

The University of Tennessee
College of Social Work
BSSW Program
Spring 2018

Social Work 316 – Understanding Diversity in a Global Society
Section 002
(3 credits)

Instructor: Rebecca Juarez, LCSW
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Time: T/R 3:40 – 4:55 PM
Location: HH 322
Office Hours: Zoom & Appointment Only

*Prerequisite(s): 200 and 250. Social Work majors only.
Students in majors other than social work may register for course with consent of instructor.*

Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work BSSW Handbook (<http://www.csw.utk.edu/docs/BSSWHandbook.pdf>). Students are also expected to sign and adhere to the Social Work Field Placement Code of Conduct.

CSW Standards of Professional Conduct

There are certain cognitive, emotional, and character requirements that students must possess that provide the College of Social Work (CSW) with reasonable assurance that students can complete the entire course of study and participate fully in all aspects of social work education and the professional practice of social work. Students in the CSW are expected to possess the following abilities and attributes at a level appropriate to their year in the program. They are expected to meet these standards in the classroom as well as in their practicum.

- **Professional Behavior.** The social work student behaves professionally by knowing and practicing within the scope of social work, adhering to the National Association of Social Workers Code of Ethics and the Tennessee Board of Social Worker Standards of Conduct (1365-01-.10) as found in the Tennessee Board of Social Work Certification and Licensure General Rules and Regulations, <http://sharetn.gov.tnsosfiles.com/sos/rules/1365/1365-01.20151222.pdf>
- **Interpersonal Skills.** The social work student communicates and interacts with other students, faculty, staff, clients, and professionals in a professional manner, and demonstrates respect for and consideration of other students, faculty, staff, clients, and professionals in spoken, written, and electronic form. The social work student expresses her/his ideas and feelings clearly and demonstrates a willingness and ability to listen to others.
- **Self-awareness.** The social work student is willing to examine and change his/her behavior when it interferes with her/his working with clients and other professionals, and is able to work effectively with others in subordinate positions as well as with those in authority.
- **Professional Commitment.** The social work student has a strong commitment to the essential values of social work (the dignity and worth of every individual and her/his right

to a just share of the society's resources). The social work student is knowledgeable about and adheres to the National Association of Social Workers Code of Ethics and the Rules of the Tennessee Board of Social Worker Certification.

- **Self-care.** The social work student recognizes the signs of stress, develops appropriate means of self-care, and seeks supportive resources if necessary.
- **Valuing Diversity.** The social work student appreciates the value of human diversity. Social work students do not impose their own personal, religious, sexual, and/or cultural values on other students, faculty, staff, clients or professionals. Social work students are willing to serve in an appropriate manner all persons in need of assistance, regardless of the person's age, class, race, religious affiliation (or lack of), gender, disability, sexual orientation, and/or value system.

Except for alleged academic dishonesty, which shall be addressed through the procedures set forth in [Hilltopics](#), code of conduct violations will be addressed through the CSW Professional Standards Committee.

Academic Standards of Conduct

All social work majors are expected to abide by the University **Honor Statement**. In social work classes, violations of the honor statement include cheating, plagiarism, collaborating on a graded assignment without the instructor's approval, providing or receiving unauthorized information during an examination or possession and/or use of unauthorized materials during an examination, submitting the same assignment for credit in more than one course, forging the signature of another or allowing forgery by another on a class attendance sheet, or other infractions listed in "[Hilltopics](#)". These violations are serious offenses, subject to disciplinary action that may include failure in a course and/or dismissal from the University. The instructor has full authority to suspend a student from his/her class, to assign an "F" for an assignment or examination or to assign an "F" in the course. See <https://hilltopics.utk.edu> for more detailed information.

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity ([Hilltopics](#)).

University Civility Statement

Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability, and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other's well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: <http://civility.utk.edu/>

Disability Services

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 100 Dunford Hall (865) 974-6087. This will ensure that you are properly registered for services.

