a series of programs commemorating the birthday of the Rev. Dr. King. This is not a holiday for members of this academic community, but a day of reflection and action. You are expected to **attend at least one** of the activities on the campus (see the website link on Ctools) and review it using the list of definitions included on the site for this purpose. **A HINT:** Reading Chapter 1 of Guadelupe & Lum will give you assistance in filling in the definitions. In the event that you will not be on campus that day, you must message the instructor and plan to complete the assignment with another program or activity, within the same time frame. This activity must also be complex enough to enable you to use it in defining the required constructs.
ASSIGNMENT #2: Taping Assignment (25 Points) DUE January 30 and April 10. This assignment is designed to critically analyze how your participation in the course and outside of class this term has promoted the process of better understanding the role of culture in your interest area, in others, and in yourself. Describe your personal struggles and accomplishments this term regarding self-reflection. You will be supplied with a set of questions for this taping assignment on the CTools site.
First Tape DUE: January 30, 2006 (Credit will be given for submitting your tape on time. You must submit a tape in order to be given credit for the final paper.)
There is an eight page limit for the final paper, DUE: April 10, 2006.

ASSIGNMENT 3: COMMENTARY (25 Points)- DUE February 20, 2006

The first paper is designed to promote the integration of praxis (critical self-reflection) and recognition of the multidimensional contextual practice model as it has influenced life in the United States. This first commentary invites you to integrate personal experiences and course content. Using Figure 2.3 on p. 49 of the Guadalupe & Lum text, respond to the questions associated with the various dimensions. As you complete the questions, reflect on the similarities and/or differences between your life experiences and those of your grandparents. (You may have to contact these family members or others who have the knowledge of their experiences). Finally, place both your generation and your grandparents in their social, political and historical contexts, considering the influences these have had on the micro-intrapersonal, meso-interpersonal, macro-environmental, and magna-spiritual The instructor will read a maximum of 7 pages.

ASSIGNMENT 4: LINKING THE READINGS TO CONTEMPORARY CULTURES IN THE UNITED STATES (20 Points to be completed between March 13 and April 3.)

Each class participant will be assigned to a group on the first day of class. The purpose of that group is to generate questions and observations drawn from the conceptual model and readings, and to link those observations to a particular issue in the contemporary United States as a part of a global village. Once during the term, each group will also engage the class in a 2 hour discussion of the subject for that week as it relates to the multidimensional contextual model and readings. The group is not expected to solely discuss each reading but may link multiple readings, use media resources or guest speakers to illustrate the subject under consideration. In the first weeks of the term, some time will be allotted to the small groups for discussion, however most of the work will need to be done via discussion groups or outside meetings to be determined by the group. The instructor will not engage in conflict management with a group however if the total membership comes to
the consensus that one member has not participated in the group process and outcomes, then they must **jointly approach me** and be willing to provide evidence (unattended planning sessions, failure to complete tasks, etc.)

**ALTERNATIVE ASSIGNMENTS**: I view all students as responsible for their learning experience. As a part of the community of learners, I contribute to the experience, but the student is ultimately responsible for the depth, challenge, and enjoyment of learning. If you are interested in discussing alternative or additional assignments, I welcome you to speak with me about the ideas you have. I must approve all alternative assignments. If you choose to do an alternate in place of one of the assignments listed above, **a written proposal must be presented for approval at least three weeks prior to the date the above assignment is due. No alternative assignments will be given for missed or late assignments. All alternative assignments will need to be presented to the class and none will substitute for the group assignment listed above.**

**Evaluation:**

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**Schedule of Topics and Readings for the Term:**

**Week 1. January 9, 2006**

Beginnings
- Introductions
- Syllabus overview
- Ground rules
- Hopes and fears

**Readings:**
Andersen and Hill-Collins: Ch. 1, Missing people and others
Week 2. January 16, 2006  Rev. Dr. Martin Luther King Day Activity – See Assignments

Readings:
Guadalupe & Lum: Ch.1
Andersen and Hill-Collins:  Ch. 6, A different mirror, Ch 11 Seeing More than Black and White, Ch 21 A White woman of color
Zinn:  Afterword for the 20th Century Edition, Ch. 1 and 2

Week 3. January 23, 2006  The Multidimensional Contextual Practice Model
Film collage
King Day Assignment Due

Readings:
Guadalupe & Lum: ch 2, 3
Andersen and Hill-Collins:  Ch 2, La Guera; Ch Ch 5 Oppression; Ch. 12 What white supremacists taught a Jewish Scholar, Ch 46, Optional Ethnicities: For whites only?  Ch 47 “Mexicanness” in New York: Migrants seek new place in old racial order; Ch 48 Migration and Vietnamese American women: Remaking ethnicity; Ch 40 The first Americans: American Indians; Ch 20 Ideological racism and cultural resistance: Constructing our own images
Zinn:  Ch. 3 and 4

Week 4. January 30, 2006 Contemporary Culture: Multiple Identities, Power & Privilege
- First Taping Assignment Due
- Understanding “whiteness” as a social construct
- Culture box exercise
- Levels of Power and Privilege

Readings:
Andersen and Hill-Collins.  Ch. 45, Is this a white country, or what?; Ch 57 Just walk on by: A Black man ponders his power to alter public space  Ch 49 Chappals and gym shorts: An Indian Muslim woman in the land of Oz, Ch 44 Policing the national body: Sex, race and criminalization, Ch 8 Something about the subject makes it hard to name
Zinn:  Ch. 5, 9-10.
Guadelupe & Lum: Chapter 13 White Ethnics

**Week 5. February 6, 2006 Crossing Boundaries**
Film: The Color of Fear
Fishbowl Discussions

Readings:
Andersen and Hill-Collins: Ch. 9: White privilege: Unpacking the invisible knapsack
Ch. 3, Report from the Bahamas; Ch 56 More power than we want: Masculine sexuality and violence.

