

The University of Tennessee
College of Social Work
BSSW Program
Spring 2009

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

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Time: T/R 12:40 - 1:55
Location: HH209
Office hours: T/TH 11:00 – 12:00

Program Mission

The BSSW Program at the University of Tennessee exists to fulfill a need for disciplined, highly educated and trained social workers to help people improve their social functioning in a technologically complex, culturally diverse, and rapidly changing world without borders. There is a focus on the reciprocal relationships between persons and their environments. Social workers are doers; they are problem-solvers who are able to intervene in multiple-level systems and perform various professional roles. Their actions are guided and informed by a broad knowledge base, Code of Ethics, and professional values. Social workers are educated and trained to do things right as well as to do the right thing.

The mission of the BSSW Program is to develop generalist social workers who are strategic thinkers, life-long learners and opinion shapers. The knowledge base, skills, and values necessary for generalist practice are taught in an environment that fosters professional development and prepares students for critical thinking throughout their careers. We are dedicated to preparing practitioners for the challenges of today's complex pluralistic world. Since the amount of knowledge doubles approximately every five years, what is taught today may soon be obsolete. Our challenge, therefore, lies in the on-going development and implementation of a curriculum that prepares and energizes students for generalist practice today and in the future.

Program Goals

Provision of education and training that enable students to become generalist social work practitioners who:

- are committed to advancing social and economic justice and the principles, values and ethics that guide the social work profession
- are committed to evidence-based practice
- are grounded in systems theory and operate within a person-in-the-environment framework
- use problem-solving process to intervene in multiple-level client systems
- have an understanding of human diversity, special populations, and domestic and international challenges, that informs practice interventions
- use critical thinking, evaluative, and leadership skills to address the needs of a complex, changing global world; and
- are committed to continuous development of professional self

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.

Prerequisite

Initial progression or Instructors' consent

Rationale

This course is designed to help prepare students for entry-level social work practice. The focus on working with diverse populations will expand the foundation of students' knowledge and skills, enabling graduates to apply a broad range of practice interventions with a broad range of populations while understanding the strengths of marginalized groups.

Course Competencies:

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

1. Identify and analyze the major dynamics related to racism, sexism, and classism;
2. Demonstrate an understanding of the impact of poverty, oppression, and discrimination on diverse populations;
3. Identify resources within the local community to empower and help ethnic minorities, women and homosexuals;
4. Demonstrate the ability to work within social work ethics and values specific to diverse populations;
5. Demonstrate advocacy, social action, planning and intervention skills with multiple cultures and diverse groups using a generalist social work practice perspective;
6. Demonstrate knowledge of diversity within diverse populations;
7. Communicate knowledge effectively in verbal and written forms.

Required Text:

Lum, D. (2007). *Culturally competent practice: A framework for understanding diverse groups and justice issues*. (3rd ed.) Belmont, CA: Thomson/Brooks Cole.

Recommended text:

Appleby, G. A., Colon, E. & Hamilton, J. (2007). *Diversity, oppression and social functioning: Person-in-environment assessment and intervention*. (2nd ed.) Boston, MA: Pearson Education, Inc.

American Psychological Association. (2001). *Publication manual of the American Psychological Association*, (5th ed). Washington, DC: APA.

Other required readings:

In addition to assigned readings from our texts, there are several articles designated in our syllabus, which are required readings. They are on reserve in Hodges Library and can be accessed through [Online@UT](#).

Blackboard:

This course utilizes Blackboard available through [Online@UT](#) for announcements, online assignments, testing, and grade recording. Please make sure the email address listed in the course is your current one. Please check the site regularly. If additional help is needed accessing Blackboard contact helpdesk@utk.edu

Attendance Policy:

This course will consist of classroom, online, and group meeting(s). Students are expected to participate in all ONLINE components and to **ATTEND ALL** group meeting sessions. Group assignment(s) will be posted on Blackboard.

Course Requirements

The course will utilize a variety of formats: lecture, large and small group discussion, exercises, presentations, and videotapes. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on written assignments, online journal assignments, oral presentation/group discussion and attendance/punctuality.