Dimensions of Diversity

The College of Social Work and the University of Tennessee welcome and honor all people. In accordance with the U.S. National Association of Social Workers (NASW) and the U.S. Council on Social Work Education (CSWE 2015 Educational Policy Statement), “the dimensions of diversity are understood as the intersectionality of multiple factors including” age, class, color, culture, mental or physical disability and ability, ethnicity, gender, gender expression, gender identity, immigration status, marital status, national origin, political ideology, race, regionality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. The College values intellectual curiosity, pursuit of knowledge, and academic freedom and integrity. “A person’s diverse life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim” (CSWE 2015 Educational Policy Statement). The College of Social Work promotes social justice and social change, and strives to end discrimination, oppression, poverty, and other forms of social injustice.

Inclement Weather

Class will be cancelled only if the University is closed due to inclement weather. Campus and local radio and TV stations will be notified, so that appropriate announcement may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

BSWO

BSWO is a student organization that provides an excellent opportunity for leadership development, community and university service, the enhancement of group skills, research opportunities, and socialization. The organization and its activities are viewed as an extension of the BSSW curriculum. All students, regardless of major, who are enrolled in a social work course or considering a major in social work, are welcome. BSWO meets every Tuesday from 11:10 - 12:25 in 220 Henson Hall. This time slot is built into the class schedule as a lab for many social work courses. Given the time of the meetings, students are encouraged to bring their lunch.

Course Description

Social work practice with diverse populations; variables including race, ethnicity, gender, class, and sexual orientation as they relate to generalist social work practice. Students develop self-awareness of their own culture, and the culture of others, acquire knowledge and understanding of the impact of oppression on diverse groups.

Course Competencies

The objectives of this course are to provide students the opportunity to:

1. Identify and analyze the major dynamics related to racism, sexism, and classism. 2.1, 2.2, 2.3
2. Demonstrate an understanding of the impact of poverty, oppression, and discrimination on diverse populations (see also the CSW Dimensions of Diversity Statement). 2.1, 5.2
3. Identify resources within the local community to empower and help people of color, ethnic minorities, women, and people who are LGBTQ+. 2.1, 3.1, 3.2
4. Demonstrate the ability to work within social work ethics and values specific to diverse,

- oppressed, and at-risk populations, including engaging clients and constituencies as experts of their own experiences. 1.1, 2.2, 2.3
5. Demonstrate advocacy, social action, planning and intervention skills with multiple cultures and diverse groups using a generalist social work practice perspective. 2.1, 2.2, 2.3, 5.3, 8.4
 6. Demonstrate knowledge of diversity within diverse populations at the micro, mezzo, and macro levels. 2.1, 2.2, 2.3, 6.2, 8.4
 7. Communicate knowledge effectively in verbal and written forms. 1.3

Course requirements

This class will utilize lecture, large and small group discussion, presentations, and papers. Students are expected to read, analyze, and discuss assigned readings. Grades will be based on written assignments, oral presentations, group discussions, and class participation.

Required Textbooks

Schaefer, R. T. (2015). *Racial and ethnic groups*. (14th ed.). Boston, MA: Pearson Education, Inc.

Recommended Textbooks

Appleby, G. A., Colon, E. & Hamilton, J. (2011). *Diversity, oppression and social functioning: Person-in-environment assessment and intervention*. (3rd ed.) Boston, MA: Pearson Education, Inc.

American Psychological Association. (2009). *Publication manual of the American Psychological Association*, (6th ed.). Washington, DC: APA.

Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues*. (4th ed.). Belmont, CA: Brooks/Cole.

Other Required Readings

In addition to assigned readings from our textbooks, there are several articles designated in our syllabus, which are required readings. Students are responsible for locating ALL readings.

Zoom

Please copy and paste the following information <https://www.zoom.us> into your web browser to access information. This tool will be used for office hours.

Canvas

This course uses Canvas. Please make sure you are knowledgeable of utilizing this tool and the email address listed on the course roster is your current one. Use the hyperlink (see below) to obtain helpful information about Canvas <https://community.canvaslms.com/doc/DOC-4121>. If additional help is needed accessing Canvas, contact helpdesk@utk.edu.

Assignment Due Dates

All assignments must be submitted on Canvas and are due at the beginning of the designated time period for the course meeting (regardless of the due date). Overdue work will be penalized and will not be accepted after **12pm** the following day the assignment is due, *no exceptions*. Please note Assignment Tool does not allow the instructor to input multiple due dates, make sure you check the syllabus for ALL due dates.