Guadelupe & Lum: Ch. 4,5

Zinn: Ch. 6, 17,19

**Week 6. February 13, 2006 “Ism”s and oppression**
- Oppression and methods to offset it
- Commentary 1 Due

Readings:
Andersen and Hill-Collins Ch. 7 Something about the subject makes it hard to name; Ch. 13, Race matters; Ch. 34, Racist stereotyping in the English language; Ch. 62, Korean Americans vs. African Americans: conflict and construction. Ch 35 Crimes against humanity; Ch 10 Of race and risk

Zinn: Ch. 7 and 8

**Week 7 February 20, 2006 Classism**
- Video: People Like Us
- “We don’t have class in the United States”
- Understanding the relationship between race and socioeconomic status
- Commentary Assignment Due

Readings:
Andersen and Hill-Collins: Ch 14 Economic Apartheid in America, Ch. 15, Tired of playing monopoly?; Ch. 16, Wealth matters; Ch. 17, Poverty as race, power, and wealth; Ch. 18 Black picket fences: Privilege and peril among the Black middle class Ch 32 Racial safety and cultural maintenance: The child care concerns of employed mothers of color. Ch 43 Aid to dependent corporations: Exposing federal handouts to the wealthy; Ch 41 Can education eliminate race, class and gender inequality?

Zinn: 13,15,25

February 27 – SPRING BREAK!!!

**Week 8. March 6, 2006 Religion and spirituality**
- A source of strength, privilege, and oppression?
- Definition of terms
- Dimensions of Spiritual Wellness
- Rituals: The Peace Circle
- Practitioner Self-Awareness

Readings:
- Guadelupe & Lum: Ch. 6 Spirituality and Multidimensional Contextual Practice

**Week 9. March 13, 2006** Ableism: Visible and invisible privilege
- **Group 1 Presents**
  - (Dis)ability defined
  - Markers of “ability privilege”
  - Mental illness and Traumatic brain injury
  - Parenting
  - U.S. social and political responses
  - International responses

Readings:
- Guadelupe & Lum: Ch. 10 People living with disabilities
- http://www.mpas.org (Michigan Protection and Advocacy Service, Inc.)


**Week 10. March 20, 2006 Heterosexism and the politics of sexuality**

- **Group 2 Presents**
- Ending dichotomous thinking about gender
- What is marriage?
- Pink Triangle Assignment
- Act like a man/woman activity
- Male/Female caucus groups
- Body image exercise

**Readings:**
Guadelupe & Lum Ch 7, 8

Andersen and Hill-Collins: Ch. 4, Angry Women are Building, Ch. 19, Gender through the prism of difference; Ch 50 The gender of sexuality; Ch 53 Globalizing sex workers’ rights; Ch 54 Getting off on feminism; Ch 51 Black sexuality: The taboo subject; Ch 38 Gladiators, gazelles and groupies: Basketball love and loathing; Ch 22 Masculinities and athletic careers; Ch 23 Just choices: Women of color, reproductive health and human rights; Ch 31 Countering the conspiracy to ignore Black girls Ch. 60, Women of Color on the front line

**Week 11. March 27, 2006 Sexual Orientation: Our transgendered, bisexual, gay, lesbian and heterosexual lives**

- **Group 3 Presents**
- The intersectionality of sexual orientation and other social group memberships
Hate crimes
- Public Policy and Sexual Orientation

Readings:

Andersen and Hill Collins: Ch. 52, Where has gay liberation gone? Ch 7 Age, race, class and sex: Women redefining difference; Ch 61 “Whosoever” is welcome here; Ch 33 Straight is to gay as family is to no family; Ch 58 Where race and gender meet: Racism, hate crimes and pornography,

**Week 12. April 3, 2006 Aging**
- Group 4 Presents
  - The baby boomers and aging: a new social movement?

Readings
Guadelupe & Lum: Ch 11 Aging Persons, Ch. 16 Asian Pacific Islanders

Andersen & Hill-Collins: Ch 27, The Invisible Poor, Ch 30 The diversity of American families


**Week 13. April 10, 2006 Models of Change and the Promotion of Justice Part 1**
- Affirmative Action
- Can we legislate decency?
- Action Continuum: from individual through global change
- Sphere of Influence
- Being an Effective, Ethical Ally
- **Last Taping Assignment Due**

Readings:
Andersen and Hill-Collins: Ch. 43, Can education eliminate race, class, and gender inequality?; Ch. 39, Taking multicultural, antiracist education seriously;; Ch. 63, Having the tools at hand: Building successful multicultural social justice organizations Ch 24 Race, class, gender and women’s work; Ch 64 Can I get a witness?

Zinn: 19 -22

- Is a multidimensional contextual model possible in social work practice?
- What roles do social workers, agencies play?
- Speak out exercise
- Evaluations

Readings
Andersen and Hill-Collins: Ch. 22, Ideological racism and cultural difference
Guadalupe & Lum: Ch 17
Zinn: Ch. 23, 24,
Recommended Reading List: Books and Articles


Berman, Gary (2002). A spiritually sensitive social work response following a traumatic event. Reflections, 8 (2), 14-17.


