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 current status of these cultural groups are studied, including constructs such as 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 activities, demonstrating their requisite skills in the areas:

1. 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 social group memberships and how they have influenced students’ opportunities and challenges.

2. 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 (dis)abilities, and social class groups;
   b. Identifying sources of intragroup and intergroup conflict stemming from cultural group membership;
   c. Describing social welfare policies and programs designed to address issues of differential treatment of cultural groups. An ability to contrast these social welfare policies with those of other countries also is demonstrated.
   d. Testing one’s group participation and conflict management skills in an educational setting.

3. 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, 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. Unique to this course is the use of co-instructors. Models of co-instruction have been found to be successful with courses that promote diversity and social justice. Both instructors will provide lectures and facilitate exercises throughout the term. Both instructors will also be responsible for grading and providing feedback to students. We look forward to your feedback on how you feel co-instruction has made a difference in your learning this semester!

5. Relationship of the Course to Four Curricular Themes:

- **Multiculturalism and Diversity** issues will be central to this course, which will provide students with a foundation for examining these issues within advanced practice courses.
- **Social Justice and Social Change** issues will be discussed throughout this course; however, those skills listed under the second course objective are particularly pertinent to this curricular theme. The relationships among injustice, conflict, and social change will also be discussed.
- **Promotion, Prevention, Treatment, and Rehabilitation** approaches will be addressed within the section examining selected ethnic and racial groups in the United States. Students will use a strengths approach which links professional human service delivery systems with those formal and informal systems historically and currently available to these diverse cultural groups.
- **Behavioral and Social Science Research** will be used throughout this course and will provide a foundation for evaluating the knowledge base on ethnicity, race, gender, sexual orientation, ability, and social class constructs in research and practice.

6. Relationship of the Course to Social Work Ethics and Values:

This course will operationalize the NASW Code of Ethics, as it applies to ethical responsibilities to service consumers (clients), colleagues, and organizations. Other social work codes of ethics will also be examined in the treatment of these ethical responsibilities for selected cultural groups nationally and internationally.
7. Source Materials:

Required Texts:


All Books Are Available at Common Language Bookstore.

Additional Readings may be found in the Social Work Library on reserve. You will need to access the internet for some of the material, however links to the sites will be made on the Coursetools site.

Assignments:

Attendance and Participation Participation includes being present, on time, active, and prepared for intergroup discussions. This term we will have trained advanced students trained to facilitate intergroup dialogues. For ten weeks during the semester, you and the members of your pre-assigned group will be involved in one of these intergroup dialogues on topics related to the course content. Attendance and participation in the Intergroup dialogues during the term will determine 25% of your final grade.

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. Refer to “General Requirements for Class Papers in the School of Social Work” section of your Student Guide.

All assignments should be submitted on the class Coursetools’ site. Do not try to cut and paste from your PC to the Coursetools site. Instead, it is appropriate to send your paper as an attachment. DO NOT ATTEMPT TO SUBMIT YOUR PAPER ON THE UNIVERSITY OF MICHIGAN ELECTRONIC MAIL SYSTEM.

Late papers will be reduced by two points per day. Papers not submitted by the beginning of class are considered late. If you have any concerns about your paper, you should see the instructor before the paper is due.

The instructor will strictly adhere to maximum paper lengths.
COMMENTARIES (50% of final Grade)

Commentaries. Reading the assigned materials prior to class is required. In order to facilitate your reading and to promote the integration of self-reflection into your reading, you will be required to complete five commentaries. Each commentary will be worth ten points for a total of 50% of your final grade. Your commentary should be no more than three pages and should address the questions outlined below and utilize the readings to illustrate your points. For example, a fully credited commentary would critically and succinctly cover the points outlined below, use readings to demonstrate understanding of the points, as well as your personal reflections on your learning from the readings, from class, or any other spheres of influence in your life. If there are critical topics that arise from class that require further reflection, we may substitute an alternate assignment for a commentary. You would be notified in advance if this were to occur. The three-page limit will be enforced and will require you to choose your words carefully. See the requirements for submissions in the previous section.

Commentary 1: Rev. Dr. Martin Luther King Jr. Day Program Activity

You are expected to attend a program related to this campus-wide theme day (sponsored by a social science department or program) at the University of Michigan. Lectures, panel discussions, community service programs, and workshops are recommended. At the end of the activity you will submit a written document (on UM Course.tools, identifying the specific activity and discussing the following questions:
A. Did this activity focus on single or multiple social group memberships? To what extent were some groups included or excluded? What was the primary goal of the presentation?
B. For what audience was this activity designed? What challenges did it raise for you personally and professionally in terms of your own multiple social group memberships? What questions could it answer for you?
C. Were there components of the program that are useful to you in a social work context (broadly defined as individual, family, group practice, community organization/building, administration, policy and research) setting? Give examples.

If you were not on campus for this event you can use another activity with the same emphasis after clearing it with the instructor. The appropriate types of alternative activities are the same as those for campus activities.

