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. 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 ability, 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. Contrast these social welfare policies with those of other countries.
   d. Testing ones 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.
5. Source Materials:

Required Texts:

All Books Are Available at Shaman Drum Bookstore on State Street

There are also a number of resource materials on the class CourseTools site for your use.

Assignments and Grading:

Attendance and participation is required and will consist of 15% of your final grade. You will be assigned to a small group during the second week of class. Attendance will be taken at every class, and include presence for small group discussions. Participation includes being present, on time, active, and prepared for class and group discussions. Active discussion includes asking questions or providing critical perspectives on the readings, but may also include e-mail contact with the class’ CourseTools discussion group (which will be created the first week of class). Refer to your student manual for further criteria.

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 read the assignment section carefully, as there are several assignment options to choose from during the Winter, 2004 term. Refer to “General Requirements for Class Papers in the School of Social Work” section of your Student Guide.

ALL PAPERS ARE TO BE SUBMITTED TO THE COURSETOOLS SITE.

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.

ASSIGNMENT 1 (REQUIRED, 5% of final grade). On January 19, Rev. Dr. Martin Luther King Day, the University of Michigan will host a series of programs commemorating the Brown v. Board of Education Supreme Court Decision. This is not a holiday for members of this academic community, but a day of reflection and action. You are expected to attend one of the activities on the campus (see the website link on Coursetools) and write a 1 page paper summarizing the major themes as they relate to forms of intersectionality. 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 related to the symposium theme. On January 26 we will exchange information about the activities in class.
COMMENTARIES (45% 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 praxis (critical self-reflection) into your personal and professional lives, you will be required to complete two commentaries. YOU HAVE TWO OPTIONS FOR THE SECOND COMMENTARY. YOU NEED COMPLETE ONLY ONE OF THOSE TWO. Your commentary should be no longer than the page limit listed below. 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 all of the points outlined below, use readings to demonstrate understanding of the main issues, as well as personal reflections on the integration of this material in courses, professional practicum or any other spheres of influence. 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 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 first commentary, the instructor will only read 6 pages and your brilliance will not be included in the determination of your grade for that assignment. Your commentary 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.

Commentary #1 (15 Points)- This first 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. The instructor will read a maximum of 6 pages. DUE February 16, 2004

Commentary Option 2a (30 Points) 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.)

1. 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 to substantiate any claims (minimum of 3 books or journal articles using APA style).

2. Describe the roles of culture and intersectionality as defined broadly in the course (e.g., race/ethnicity, gender, class, sexual orientation, spirituality, nation) 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? In what ways does culture affect your culturally competent social work practice?. In what way is culture critically important? Are there instances when it is less important? It is important to demonstrate thoughtfulness of how different cultural groups play a critical role in your interest area.

3. 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? Specifically, what does this mean for your weakest content area?

4. **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. Describe a detailed and specific plan of action, including at least two short term and two long-term goals, which will allow you to promote social change and social justice in your area of interest. Include in this plan at least one goal for your own continued personal growth and promotion of social change/action after the course.

5. **Prevention and Promotion**—Address primary, secondary and tertiary prevention strategies. Include in your discussion two groups in particular—those faced with a (dis)ability, and those whose religious or spiritual group memberships must be integrated into any intervention including them. Maximum of 15 pages. **DUE March 22, 2004.**

**Commentary Option 2b: Theme Semester, Intersectionality, Law and Public Policy: (30 Points)**

Choose any set of multiple social group memberships (you must have at least 2) and discuss how intersectionality influences and is influenced by law and public policy. Beginning with the links to social advocacy organizations listed on the Coursertools site, place the intersectionality in its historical, political and social contexts. Note the extent to which the legal and policy responses we have formulated are adequate, and what gaps continue to exist.

**Oppression**—Critically analyze and reflect on the ways in which oppression and oppressive practices impinge upon the area of intersectionality you have chosen. What roles are available to you as a social worker intent on reducing or eliminating oppression as it is determined by the interface of law and public policy? How do the interactions between your personal multiple identities, professional roles and oppression potentially affect your practice

**Social Change/Social Justice**—Present how the terms social change and social justice relate to your interest area. Describe a detailed and specific plan of action, including at least two short term and two long-term goals, which will allow you to promote social change and social justice at the local, state or national level. Include in this plan, at least one goal for your own continued personal growth and promotion of social change/action after the course.

**Prevention and Promotion**—Address primary, secondary and tertiary prevention strategies. Include in your discussion two groups in particular—those faced with a (dis)ability, and those whose religious or spiritual group memberships must be integrated into any intervention including them. Maximum of 15 pages. **DUE March 22, 2004.**

**Strengthening Your Overall Knowledge Base Option A (15% of final grade)** During your first class period, you identified at least one social group membership or intersection
that you knew very little about and wished to expand your knowledge. Choosing your “weakest” area of knowledge, construct a ten-item bibliography and commit yourself to reviewing each citation before the end of the term. The list is Due February 9, 2004. You will submit a brief (1 paragraph) annotated bibliography for each of citation. The annotated bibliography is Due April 12, 2004.

