The University of Tennessee
College of Social Work
BSSW Program
Spring 2016

Social Work 318 – Understanding Diversity in a Global Society (Honors)
(3 credits)

**Instructor:** J. Camille Hall, Ph.D., LCSW  
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**Time:** T/R 9:40-10:55  
**Location:** HH318  
**Office hours:** Tuesdays 11:00 – 12:00pm  
Zoom & By Appointment

**Prerequisite(s):** 200 or 207 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 ([www.csw.utk.edu](http://www.csw.utk.edu)). Students also must follow the policies and rules required by their field placement agency. It is the student’s responsibility to have read these documents and demonstrate professional conduct at all times at their field placement and in the classroom.

**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://www.state.tn.us/sos/rules/1365/1365-01.20100729.pdf](http://www.state.tn.us/sos/rules/1365/1365-01.20100729.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.

**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*).

**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, 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 “*Hilltopics*” for more detailed information.

**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/](http://civility.utk.edu/).
**Disability Services**
If you need course adaptation or accommodations because of a documented disability, please contact the Office of Disability Services at 100 Dunford Hall at 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.

**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 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.
8. Demonstrate advanced knowledge and understanding about engaging diversity and
9. Demonstrate advanced understanding of how diversity shapes and characterizes the human experience.
10. Recognize and communicate their understanding of the importance of difference in shaping life experiences.

**Course Requirements**
The course will utilize a variety of formats: lecture, large and small group discussion, critical thinking exercises, presentations, and videotapes. Students are expected to review, critically analyze, and discuss assigned readings. Grades will be based on written assignments, oral presentations, group discussions, class preparation and participation.

**Required Textbooks(s)**

+Students check the course BB site to see which one of the books (see below) you are to purchase.


**Recommended Textbooks(s)**


**Other Required Readings**
In addition to assigned readings from our textbooks, there are several articles designated in our syllabus that are required readings. Students are responsible for locating ALL readings; some of the items are available on the course BB site.

**Zoom**
Please copy and paste the following information [https://www.zoom.us](https://www.zoom.us) into your web browser to access information.

**Blackboard**
This course utilizes Blackboard available through [Online@UT](http://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.
Assignment Due Dates
All assignments must be submitted on Blackboard and are due at the beginning of the designated time period for the course meeting. Overdue work will be penalized and will not be accepted after 12pm the following day the assignment is due, no exceptions.

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 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, the final grade will be assigned based on the following:

90 – 100   A
80 – 89     B
70 – 79     C
69 – 60     D
59 – below no credit

COURSE ASSIGNMENTS

ALL assignments must be submitted through the Assignment Tool on Blackboard and are due at the beginning class.

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 Blackboard). 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 BB site. Course Competencies: 1-7.

Format for CTE’s

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 CTE’s

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.

**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 BB 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, written documentation is required).

**ONLINE JOURNAL (20 points)**

Students will participate in online discussions of an assigned textbook. Students must write a total of five (5) reflections; points will be based on substantive dialogues and full integration of course concepts into the discussion [in other words you get all 4-points per discussion when you integrate relevant course readings, videos, etc.]. Journal entries must incorporate personal, professional, and theoretical material from required and/or recommended course textbooks and video assignments. 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), entries 1-3 are due on February 18th; entries 4-5 are due March 22nd. Late submissions will be penalized 2-points and will not be accepted after 12pm on February 19th and/or March 23rd. This assignment evaluates course competencies 1, 2, 3, 4, 5, 6, and 7.

**POSITIONALITY ASSESSMENT PROJECT (30-points)**

Students will develop an outline and written summary that should include an abstract (30-45 descriptive power point slides) that supports their position on an assigned topic. The written summary, outline, and oral presentation will address the economic, political, cultural, and social factors that influence the topic. This assignment evaluates course competencies 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10.