Due: January 28, 2002

Commentary #2 - This commentary invites you to integrate personal experiences and course content. How have historical, social, and political forces influenced your extended family’s opportunities and challenges? How have the interactions of multiple social group memberships differently affected outcomes for family members? What specific family influences are currently present in your own interactions with others? When did you learn that you were not “just an individual”? When completing this assignment, please go back to at least two generations behind your own and consider migration, immigration, and class issues explicitly. Due: February 11, 2002
Commentary # 3: is designed to help you integrate the themes of the course with a professional area of interest. First, select a social work content area of interest to you (i.e., social problem, policy issue, specialization, practice population, etc.) Present a brief and introductory literature review of the field of service area and why it is of interest to you. You will need to provide academic references (APA style) to substantiate any claims (minimum of 3 books or journal articles). Describe the role of culture, as defined broadly in the course (e.g., race/ethnicity, gender, class, sexual orientation, ability, spirituality) as it relates to your area of interest. What kind of research has been done? What hypotheses have been offered? What evidence exists for the knowledge generated in this area? How does the knowledge of culture influence ethnoconscious social work practice? While it is impossible to provide the necessary coverage, it is important to demonstrate thoughtfulness of how different cultural groups play a critical role in your interest area. In what way is culture critically important? Are there instances when it is less important?

Due: March 4, 2002

Commentary #4: Oppression—Critically analyze and reflect on the ways in which oppression and oppressive practices impinge upon your interest area and the environment of the individuals with whom you hope to work with as a social worker or other professional. What roles are available to you as a social worker intent on reducing or eliminating oppression? How do the interactions between your personal multiple identities, professional roles and oppression potentially affect your practice?

Due: March 18, 2002

Commentary # 5: Social Change/Social Justice—Present how the terms social change and social justice relate to your interest area. Describe at least two ways in which you feel you will be able to promote social change and social justice in your specific area of interest. Identify a specific plan of action, including at least two short-term and two long-term goals, for your change activity. Examples need not be restricted to the workplace. Include in this plan goals for your own continued personal growth and promotion of social change/action after the course. Due: April 1, 2002

Taping Assignment (25% of final grade). This assignment has two parts. It 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. Detailed descriptions of both parts will be distributed in class. Five page limit. Due: April 8, 2002

Evaluation: Relationships of Numerical Scores to Course Final Grade

<table>
<thead>
<tr>
<th>Points/Grade</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-98</td>
<td>A+</td>
</tr>
<tr>
<td>97-94</td>
<td>A</td>
</tr>
<tr>
<td>93-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-86</td>
<td>B+</td>
</tr>
<tr>
<td>85-83</td>
<td>B</td>
</tr>
<tr>
<td>82-79</td>
<td>B-</td>
</tr>
<tr>
<td>78-75</td>
<td>C+</td>
</tr>
<tr>
<td>74-70</td>
<td>C</td>
</tr>
</tbody>
</table>

Schedule of Topics and Readings for the Term:
**Week 1. January 7, 2002**  Introductions and Course Overview

- Pretest
- Introductions
- Concentric circles
- Syllabus overview
- Ground rules
- Hopes and fears
- Readings:

  Andersen and Hill-Collins: Ch. 1, Missing people and others; Ch. 2, La Guera; Ch. 3, Report from the Bahamas; Ch. 6, A different mirror

  Zinn: Ch. 1 and 2

  Lamott: Overture, pp. 3-58.

**Week 2. January 14, 2002**  Culture: An Historical, Social and Political Perspective

- Film collage
- Read around of Slaveowners article
- Intergroup Dialogue Assignments
- **First Tape Assignment Due**
- Instructions for the Culture Box Exercise
- Readings:

  Andersen and Hill-Collins: Ch. 8, White privilege and male privilege; Ch 9, Of race and risk; Ch. 10, The other Americans; Seeing more than black & white: Latinos, racism, and the cultural divides

  Zinn: Ch. 3 and 4

  Lamott: Ch. 1

**January 21, 2002 Rev. Dr. Martin Luther King Holiday  (See Commentary 1)**
**Week 3. January 28, 2002**  Contemporary Culture: Multiple Identities, Power & Privilege

- Culture box exercise
- Privilege read around
- I am exercise
- Facilitated Intergroup Dialogues Begin
- **Commentary 1 Due**
- Readings

Andersen and Hill-Collins. Ch. 11, What white supremacists taught a Jewish scholar; Ch. 23, J.A.P. Slapping; Ch. 37, Media magic; Ch. 47, Is this a white country, or what?; Ch. 48, Black Hispanics: the ties that bind; Ch. 49, Optional ethnicities; Ch. 50, Crimes against humanity; Ch. 51, You’re short, besides!; Ch. 52, Time to look and listen; Ch. 60, More power than we want

Zinn: Ch. 5 and 6

Lamott: Ch. 2

**Week 4. February 4, 2002**  Classism: The Social Group Membership No One Owns

- Four Corners Exercise
- “People Like Us” Film and Discussion
- Understanding the relationship between race and socioeconomic status
- Readings

