

based knowledge and skills in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

1-Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics.

(Values/ethics- F.1, 2; Diversity-F.1). (*content: broad definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, ablism, immigration status, sexual orientation, religion, social and economic class).*)

2-Articulate the influence of personal belief systems and values concerning diversity and culture/cultural background(s) on their own social work practice. (CT/EBP-F.2; Values/ethics-F.1, F.2; Pops at-Risk & SJ-F.5; Diversity -F.2). (*content: social constructions of normality, values, and concepts; self-awareness and critical analysis of one's own culture, cultural identity(ies), beliefs, biases, values, privilege and status, and naiveties; personal epistemology).*)

3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5). (*content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).*)

4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). (*content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation,; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*)

5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally,

across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8). *(content: nature of power and privilege, and their roles in the dynamics of oppression; current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global interconnectedness of oppression; cultural/national identity development, immigration/acculturation).*

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds. (Diversity- F.4, F.5; CT/EBP- F.3). *(content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives).*

COURSE EXPECTATIONS and GRADING POLICY

1. Students are expected to participate fully in all online activities and in all classroom sessions.
2. Students are expected to read all assigned readings thoroughly before coming to class.
3. Students are expected to complete and submit assignments on time & in response to the questions of each assignment as provided and follow these criteria:
 - a) Use the *Publication Manual of the American Psychological Association* (5th edition) as a guide for format, citations, margins in assignments written outside the classroom (e.g., 12 fonts, double-spaced, 1" margins, and inclusive language). [does NOT apply to online Discussion Board entries and in-class written activities].
 - b) Errors in spelling and grammar in a paper written outside of the classroom will result in reductions of ½ point for each error in the overall score for an assignment.
 - c) Written assignments are expected to be of graduate level quality.
 - d) Assignments that do not meet graduate level in quality may be returned with a grade of Incomplete and a 72-hour extension for final re-submission and grading.
 - e) An automatic 48 hour extension is allowed for submission of outside the classroom written papers/assignments (does NOT apply to online/Blackboard Discussion Board activities).

NOTE: The professor MUST be notified via a message on voicemail OR email AT LEAST 1 HOUR PRIOR TO THE DUE DATE & TIME of the assignment.

Course Total Points Achieved Grade Point Distribution

100 – 95	A
94 – 88	B+
87 – 82	B
81 – 76	C+
75 – 70	C
69 & Below	F

Required texts:

Andersen, M.L. & Collins, P.H. (2007). *Race, class, and gender* (6th edition). Belmont, CA:

Wadsworth. {noted as A & C in outline below}

Weaver, H. (2005). *Explorations in cultural competence: Journeys to the four directions*.

Belmont, CA: Thomson/Brooks/Cole.

COURSE SESSIONS

January 14: In the classroom

Topics:

- Overview of course outline:
 - Course Competencies
 - Requirements, readings, & grading policies
 - Assignments & activities

Discussion topics:

Evidence-based knowledge of diversity, social and economic justice and oppression:

Empirical Expert Experiential

What is culture? And, what is diversity? What is cultural competence?

Dimensions of culture & cultural backgrounds

Culturally competent practice

What is oppression?

Video: PBS *Race: The power of an illusion*

Terms & Concepts

Ablism	Age	Birdcage	Cultural competence
Cultural identity	Diversity	Ethnicity	Family structure
Gender roles	Intersectionality	Language	Liminality
Nativity	Otherness	Race	Racism Roles
Sexism	Social identity	SEC	Sexual orientation
Spiritual orientation			

Required Readings:

A & C:

Part I: Why race, class, and gender still matter – pages 1-16

Part II: Systems of power and inequality – pages 59-90

Frye: Oppression – pages 29-32

Lorde: Age, race, class, and sex – pages 52-59.