Group Video Reflections (25 points)

Student groups will be assigned specific video recordings from each course unit; and are required to summarize these items (*20-30 sentences per summary*) incorporating assigned course readings and post threads onto Blackboard. Two points per sentence will be deducted for each blog exceeding the required limit. Students are required to post (5) each posting is worth **5-points** and due by *noon, April 2nd, no exception.*

Course Competencies: 1-7

Online Journal Assignments (25 points)

Student groups will discuss reactions to online readings and/or experiential assignments. Journal entries must incorporate personal, professional, and theoretical material from required and/or recommended course textbooks. Each entry should respond to at least one assigned reading and have 10-15 complete sentences (**1-point per sentence will be deducted for each sentence that exceeds the limit**). Each journal entry is worth 5 points. All group journal entries must be posted by *noon on April 9th, (no exception).* *Course Competencies: 1-7*

¹ Complete-Baseline Survey [Available on line @ <http://www.understandingprejudice.org/>]

Course Competencie(s): 1,6

² Peace Corps Cultural Training book, Chapter 1, Understanding Culture [Available on-line @ <http://www.peacecorps.gov/wvs/culturematters/>] ASSIGNMENT: *Read Chapter 1, Understanding Culture. Post a thread to blackboard journal based on the information provided.*

Course Competencie(s): 1-6

³ Immigration and Naturalization Services: [Available on-line <http://www.bcis.gov/graphics/index.htm>] <http://www.immigration.gov/graphics/exec/natz/natztest.asp> [Available on line] Take the interactive U.S. Citizenship test. *Post a thread to blackboard journal discussing your reaction to the test.*

Course Competencie(s): 1-6

⁴ Native American Times [Available on-line at <http://www.nativetimes.com>] ASSIGNMENT: *Read the articles in the "General News" section on the front page. Post a thread to the blackboard journal discussing your reaction.*

Course Competencie(s): 1-6

⁵ NASW Code of Ethics [Available on-line at <http://www.naswdc.org>] Standards for "Cultural Competence". *Post a thread on examination of this website to blackboard journal.*

Course Competencie(s): 4

Group Cultural Audit (25 points)

To understand what it means to live as a member of a (disability; racial/ethnic; religious; sexual orientation; socioeconomic; and gender) group unlike the one(s) of which any group members belong; to gain an insider's view of the word of the informant:

1. Members will select person(s) (known as an informant) who is not related to them; who is not a student, instructor, and whom known of you know very well at all; (African
 - a. explain that you are doing an assignment for your course, Culturally Responsive Social Work Practice;
 - 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. 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 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. this is not a social work interview—you are not assessing, intervening and/or problem-solving

2. Group members should equally divide the interview responsibilities and engage respective person(s) around the issues noted in #1e., above.
 - a. **REMEMBER** this is not a social work interview—you are not assessing, intervening and/or problem-solving.
 - b. Group members should meet to critique progress.

3. The assignment has two parts; first the written part which will result in a 40-55 power point slides (which contain detailed information). The written slides should include a table of contents, abstract, 10-15 references (5-7 must be peer review journal articles) and cover the following: summarize the areas of your interview(s); 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 paper is due on **April 16th** at the beginning of class; submit paper to Digital Drop box on Blackboard. Late assignments will be penalized **5** points and will not be accepted after noon on **April 17th**.

Course Competencies: 1-7

Group Presentation (25 points)

The group will make a class presentation to include factors such as: art, food, dress, language, music, etc. that best describe the racial/ethnic group you interview. Class presentations are scheduled for **March 26th through April 23rd**; no makeup assignment(s). Attendance is mandatory. *Course Competencies: 1-7*

Grading Scale

Students will be evaluated on the total points earned in this course as outlined below; the grading scale by total points is as follows:

A	90-100	C	70-75
B+	86-89	D	60-69
B	80-85	F	59 and below
C+	76-79		

Inclement Weather Policy

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 announcements may be made. If class is cancelled, any assignments due that day will be due the next time class meets.

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 Office of Disability Services at 2227 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Honor Statement

An essential feature of the University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. By enrollment in this class, you pledge that you will neither knowingly give nor receive any inappropriate assistance in academic work in SW 316, thus affirming your own personal commitment to honor and integrity (*Hilltopics*).