Class Attendance Policy

Attendance during class periods is necessary for an optimal learning experience for oneself and peers. Multiple unexcused absences, i.e., the equivalent of more than one class sessions might result in the loss

of a full letter grade. It is expected that each person will make an effort to attend class prepared to participate. Punctuality and active participation in the discussion enhances the learning environment for everyone. Attendance will be taken during each class meeting (i.e. online and face to face) you will be marked absent if you are not present when it is taken. This course will consist of face to face and group meeting(s). Students are expected to participate in and attend ALL class meetings.

Grading Scale

Students will be evaluated on the total points earned in this course. The grading scale is fixed, your final grade will be assigned based on the following:

A	94-100
A-	90-93.9
B+	86-89.9
B	83-85.9
B-	80-82.9
C+	76-79.9
C	73-75.9
C-	70-72.9
D+	66-69.9
D	63-65.9
D-	60-62.9
F	59.9 & Below

Small Group Assignments

The ability to work in small groups is an integral aspect of this course. Consistent participation, shared assumption of responsibility, and cooperative presentation of the group assignment(s) are expected.

COURSE ASSIGNMENTS

ALL assignments must be submitted on Canvas and are due at the beginning class. Student groups should only submit 1-assignment for the entire group no exceptions.

CRITICAL THINKING EXERCISES-CTEs (50 points)

Students will participate in ten (10) critical thinking exercises class discussions to demonstrate their understanding and application of the required readings (descriptive information is available on the course Canvas). The CTE discussions allow students to engage the class and themselves in the material. CTE discussions provide an opportunity to initiate conversations on material you don't understand or find particularly interesting. Students can earn a maximum of **5-points** (see criteria below) per CTE discussion; points will be awarded after each CTE discussion. If you do not participate you will not receive points. **Due to logistics, there are no optional make-up assignments.** Specific details regarding this assignment and discussion dates are located on the course Canvas site. *Course Competencies: 1-7; knowledge, values, cognitive, and affective processes are evaluated.*

Format for CTEs

Each question will ask you to use and synthesize the material from the readings. key concepts and sometimes to apply those readings to scenarios, social work applications, or your personal life.

Evaluation of CTEs

These exercises not only demonstrate what you are learning, but they are also learning activities. Your assignments will be evaluated based on the following characteristics:

Integration of the readings

Your answers should appropriately integrate all or nearly all of the readings and key concepts.

Synthesis of material

Better answers will synthesize the readings and material rather than discuss them individually. They are related.

Comparison and Contrast

Do authors of the different readings take similar or divergent perspectives or stances? How can they be understood together? Are they contradictory? Why? This should not just be "thrown in" gratuitously but should fit with the flow of your answer. (This will not always be relevant, and it may be subtle.)

Critical approach

Which points in the readings are most comprehensive? Which are not well supported or logical? Note: This does not mean that you say, "I agree with Smith" or "I do not agree with Smith." Your opinions, as such, are not relevant. More appropriate would be "Smith provides no research evidence for his hypothesis that women are less capable at management tasks" or "Smith supports his contention that women are less capable at management with a large volume of empirical research." Critical does not always mean negative—it means analytical, thoughtful, and skeptical. Don't just swallow what you read; discuss how the authors support their points.

Application

In this class, we focus on a lot of theoretical material, but you may demonstrate your understanding by discussing applications to social problems and social work practice.

Evaluation anchors for grades on the Critical Thinking Exercises:

Responses integrate at least 75% of the readings and key terms to answer the question in a critical way (arguing with the point or applying it to a whole new level or area); bring in the student's own related readings; show in-depth understanding of the material, perhaps by extending it to a whole new area or demonstrating a weakness in the theory or facts.

Responses integrate at least half of the readings and key terms in a way that shows understanding of the material, if not a critical approach. There may be no deep analysis or application to new areas, but it is clear that the student understands the material.

Responses do not integrate the readings or key terms in a way that demonstrates that the student read and understood everything, but there is some reference to the readings. There is not much in the way of analysis that shows deep understanding or complexity, and there may even be some errors or glaring omissions.