**Oral Presentation:** Students will be required to provide 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. Presentations will take place March 31st through April 28th logistics prohibit any makeup for this assignment. You will be graded on:

- Content presented
- Knowledge of material
- Connection to the Code of Ethics of the Social Work profession
- Quality of activities for class participation (i.e. case studies, discussion starters)
Point breakdown:
Outline-1-2 pages (5-points) due March 10th
Written Summary (30-45 descriptive pptx slides) (15-points) due April 21st
Oral presentation- (10-points) will take place March 31st through April 28th

COURSE READINGS

Unit A 

Schafer, Chapter 1, Exploring Race and Ethnicity, Chapter 5, Ethnicity and Religion, pp. 113-127


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 

Schafer, Chapter 2, Prejudice and Chapter 3, Discrimination, pp. 58-60a; pp. 63-80


Recommended: Appleby, Colon, & Hamilton, Chapter 2-Culture, Social Class, and Social Identity Development
Lum-Social Context, Chapter 2, pp. 48-83 and Chapter 3, Discrimination pp. 60a-61a, pp. 64-69
Lum-A Framework for Cultural Competence, Chapter 4, pp. 123-135

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

Unit C 

Schafer, Chapter 4, Immigration

**Recommended:** Appleby, Colon, & Hamilton, Chapter 3-Ethnic Identity Development


Lum- Cultural Competence with European Americans, Chapter 9, pp. 248-272

**Required Media:** Dealing with Diversity-Immigration policy in the USA-Hodges Library Media Center Call # HM258.D34 1993

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**Unit One-Native Americans**

February 2nd

Schafer, Chapter 6, Native Americans: The First Americans

**Recommended:** Appleby, Colon & Hamilton, Chapter 9-Native Americans: Oppression and Social Work Practice

Lum- Cultural Competence with First Nation Peoples, Chapter 8, pp. 223-247

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

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**Unit Two-African Americans**

February 4th

Schaefer, Chapters 7 and 8, African Americans; African Americans Today


**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, pp. 273-301


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**Unit Three-Latina/Latino**

February 9th

Schafer, Chapters 9 and 10-Latinos: The Largest Minority; 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, pp. 302-332

**Required Media:** Dealing with Diversity-Hispanic-American cultures in the USA-Hodges Library Media Center Call #HM258.D34.1993.
Unit Four-Asian Americans

February 11th

Schafer, Chapters 12 & 13-Asian Americans' Growth and Diversity; Chinese Americans and Japanese Americans

**Recommended:** Appleby, Colon, & Hamilton, Chapter 10-Asian Americans: Ethnocentrism and Discrimination

Lum-Cultural Competence with Asian Americans, Chapter 11, pp. 333-357

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

Unit Five-Sexual Orientation

February 16th & 18th

Schaefer, Chapter 3, Discrimination, pp. 61b-62

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

Lum- Cultural Competence with Lesbian, Gay, Bisexual, and Transgender Persons, Chapter 15, pp. 415-436

**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 23rd

Schafer, Chapter 15-Women: The Oppressed Majority

**Recommended:** Appleby, Colon & Hamilton, Chapter 6-Women and Sexist Oppression

Lum-Cultural Competence with Women, Chapter 14, pp. 391-414

**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 25th

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-Cultural Competence with Muslim Americans, Chapter 13, pp.358-390.
**Required Media**: Dealing with Diversity-Hate groups in the USA-Hodges Library Media Center Call #HM258.D34.1993

**Unit Eight-Abelism**

March 3rd and 8th

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

Lum-Cultural Competence with Persons with Disabilities, Chapter 16, pp. 437-465

**Recommended**: Schaefer, Chapter 17, Overcoming Exclusion, pp. 372-377

**Required Media**: Dealing with Diversity-Ability issues in the USA-Hodges Library Media Center Call #HM258.D34.1993

**Unit Nine-Ageism**

March 10th

Lum-Cultural Competence with the Older Adult, Chapter 17, pp. 466-484

**Recommended**: Schaefer, Chapter 17, Overcoming Exclusion, pp. 366-372

**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 22nd

Lum-Cultural Awareness, Knowledge Acquisition, and Skill Development, Chapters 5, 6, and 7, pp.- 136-187

**Required Media**: Dealing with Diversity-Youth Culture-Hodges Library Media Center Call #HM258.D34.1993

**Unit Eleven-Being an Ally**

March 24th

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-A Framework for Cultural Competence, Chapter 4, pp. 123-135

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