COURSE READINGS & ASSIGNMENTS

January 9

Views on Race & Development of Racism

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

McIntosh, Peggy (1998). White privilege: Unpacking the invisible knapsack. *Re-Visioning Family Therapy: Race, culture, and gender in clinical practice*.

Guy-Walls, P. (2007). Exploring cultural competence practice in undergraduate social work education. *Journal of Social Work Education, Summer*, 127(4), 569-580.

Video:

¹**Race: The Power of an Illusion**

January 13

Appearance Discrimination

Appleby, Colon & Hamilton, Chapter 15-Appearance Discrimination

Piper, A. (1993). Passing for white, passing for black. *Transition*, (58), 4-33.

Miner, H. (1956). Body ritual among the naciema. *American Anthropologist*, June, 503-507.

January 15

Ethnocentrism, Race, Cross-Cultural Social Work Practice

Hanson, M.J. (1992). Families with Anglo-European roots. In E.W. Lynch & M.J. Hanson (Eds.) *Developing cross-cultural competence: A guide for working with young children and their families*, 65-87.

Helms, J. E. (2000). *A race is a nice thing to have: A guide to being a white person or Understanding the white person in your life*, (3rd ed.) Topeka: Kansas. Content Communications.

Video: ¹**Black/White**

January 20 Discrimination, Race Related Stress, & the Conceptualization of Race
Lum Chapter 1-Culturally Competent Practice

Danticat, E. (2001). Seven. *The New Yorker*, October 1, 88-97.

Harrell, S. (2000). A multidimensional conceptualization of racism-related stress: Implications for the well-being of people of color. *American Journal of Orthopsychiatry* 70 (1), 42-57.

Video: **Black/White**

January 23 Understanding the Context of Social Issues
Lum, Chapter 2-Social Context

Cose, E. (1993). *The rage of a privileged class*. New York: Harper.

DeHoyos, L. R. & Ramirez, N. (2006). The relationship between shame and acculturation among Latino/Chicano students: Implications for social work education. *Journal of Ethnic & Cultural Diversity in Social Work*, 15 (1/2), 147-166.

January 27 Advancing Social & Economic Justice & Becoming an Ally

Lum, Chapters 3 & 4-Advancing Social and Economic Justice
Part Two-A Cultural Competence Framework

Everts, D., Gross, J., Holguin, B., L'Amour, S., Miles et al., (2005). America's changing attitudes toward Black-White relations, 1958-2001. *Journal of Ethnic & Cultural Diversity in Social Work*, 14(1/2), 159-176.

Video: ¹**Black/White**

January 29 Social Work Practice with Immigrants & Advocacy

Kivel, P. (1996). Being an ally. In *Uprooting racism: How white people can work for racial justice*. Philadelphia: *New Society*, 86-108.

Finnegan, W. (1996). A reporter at large: The new Americans. *The New Yorker*, March, 52-71.

Appleby, Colon & Hamilton, Chapter 14-Social Work Practice with Immigrants

Video: **¹The Color of Fear**

February 3 Use of Self for Client Empowerment

Lum, Chapter 5-Cultural Awareness

Beatty, Paul (1996). Taken out of context. *Granta* 53, Spring, 167-194.

Boehm, A. & Staples, L. (2002). The functions of the social worker in empowering: The voices of consumers and professionals. *Social Work*, 47 (4), October. New York.

Video: **¹Rap, Race & Equality; ²Hip hop, Beyond Beat & Rhymes**

February 5 Knowledge Acquisition & Cultural Competence

Lum Chapter 6-Knowledge Acquisition

Geron, S. (2002). Cultural competency: How is it measured? Does it make a difference? *Generations* 26(3) Fall, 39-45.

Lipsitz, G. (1998). The possessive investment in whiteness: How white people profit from identity politics. Philadelphia: Temple University Press, 1-23.

Green, R. G., Kiernan-Stern, M. & Baskind, F. R. (2005). White social workers' attitudes about people of color. *Journal of Ethnic & Cultural Diversity in Social Work*, 14(1/2), 47-68.