Weaver:

Introduction: pages 1-5

Chapter 2: Cultural identity: Theories and implications – pages 25-46

Recommended:

Weaver:

Chapter 1: Social work history and cultural diversity – pages 6- 24

January 21:

Dr. King Holiday: Online

Step 1 in Becoming Culturally competent: Developing self-awareness

Assignment: Begin drafting/outline your Four – year Plan for developing cultural competence & life long learning (Competency #3 of this course)

Online Activities: Discussion Board: Cultural competence & ethics

Required readings:

Weaver: Chapter 3: Self-reflection and beyond: The challenges of examining cultural diversity honestly – pages 47-65

Chapter 4: Striving for cultural competence – pages 63-82

Cultural competence websites: READ AT LEAST ONE of the following websites:

National Association of Social Workers (NASW). (2001). *Standards for Cultural Competence in*

Social Work Practice. www.socialworkers.org/sections/credentials/cultural_comp.asp

National Center for Cultural Competence, Georgetown University. Washington, D.C.

<http://www.georgetown.edu/eseach/gucdc/ncc/index.html>.

U. S. Department of Health and Human Services, Public Health Service, Office of Minority

Health. (2001). *National standards for culturally and linguistically appropriate service in*

health care: Final report <http://www.omhrc.gov/CLAS/index/htm>

January 28:

In the classroom

Topics:

Culturally competent practice in the new MSSW Advanced curriculum

Institutionalized oppression & discrimination

Tyranny of the normal/normality

Social construction(s)

Societal influences & dynamics of oppression

Stereotypes

In class activity: Critical analysis of media (Bring lay/'slick' magazines to class)

Terms & Concepts

Ageism	Class	Classism	Discrimination	Hegemony
Heterosexism	Historical trauma		Institutionalized oppression	
Power	Racism	SEC	Sexism	Sexual orientation
Xenophobia				

Required Readings:

A & C:

- Part III: only pages 275-277
- Borilla-Silva "Racism without "racists" - pages 91-97
- Williams "Of race and risk" – pages 103-105
- Martinez "Seeing more than black and white" – pages 105-111
- Zinn, Mondagneu-Sotelo, & Messner "Sex and gender through the prism of difference" – pages 147-156
- Kilbourne "You talkin' to me?" – pages 228-233
- Mantsios "Media magic: Making class invisible" – pages 384-392

Weaver:

- Chapter 5: Native Americans – pages 83-104
- Chapter 7: Latinos – pages 141-157

February 4:

Online

Online Activities:

Terms:

Family configuration	Oppression	Privilege	Gender role
Social role		Social construction	Social institutions
orientation			Spiritual

Required readings:

A & C:

- McIntosh "White privilege: Unpacking the invisible knapsack" – pages 98-102.
- Part III: The structure of social institutions – pages 267-282
- Arnott & Matthaei "Race, class, gender and women's work" – pages 283-292
- Newman "The invisible poor" – pages 303-312

Weaver:

- Chapter 6: African Americans – pages 110-134

February 11:

In the classroom

Topics:

- Older adults: Ageism & stereotypes
- Diversification of the older population
- Culturally-related values & attitudes regarding older adults and later life

Video: PBS: Frontline: *Living old: The modern realities of aging in America*

Terms & Concepts

Ageism	Baby boomers	Filial piety
Older adults	Productive aging	Stereotypes
Retirement	Spiritual orientation	The old old

Required Readings:

A & C:

Madrid: Missing people and others – pages 17-22

Weaver:

Chapter 8: Asian Americans – pages 162-182

Chapter 11: Arab Americans – pages 236-256

February 18:

Online

Online Activities: Critical analysis of informational technology of global/international issues

Terms & Concepts:

Genocide Hate crimes Culturally affirming resources

February 25:

In the classroom

Topics:

Human and civil rights

The question of our borders & institutional oppression

International & global oppression & social justice

Self-assessment: Professional life long plan

Terms & Concepts

Classism

Cultural affirmation

Cultural competence

Genocide

Intersectionality

Life long learning

Undocumented immigrant

Work visa

Required Readings:

A & C:

Childs "Navigating interracial borders: Black-white couples and their social worlds" pages 335-343

Lareau "Unequal childhoods" – pages 348-358

Weaver:

Chapter 12: Immigrants and refugees – pages 263 - 280

Websites:

National Center for Human Rights Education: www.nchre.org

National Network for Immigrant and Refugee Rights: www.nmirr.org

Assignments & Activities

In class Activity: Print media analysis (Competency 2)	5 points (C/NC)
In class Activity: Analysis of bus trip (Competency 1 & 2)	5 points (C/NC)
Ethnographic Interview & Paper (Competency 2 & 5)	30 points
Discussion Board #1 (Competency 4)	10 points
Discussion Board #2 (Competency 5)	10 points
Discussion Board #3 (Competency 6)	10 points
Four year Plan (Competency 2 & 3):	
Initial draft	10 points
Final submission	<u>20 points</u>
Total points achievable in this course:	100 points

Ethnographic Interview & Written Essay Assignment

Objective of interview:

To understand what it means to live as a member of a group unlike the one(s) to which you yourself belong & to gain an insider's view of the world of the informant.

Guideline for Interview

First:

1. select a person (known as an "informant") who is not related to you, who is not a client or a supervisor, and whom you do not know very well at all;
 - a. explain that you are doing an assignment for your course, Diversity, social and economic justice, and oppression;
 - b. emphasize that you will keep the conversation CONFIDENTIAL;
 - c. emphasize that you will not disclose in anyway the identity of the person;
 - d. emphasize that you will not tape record the conversation;
 - e. explain briefly that your intent is to understand what is like to be a person with his/her demographic characteristics and her/his experiences in school, at work, in his/her neighborhood, at shopping centers, dating, buying groceries, on the street, applying for a job, etc., (i.e., in her/his life in general).
 - f. if the person agrees to be interviewed, proceed with setting up the interview
 - g. REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—
2. Then:
 - a. engage the person in a discussion around the issues noted in #1.e. above.

- b. REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—

3. After reflecting for several hours on the what you heard interview:

Develop a written paper covering each of the following:

- a. Accurately incorporate five of the terms and concepts as listed below into the following.
- b. Summarize the areas of the interview
- c. What did you learn that surprised you?
- d. What did you learn in relation to the concepts of this course?
- e. Reflect upon what you now wish you had asked, but did not.

Note: This assignment results in a typed, 3-page maximum, double-spaced paper utilizing APA standards & 12 fonts; submit via Bb online Assignment Manager to Instructor. Total points achievable = 30 points

Terms and concepts from which to select five (5) terms/concepts to incorporate in your paper:

Ageism

Birdcage

Cultural competence

Culture

Discrimination

Ethnicity

Gender

Heterosexism

Immigration status

Institutional oppression

Intersectionality

Liminality

Nativism

Nativity

Oppression

Otherness

Racism

Sexism

Specific population as appropriate (e.g., African American, Latino/as, Hispanic, Pacific Islander, etc.)

Undocumented immigrant

Four-year Life Long Learning Plan

Objective of Assignment:

Each student will gain increased self-awareness through assessing her/his current cultural competence, and then develop a detailed plan for ongoing professional learning for culturally competent practice. Further details will be explicated in the classroom. Maximum total pages allowable = 7 pages, double spacing, APA format for textual citations and reference list. Total points achievable = 30: 10 points initial draft + 20 points final submission.

Discussion Board Activities

Details of each Discussion Board Activity will be distributed in a timely manner. Each discussion board activity has a maximum achievable points = 10 points. Total of 3 (three) Discussion Board activities will occur in the course.

In class activities

These activities (2) are small group activities occurring in the classroom. These assignments are graded credit/no credit; each activity is worth 5 points.

Additional Resources

Al-Krenawi, A., & Graham, J. (2000). Culturally sensitive social work practice with Arab clients in mental health settings. *Health & Social Work, 25*(1), 9-22.

Andersen, M. (2003). *Thinking about women: Sociological perspectives on sex and gender*. (6th ed.). NY: Metropolitan Books

Barnes, S. (2001). Stressors and strengths: A theoretical and practical examination of nuclear, single-parent, and augmented African American families. *Families in Society, 82*(5), 449-460.

- Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing*, 13(3), 182-184.
- Cohen, M. N. (1998). *Transforming the culture of intolerance*. New Haven, CT: Yale University Press.
- Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. (2nd ed.). NY: Routledge.
- Diamond, J. (1999). *Guns, germs and steel: The fates of human societies*. NY: W.W. Norton & Company.
- Dosser, D., Smith, A., Markowski, E., & Cain, H. (2001). Including families' spiritual beliefs and their faith communities in systems of care. *Journal of Family Social Work*, 5(3), 63-78.
- Freeman, J. (1994). *Women: A feminist perspective*. (5th ed.). Mountain View, CA: Mayfield Publishing Co.
- Hodge, D. (2004). Working with Hindu clients in a spiritually sensitive manner. *Social Work*, 49(1), 27-38.
- Kimmell, M. S. & Messner, M. A. (Eds.). (1995). *Men's lives* (3rd ed.). Boston: Allyn & Bacon.
- Kumashiro, K., (Ed.). (2001). *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education*. Lanham, MD: Rowman & Littlefield.
- Lum, D. (2003). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Murguia, A., Peterson, R., & Zea, M. (2003). Use and implications of ethnomedical health care approaches among Central American Immigrants. *Health & Social Work*, 28(1), 43-52.

National Association of Social Workers (NASW). (June 23, 2001). *Standards for Cultural Competence in Social Work Practice*. Retrieved, June 9, 2005, from

www.socialworkers.org/sections/credentials/cultural_comp.asp

Panos, P., & Panos, A. (2000). A model for a culture-sensitive assessment of patients in health care settings. *Social Work in Health Care*, 31(1), 49-62.

Perkins, C. (1995). *The yellow wallpaper and other stories*. (Robert Shulman, Ed.). NY: Oxford University Press.

Rothenberg, P. S. (Ed.). (1995). *Race, class and gender in the United States*. (3rd ed.). NY: St. Martin's Press.

□ HYPERLINK

"javascript:open_window(%22http://cat.lib.utk.edu:4525/F/KALIQ49SEGSK59JS4GYG4DJ7BRMD9XTQJIFQGQNDEQVBDLT3YQ-26510?func=service&doc_number=000648811&line_number=0013&service_type=TAG%22);" □ Rubin, L, B. □ (1983). *Intimate strangers: Men and women together*. NY: Harper & Collins.

□ HYPERLINK

"javascript:open_window(%22http://cat.lib.utk.edu:4525/F/29H99L87TRAVUFGPMBY8J6UQI6K78J54SIE24IUY43U2ITTL27-18426?func=service&doc_number=000032929&line_number=0014&service_type=TAG%22);" □ Rubin, L. B. □ (1976). *Worlds of pain: Life in the working-class family*. NY: Basic Books.

Russell, D., & Harmes, R. (2001). *Femicide in global perspective*. NY: Teachers College Press.

- Sout, K., & McPhail, B. (1998). *Confronting sexism & violence against women: A challenge for social work*. Chicago, IL: Longman Publishers.
- Sudha, S., & Multran, E. (2001). Race, ethnicity, nativity, and issues of health. *Research on Aging*, 23(1), 3-13.
- U. S. Department of Health and Human Services, Public Health Service, Office of Minority Health. (2001). *National standards for culturally and linguistically appropriate service in health care: Final report*. □ [HYPERLINK "http://www.omhrc.gov/CLAS/index/htm"](http://www.omhrc.gov/CLAS/index/htm) \t "[_parent](http://www.omhrc.gov/CLAS/index/htm)" □ <http://www.omhrc.gov/CLAS/index/htm> □.
- Van Hook, M., Huguen, B., & Aguilar, M. (2001). *Spirituality within religious traditions in social work practice*. Pacific Grove, CA: Brooks/Cole.
- Weaver, H. (2003). *Voices of First Nations People*. New York: Haworth Press.
- Williams, S., & Dilworth-Anderson, P. (2002). Systems of social support in families who care for dependent African American elders. *The Gerontologist*, 42(2), 224-236