Responses provide little in the way of integration of the readings or key terms, and may provide no information about understanding or analysis of the material. The points made are superficial, without recognition of the complexity of these issues.

Responses provide no clue as to whether the student read the material, or there may be major misunderstandings of it.

MICRO LEVEL CULTURAL AUDIT (25 points)

To understand what it means to live as a member of a vulnerable population and or oppressed group.

- A. Student groups will be assigned a topical area and expected to locate a contemporary, historical or famous person (known as an informant) to complete the assignment and/or participate in an interview (follow steps 1-5 to setup interviews).
1. Explain that you are doing an assignment for your course;
 2. Emphasize that you will keep the conversation **CONFIDENTIAL**;
 3. Emphasize that you will not disclose in anyway the identity of the person;
 4. If the community member(s) agrees to be interviewed, proceed with setting up the interview;
 5. Emphasize that you will not tape record the conversation without permission;
 6. Briefly explain that your intent is to understand what it is like to be a person with his/her demographic characteristics and her/his experiences at his/her job, in his/her neighborhood, family, at shopping centers, dating, buying groceries, on the street, applying for a job, etc., (i.e., diversity experiences in her/his life in general);
 7. Ask the informant to discuss relevant socio-cultural, economic and political factors that impacts their life;
 8. Summarize your experience of the interviewee e.g., what you learned, what surprised, what you wished you had asked them, identify 2-3 culturally relevant advocacy strategies.
- B. Group members should equally divide the interview responsibilities and engage respective person(s) around the issues noted above. Group members should meet regularly to critique progress.
- C. The assignment has two parts; a written component which will result in (30-45) descriptive power point slides that should include an abstract and 15-20 references (i.e., the majority (10) must be refereed journal articles) that includes theoretical and empirical literature review and a summary of the interview(s), worth 12-points. What did you learn that surprised you? What did you learn in relation to the concepts of this course? Reflect upon what you now wish you had asked, experienced, etc. but did not. The written portion is due on **April 3rd** at the beginning of class, late assignments will be penalized 5-points and will not be accepted after 12pm, April 4th.

The second component is a class presentation worth (13-points) that will take place **April 10th through April 12th**. You will be required as a group to present information in a **creative** way that will convey key concepts of the topic and create an opportunity for the other students to discuss and share their insights from the information that they have done in preparation for the session. The schedule will be posted on the course Canvas site; **logistics prohibit the ability to makeup this portion of the assignment.** *Course Competencies: 1-7; knowledge, values, cognitive and affective processes are evaluated.*

MACRO LEVEL CULTURAL AUDIT (25 points)

Conduct an analysis of three public service agencies and/or businesses (e.g., stores, shopping centers, etc. not allowed) and develop a written summary (30-45 descriptive power point slides) which must include an abstract, worth 12-points. Throughout your observation take of note of where there are cultural markers (art work, magazines, furniture, location, staff, agency policy/procedures, etc.). For each public service agency and/or business, students should find **5** examples of cultural, ethnic, or racial bias and **5** examples of cultural, racial/ethnic sensitivity or empowerment. Reflecting back on your audit discuss:

what generalizations would you make about how cultural markers can be constructed in an empowering and respectful fashion? Hidden stereotypes or hidden assumptions? Visible and invisible cultural markers? Did you encounter anything surprising? This assignment is due on **April 17th** at the beginning of class, late assignments will be penalized 5-points and will not be accepted after 12pm, April 18th.

The second component is a class presentation, worth (13-points) that will take place **April 24th through April 26th**. You will be required as a group to present information in a **creative** way that will convey key concepts of the topic and create an opportunity for the other students to discuss and share their insights from the information that they have done in preparation for the session. The schedule will be posted on the course Canvas site; **logistics prohibit the ability to make-up this portion of the assignment.** *Course Competencies: 1-7; knowledge, values, cognitive and affective processes are evaluated.*

PREPARATION AND PARTICIPATION

Participation involves speaking, active listening, and raising questions that will move the conversation towards deeper insights. A good classroom experience requires a collaborative effort and a student's absence detracts from the learning process of the whole. Student groups lead a discussion of assigned CTEs (specific details provided on the course Canvas site); every student should be prepared to participate. Having more than *one* unexcused absences could result in a demarcation of your final grade (e.g., an 'A' will be reduced to an 'B') for the course. Absence from class can occur in other forms as well. The expectation is that you will come to class prepared to discuss the assigned readings. Students who miss three (3) class meetings will be asked to withdraw from the class (i.e. except in extenuating circumstances).