**Strengthening Your Overall Knowledge Base Option B (15% of final grade)**

Washtenaw County residents have selected Beverly Daniel Tatum’s (1997) “Why are all the Black kids sitting together in the cafeteria” and other conversations about race (New York: Basic Books) as a book the entire community will read and discuss throughout the year. If you are interested, you may read the book. In addition you will be expected to attend at least one public discussion group on the topic of the book and participate in one in-class structured dialogue with others who have chosen this option. You will also be expected to complete a brief reflection paper (maximum of 3 pages) about the experience. The book should be completed by March 1, 2004 so that you will have time to find a discussion group before the end of the term. The brief reflection paper is due April 12, 2004.

**Taping Assignment (20% of final grade). See attached.** 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.

First Tape Due: January 26, 2004 (Credit will be given for submitting your tape on time.)


**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.

**Evaluation:**

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Schedule of Topics and Readings for the Term:

Week 1. January 12, 2004
Beginnings
- Introductions
- Syllabus overview
- Ground rules
- Hopes and fears

Readings:
Andersen and Hill-Collins: Ch. 1, Missing people and others; Ch. 6, A different mirror
Zinn: Ch. 1 and 2

Week 2. January 19, 2004 Rev. Dr. Martin Luther King Day Assignment

Week 3. January 26, 2004
Culture: An Historical, Social, Political and Global Perspective
- Film collage
- Reflections on the King Day Assignment
- Submit First Tape for Taping Assignment

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
Zinn: Ch. 3 and 4

Week 4. February 2, 2004
Contemporary Culture: Multiple Identities, Power & Privilege
- Understanding “whiteness” as a social construct
- Culture box exercise
- Privilege read around
- I am exercise
- Levels of Power and Privilege

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, 9-10.
Week 5. February 9, 2004
Crossing Boundaries
- Preliminary List of Citations for Independent Reading Due
- Begin Daniel Tatum book

Readings:
Andersen and Hill-Collins: Ch. 2, La Guera; Ch. 3, Report from the Bahamas; Ch. 4, Angry
women are building; Ch. 5, Oppression; Ch. 26, Race, class, gender, and women's works

Zinn: Ch. 6, 17, 19

Ozawa, Martha N (2003). Social welfare spending on family benefits and economic well-
being of children: A comparison between the United States versus Sweden, Germany and

Week 6. February 16, 2004
Racism and oppression
- Video: The Color of Fear
- Class Discussion
- Commentary 1 Due

Readings:
Andersen and Hill-Collins 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

February 23 – SPRING BREAK!!!

Week 7 March 1, 2004
Classism: “We don’t have class in the United States”
- Understanding the relationship between race and socioeconomic status
- Cross the Line Exercise
- Video: People Like Us
- Commentary 1 is due

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.
28, The Latino population: the importance of economic restructuring; Ch. 29, Working
poor, working hard

Zinn: 13, 15
Week 8. March 8, 2004  Ableism: Visible and invisible privilege

- (Dis)ability defined
- Markers of “ability privilege”
- Mental illness and Traumatic brain injury
- Parenting
- U.S. social and political responses
- International responses

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

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


Week 9. March 15, 2004
Religion and spirituality: A source of strength, privilege, and oppression

- Definition of terms
- Dimensions of Spiritual Wellness
- Rituals
- Practitioner Self-Awareness
- Pink triangle assignment

Readings:


**Week 10. March 22, 2004**

Heterosexism, the politics of sexuality, and sexual identity
- Pink Triangle Assignment Revisited
- The intersectionality of sexual orientation and race
- Hate crimes
- Act like a man/woman activity
- Male/Female caucus groups
- Body image exercise
- 
- Commentary 2 Due

**Readings:**
- Andersen and Hill-Collins: Ch. 19, Gender through the prism of difference; Ch. 20, Age, race, class, and sex; Ch. 27, The gap between striving and achieving; Ch. 33, Countering the conspiracy to ignore black girls; Ch. 59, The harm that has no name., Ch. 53, The gender of sexuality; Ch. 54, New politics of sexuality; Ch. 55, Where has gay liberation gone?; Ch. 57, Maiden voyage; Ch. 63, Where race and gender meet: racism, hate crimes, and pornography. Ch. 21, Understanding and fighting sexism, Ch. 24, A new vision of masculinity; Ch. 41, If men could menstruate; Ch. 56, The beauty myth; Ch. 38, The myth of the Latin woman; Ch. 58, Getting off on feminism.

Zinn:  Ch. 19.

**Week 11. March 29, 2004**

Social Justice and Public Policy: Theme Semester
- Gratzi v. Bollinger and the University of Michigan: Where do we go from here?
- What is marriage?
- Affirmative Action
- Can we legislate decency?

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;

Zinn:  Ch. 21 and 22

**Week 12. April 5, 2004**

Models of Change and the Promotion of Justice Part 1
- Action Continuum: from individual through global change
- Sphere of Influence
- Being an Effective Ally
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 13.  April 12, 2004
Social Justice and Social Work Practice Part 2
✓ How can we manage intersectionality?
✓ What roles do social workers play?
✓ Annotated Bibliography Due

Readings
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. 23, 24

Week 14.  April 19, 2004
Overview of Semester and Evaluation
✓ Final Taping Project Due
✓ Speak out exercise
✓ Evaluations

Readings:
Andersen and Hill-Collins: Ch. 22, Ideological racism and cultural difference

Zinn: Afterword for the 20th Century Edition
Recommended Reading List: Books and Articles


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