Video: **¹A Question of Color; ²Bamboozled; ³Sally's Beauty Spot; ⁴Hispanic their Differences: Myth or fact?**

February 10 Developing Multicultural Knowledge and Skills to Help First Nations People

Lum, Chapters 9-Cultural Competence with First Nations People

Hale, J.C. (1993). Bloodlines: Odyssey of a Native daughter. (Daughter of winter). New York: Random House, 25-87.

Taylor, M. J. (2006) Native American women who lead human service organizations. *Journal of Ethnic & Cultural Diversity in Social Work*, 15(1/2), 123-146.

Video: **Native Americans**

February 12

How Inductive Learning facilitates Ethnic Sensitive Practice

Lum, Chapters 7 & 8-Skill Development
Inductive Learning

Gelman, C. R. (2004). Empirically-based principles for culturally competent practice with Latinos. *Journal of Ethnic & Cultural Diversity in Social Work*, 13(1), 83-108.

February 17

Developing Multicultural Knowledge and Skills to Help African American Client Systems

Lum Chapter 10-Cultural Competence with African Americans

McMillan, T. (1990). Ma' Dear. In T. McMillan (Ed.). *Breaking ice: An anthology of contemporary African-American fiction*. New York: Penguin, 457-465.

Harrison, L. Jr. and Harrison, C. K. African American racial identity: Theory and application to education, race and sport in America. *Perspectives*, 35-46.

Video:

Soul Food**February 19**

Developing Multicultural Knowledge and Skills to Help Latino- & Asian-American Clients

Lum, Chapters 11& 12- Cultural Competence with Latino Americans
Cultural Competence with Asian Americans

Read 2 of the following:

Berg, I. K. and Miller, S.D. (1992) Working with Asian American clients: One person at a time. *Families in Society: The Journal of Contemporary Human Services*.

Rodriguez, A. (1992). No more war games. In A. Rodriguez Jr. *The boy without a flag: Tales of the south Bronx*. Minneapolis: Milkweed Editions, pp. 31-44.

Rotter, J. & Casado, M. (1998). Promoting strengths and celebrating culture: Working with Hispanic families *Family Journal* 6(2) April.

Video:

¹Joy Luck Club; ²Selena**February 24**

Developing Multicultural Knowledge and Skills to Help Gay & Lesbian Persons of Color

Lum, Chapter 14- Cultural Competence with Gay and Lesbian Persons of Color

Read 2 of the following:

Harrison, T. (2003). Adolescent homosexuality and concerns regarding disclosure *The Journal of School Health* 73(3), 107-112.

Herd, G. and Boxer, A. (1992). Introduction: Culture, history, and life course of gay men. In *Gay culture in America essays from the field*, pp. 1-28, Boston: Beacon Press.

Martinez, D.G. and Sullivan, S.C. (1998) African American gay men and lesbians: Examining the complexity of gay identity development. *Journal of Human Behavior in the Social Environment*, 1(2/3), 243-264.

Merghi, J.R. and Grimes, M.D. (2000). Coming out to families in a multicultural context. *Families in Society*, 81 (1), 32-41.

Morales, E. (1990). Ethnic minority families and minority gays and lesbians. *Marriage and Family Review*, 14 (3/4), 212-239.

Video:

Noah's Arc

February 26

Developing Multicultural Knowledge and Skills to help Individuals with Physical Disabilities & Mentally and Emotionally Challenged People

Appleby, Colon & Hamilton, Chapters 11 & 12
Abelism: Social Work Practice with Individuals with Physical Disabilities
Abelism: Mentally and Emotionally Challenged People

March 3

Developing Multicultural Knowledge and Skills to Help Women of Color

Lum, Chapter 13- Cultural Competence with Women of Color

Watts-Jones, D. (2002). Healing internalized racism: The role of a within-group sanctuary among people of African descent. *Family Process* 41(4), Winter. Rochester; N.Y.