COURSE READINGS

Unit A

January 16th & 18th

Schafer: Chapter 1 – Exploring Race and Ethnicity, Chapter 5 – Ethnicity and Religion, pp. 113-127 (through the Contemporary Picture)

McIntosh, Peggy (1998). White privilege: Unpacking the invisible knapsack. Re-visioning family therapy: Race, culture, and gender in clinical practice.

Required Media: Watch one of the following

Dealing with Diversity – Euro-American issues in the: The world's most dangerous myth – Hodges Library Media Center, Call # HM258.D34 1993

Dealing with Diversity – Course Overview: Who in the world is in here? & interaction in diverse settings – Hodges Library Media Center, Call # HM258.D34 1993

Unit B

January 23rd & 25th

Schafer: Chapter 2 – Prejudice, Chapter 3 – Discrimination, pp. 58-60 (through a Global View); pp. 63-80 (through Eliminating Discrimination)

Phillips, L. T., and Lowery, B. S. (2015). The hard-knock life? Whites claim hardships in response to racial iniquity. *Journal of Experimental Social Psychology*, 61, 12-18.

Belasquez-Manoff, M. (2013). Status and stress. *The New York Times*

Recommended:

Appleby, Colon, & Hamilton: Chapter 2 – Culture, Social Class, and Social Identity Development

Lum: Chapter 2 – Social Context

Lum: Chapter 4 – A Framework for Cultural Competence

Schafer: Chapter 3 – Discrimination (Hate Crimes), pp. 64-69 (through Wealth Inequality)

Required Media:

Dealing with Diversity – Social Classes in the USA – Hodges Library Media Center Call # HM258.D34 1993

Unit C

January 30th & February 1st

Schafer: Chapter 4 – Immigration

AAA statement on race (1998). *American Anthropologist*, 100(3), 712-715.

Recommended:

Appleby, Colon, & Hamilton: Chapter 3 – Ethnic Identity Development

Lum: Chapter 3 – Human Rights and Social and Economic Justice

Lum: Chapter 9 – Cultural Competence with European Americans

Required Media:

Dealing with Diversity – Immigration policy in the USA – Hodges Library Media Center Call # HM258.D34 1993

Unit One – Native Americans

February 6th

Schafer: Chapter 6 – Native Americans: The First Americans

Recommended:

Appleby, Colon & Hamilton: Chapter 9 – Native Americans: Oppression and Social Work Practice

Lum: Chapter 8 – Cultural Competence with First Nation Peoples

Required Media:

Dealing with Diversity – Native American cultures in the USA (Part 1-2) – Hodges Library Media Center Call #HM258.D34.1993.

Unit Two – African Americans

February 8th

Schaefer: Chapters 7 – African Americans, Chapter 8 – African Americans Today

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Hilder, A. M. B., Nadal, K. L., and Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *The American Psychologist*, 62(4), 271-286.

Recommended:

Appleby, Colon & Hamilton: Chapter 16 – The “Ghetto Fabulous” Person among African Americans and Latino Youth: Issues of Social Oppression and Social Functioning

Lum: Chapter 10 – Cultural Competence with African Americans

Required Media:

Dealing with Diversity – African-American cultures in the USA (Part1-2) – Hodges Library Media Center Call #HM258.D34.1993.

Unit Three – Latina/Latino

February 13th

Schafer: Chapters 9 – Latinos: The Largest Minority, Chapter 10 – Mexican Americans and Puerto Ricans

Recommended:

Appleby, Colon & Hamilton: Chapter 7 – A Multi-Diversity Perspective on Latinos: Oppression and Social Functioning, Chapter 16 – The “Ghetto Fabulous” Person among African Americans and Latino Youth: Issues of Social Oppression and Social Functioning

Lum: Chapter 11 – Cultural Competence with Latino Americans

Required Media:

Dealing with Diversity – Hispanic-American cultures in the USA – Hodge Library Media Center Call #HM258.D34.1993.