Andersen and Hill-Collins: Ch. 13, Tired of playing monopoly; Ch. 14, Wealth matters; Ch. 15, Poverty as race, power, and wealth; Ch. 17 The plight of black men; Ch. 18, Moving up with kin and community; Ch. 25 Economic restructuring and systems of inequality; Ch. 26, Race, class, gender, and women’s works; Ch. 28, The Latino population: the importance of economic restructuring; Ch. 29, Working poor, working hard

Zinn: 13 and 14

Lamott: Ch. 4
Week 5. February 11, 2002  Racism and oppression

- Video: The Color of Fear (Note: This is a very long film and we will begin it promptly at the beginning of class so please be on time)
- Class Discussion
- Commentary 2 is due
- Readings:

Andersen and Hill-Collins: Ch. 4, Angry women are building; Ch. 5, Oppression; Ch. 7 Something about the subject makes it hard to name; Ch. 12, Race matters; Ch. 36, Racist stereotyping in the English language; Ch. 62, Korean Americans vs. African Americans: conflict and construction.

Zinn: Ch. 7 and 8

Lamott: Ch. 3

Week 6. February 18, 2002  Religion and spirituality: Sources of strength, privilege, and oppression

- Definition of terms
- Video: All God’s Children and discussion
- Dimensions of Spiritual Wellness
- Rituals
- Practitioner Self-Awareness
- Guest Speaker


Zinn: 17 and 18

February 25, 2002  SPRING BREAK!
Week 7. March 4, 2002  (Dis) Ability: Visible and invisible privilege

- Disability defined
- Markers of ability privilege
- Legislation Related to Diversity
- The “hidden” disabilities
- Commentary 3 is due
- Readings

http://www/c-c-d.org/doors.html (Disability and Housing)

http://www.mpas.org (Michigan Protection and Advocacy Service, Inc.)


Zinn:  15 and 16

Lamott:  Ch. 6

Week 8. March 11, 2002  Heterosexism and the politics of sexuality

- Act like a man/woman activity
- Pink button assignment

Andersen and Hill-Collins: Ch. 24, A new vision of masculinity; Ch. 53, The gender of sexuality; Ch. 54, New politics of sexuality; Ch. 55, Where has gay liberation gone?; Ch. 56, The beauty myth; Ch. 57, Maiden voyage; Ch. 58, Getting off on feminism.

Zinn:  Ch. 11 and 12

Lamott:  Ch. 5
Week 9. March 18, 2002  Sexism and the female identity

- Report Out From Pink Exercise
- Body image exercise
- Male/Female caucus groups
- Commentary 4 is due

Andersen and Hill-Collins: Ch. 19, Gender through the prism of difference; Ch. 20, Age, race, class, and sex; Ch. 21, Understanding and fighting sexism; Ch. 22, Ideological racism and cultural difference; Ch. 27, The gap between striving and achieving; Ch. 33, Countering the conspiracy to ignore black girls; Ch. 38, The myth of the Latin woman; Ch. 41, If men could menstruate; Ch. 59, The harm that has no name.

Zinn: Ch. 9 and 10

Lamott: Ch. 7

Week 10  March 25, 2002  Affirmative Action Or “Shouldn’t we simply look at discrimination?”

- The role of affirmative action
- Procedural versus distributive social justice
- Can we legislate “hate” away?
- Prevention and rehabilitation
- Readings: TBA

Week 11. April 1, 2002  Models of Change and the Promotion of Justice

- Action Continuum, Sphere of Influence
- Empowerment as a Change Model
- Being an Effective Ally
- Commentary 5 Due

Andersen and Hill-Collins: Ch. 43, Can education eliminate race, class, and gender inequality?; Ch. 64, Coalition politics; Ch. 65, The boys and girls of (union) summer; Ch. 66, From the ground up; Ch. 67, Taking multicultural, antiracist education seriously; Ch. 68, Women of Color on the front line; Ch. 69, Having the tools in hand.

Zinn: 19 and 20
Week 12. April 8, 2002

Social Justice, Public Policy, and Social Work Practice

- Multiple Social Group Memberships, Multiple Public Policies: Complementary or Conflictual?
- Fishbowl: On Public Policy and Social Work Practice
- Last Facilitated Intergroup Dialogue
- Taping Project Due

Andersen and Hill-Collins: Ch. 42, The first Americans: American Indians; Ch. 44, The shredded net: the end of welfare as we knew it; Ch. 45 Aid to dependent corporations; Ch. 46, Thoughts on class, race, and prison; Ch. 61, The police and the black male; Ch. 63, Where race and gender meet: racism, hate crimes, and pornography.

Andersen and Hill-Collins: Ch. 30, The Armstrongs: an oral history of a homeless American family; Ch. 31, Our mother’s grief; Ch. 32, The diversity of the American families; Ch. 35 Migration and Vietnamese American women.

Zinn: Ch. 21, 22, and 23

Week 13. April 15, 2002

Wrap-Up and Evaluation of Semester

- What do we know, what do we need to know?
- Speak out exercise
- Commitments
- Evaluations/Post test
Recommended Reading List: Books and Articles