Kingston, M.H. (1991). No name woman. In *braided lives*. St. Paul: Minnesota

Video:

Crash

March 11

Group Cultural Audit Meeting(s) with Instructor
Appleby, Colon & Hamilton, Chapter 6-Women and Sexist Oppression

March 13

Group Cultural Audit Meeting(s) with Instructor

Lum, Chapter 15-Some Reflections on Culturally Competent Practice

March 16-20 Spring Break

March 24 Group Cultural Audit Meetings

Recommended Readings:

Bureau of Citizenship and Immigration Services. Naturalization Self Test. [Available on-line at <http://www.immigration.gov/graphics/exec/natz/natztest.asp>]

Bureau of Citizenship and Immigration Services [Available on-line at <http://www.bcis.gov/graphics/index.htm>]

Coverdell, P. Worldwide Schools Peace Corps [Available on-line at <http://www.peacecorps.gov/wws/culturematters>]

De Anda, D. (Ed.). (1997). *Controversial issues in multiculturalism*. Boston, MA: Allyn & Bacon.

Devore, W., & Schlesinger, E. (1999). *Ethnic-sensitive social work practice*. Boston, MA: Allyn & Bacon.

Dhooper, S. S., & Moore, S. E. (2001). *Social work practice with culturally diverse people*. Thousand Oaks, CA: Sage.

Erera, P. I. (2002). *Family diversity: Continuity and change in the contemporary family*. Thousand Oaks: Sage.

Ewalt, P. L., Freeman, E. M., Fortune, A. E., Poole, D. L., & Witkin, S. L. (Eds.) (1999). *Multicultural issues in social work: Practice and research*. Washington, DC: NASW Press.

Ferguson, A. & King, T. (1997). There but for the grace of God: Two black women therapists explore privilege *Women & Therapy 20(1)* New York

Feminist Majority Foundation On-line [Available at <http://www.feminist.org/>]

Fong, R., & Furuto, S. (2000). *Culturally competent practice: Skills, interventions, and evaluations*. Boston: Allyn & Bacon.

Freire, P. (1971). *Pedagogy of the oppressed*. New York: Herder & Herder.

Gilmore, M. (1991). Family album. *Granta*, (37), (Autumn), 11-52.

Green, J. (1999). *Cultural awareness in the human services: A multi-ethnic approach*. Boston, MA: Allyn & Bacon.

Hogan-Garcia, M. (2003). *Four skills of cultural diversity competence: A process of understanding and practice* (2nd ed.). Thousand Oaks, CA: Brooks/Cole.

Kozol, Jonathan (1991). *Savage Inequalities*. New York: *Crown*, 7-39.

Kotlowitz, A. (1991). There are no children here. New York: *Anchor*, 43-56.

- Laird, J. (1996) Family-centered practice with lesbian and gay families. *Families in Society*, 77(9).
- LATino News Network [Available on-line at <http://www.latnn.com>]
- Leigh, J. W. (1998). *Communicating for cultural competence*. Boston: Allyn & Bacon.
- Mallon, G. P. (Ed.). (2000). *Social services with transgendered youth*. Binghamton, NY: Haworth Press.
- Miller, S. M. & Ferroggiaro (1996). Respect. *Poverty & Race*, 5(1) 1-4, 14.
- Minors, A. (1996). *From uni-versity to poly-versity: Organizations in transition to anti-racism*. In C.E. James (Ed.). *Perspectives on racism and the human services sector*, (196-208). Toronto: University of Toronto Press.
- Moreales, A. T. and Sheafor, B. W. (2001) *Social work: A profession of many faces* (9th ed). Boston: Allyn & Bacon.
- National Association of Social Workers [Available on-line at <http://www.naswdc.org>]
- Perlman, H. H. (1995). Casework is dead. *Families in Society* 76(1), January.
- Pinderhughes, E. (1989). *Understanding race, ethnicity, and power: The key to efficacy in clinical practice*. New York, NY: Free Press.
- Plous, S. (2003). Understanding Prejudice. *Social Psychology Network* [Available on-line at <http://www.understandingprejudice.org>].
- Samantrai, K. (2004). *Culturally competent public welfare practice*. Belmont, CA: Brooks/Cole.
- van Wormer, K., Wells, J., & Boes, M. (2000). *Social work with lesbians, gays, and bisexuals: A strengths perspective*. Boston: Allyn and Bacon.
- Waller, M.A. & Patterson, S. (2002). Natural helping and resilience in a Dine' (Navajo) community. *Families in Society: The Journal of Contemporary Human Services*, (83), 73-84.