Unit Four – Asian Americans

February 15th

Schafer: Chapters 12 – Asian Americans: Growth and Diversity, Chapter 13 – Chinese Americans and Japanese Americans

Recommended:

Appleby, Colon, & Hamilton: Chapter 10 – Asian Americans: Ethnocentrism and Discrimination

Lum: Chapter 12 – Cultural Competence with Asian Americans

Required Media:

Dealing with Diversity – Americans in Chicago - Hodges Library Media Center Call #HM258.D34.1993.

Unit Five – Sexual Orientation

February 20th

Schaefer: Chapter 3 – Discrimination (Hate Crimes)

Appleby, Colon, & Hamilton: Chapter 11 – Lesbian, Gay, Bisexual, and Transgender People Confront Heterocentrism, Heterosexism, and Homophobia

Lum: Chapter 15 – Cultural Competence with Lesbian, Gay, Bisexual, and Transgender Persons

Recommended

Schaefer: Chapter 17, Overcoming Exclusion, pp. 377-381;

Required Media:

Dealing with Diversity – Sexual Orientation issues in the USA (Parts 1-2) – Hodges Library Media Center Call #HM258.D34.1993

Unit Six – Women and Sexism

February 22nd

Schafer: Chapter 15 – Women: The Oppressed Majority

Recommended:

Appleby, Colon & Hamilton: Chapter 7 – Women and Sexist Oppression

Lum: Chapter 14 – Cultural Competence with Women

Required Media:

Dealing with Diversity – Gender issues in the USA (Parts 1-2) – Hodges Library Media Center Call #HM258.D34.1993

Unit Seven – Religious Bigotry

February 27th

Schafer: Chapters 11 – Muslim and Arab Americans: Diverse Minorities, Chapter 14 – Jewish Americans: Quest to Maintain Identity, Chapter 5 – Ethnicity and Religion, pp. 127-136

Recommended:

Lum: Chapter 13 – Cultural Competence with Muslim Americans

Required Media:

Dealing with Diversity – Hate groups in the USA – Hodges Library Media Center Call #HM258.D34.1993

Unit Eight – Ableism

March 1st

Appleby, Colon & Hamilton: Chapters 12 – Ableism: Social Work Practice with Physically Disabled Individuals, Chapter 13 – Ableism: Mentally and Emotionally Challenged People, Chapter 15 – Lookism: Bias Based on Appearance

Lum – Chapter 16 – Cultural Competence with Persons with Disabilities

Recommended:

Schaefer: Chapter 17 – Overcoming Exclusion, pp. 372-377 (though Advocacy for Disability Rights)

Required Media:

Dealing with Diversity – Ability issues in the USA – Hodges Library Media Center Call #HM258.D34.1993

Unit Nine – Ageism

March 6th

Lum: Chapter 17 – Cultural Competence with the Older Adult

Recommended:

Schaefer: Chapter 17 – Overcoming Exclusion, pp. 366-372 (through Advocacy Efforts by the Elderly)

Required Media:

Dealing with Diversity – Aging issues in the USA: Senior Citizens – Hodges Library Media Center Call #HM258.D34.1993

Unit Ten – Multicultural Awareness, Knowledge, and Skills

March 8th & 20th

Lum: Chapter 5 – Cultural Awareness, Chapter 6 – Knowledge Acquisition, Chapter 7 – Skill Development

Required Media:

Dealing with Diversity – Youth Culture – Hodges Library Media Center Call #HM258.D34.1993

Unit Eleven – Being an Ally

March 22nd

Schafer: Chapter 16 – Beyond the United States: The Comparative Perspective

Recommended:

Appleby, Colon, & Hamilton: Chapter 17 – Affirmative Practice with People Who are Culturally Diverse and Oppressed

Lum: Chapter 4 – A Framework for Cultural Competence

Required Media:

Dealing with Diversity – Summary and review of main concepts and issues – Hodges Library Media Center Call #HM258.D34.1993