I. COURSE DOMAIN AND BOUNDARIES

The course is designed to enable students to develop new perspectives on family diversity and social justice in the United States. It emphasizes the interconnectedness of oppressions and specifically the interactions among racism, anti-Semitism, sexism, heterosexism, ableism, and classism. The course presents a conception of social justice as a generic issue of domination and subordination, creates visions of a more socially just future and suggests specific ways that students may take action for social change to combat discrimination, oppression and economic deprivation. The course also uses the ecological systems perspective to understand human development within diverse families. Students study the impact of ethnicity, race, class, gender, sexual orientation and differing abilities on family functioning and assess social services’ ability to meet the needs of diverse families. Students explore the impact of their own socio-cultural identity and values on their social work practice.

### COMPETENCIES

1. Identify as a professional social worker and conduct oneself accordingly
2. Apply social work principles to guide professional practice
4. Engage diversity and difference in practice
5. Advance human rights and social and economic justice
7. Apply knowledge of human behavior and the social environment
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities
11. Analyze the impact of the urban context on a range of client systems, including practice implications
II. LEARNING OUTCOMES:

BENCHMARKS: By the end of this course students will be able to:

- use self-reflection to develop awareness in cultural competence and advocacy for at-risk populations (Competency 1)

- examine personal traits, attitudes and values regarding human diversity as it relates to social and economic justice, and evaluate their compatibility with the purposes and values of the social work profession (Competency 2)

- examine personal traits, attitudes and values regarding human diversity and evaluate their compatibility with the purposes and values of the social work profession (Competency 4)

- recognize the diversity within and between various groups in the United States and understanding of their historical and contemporary experiences, including recent immigrants and refugees (Competency 4)

- recognize the diversity within and between various groups in the United States and understanding of their historical and contemporary experiences, including recent immigrants and refugees (Competency 4)

- identify social justice as an issue of domination and subordination and its relationship to power and powerlessness (Competency 5)

- examine the cycle of socialization and recognize the mechanisms that maintain the cycle and actions that can interrupt the cycle (Competency 7)

- examine the cycle of socialization and recognize the mechanisms that maintain the cycle and actions that can interrupt the cycle (Competency 7)

- devise a personal plan and action steps to further their development in cultural competence and advocacy on behalf of oppressed and at-risk populations (Competency 10)

- describe ways social systems promote or deter achieving health and well-being for diverse families and groups of people who have experienced oppression and discrimination, particularly relevant to urban settings (Competency 11)

III. PERFORMANCE CRITERIA

Students are expected to demonstrate their progress in basic comprehension, integration, and analyses of the course material through class assignments, i.e., papers, quizzes, exams and discussions.

IV. COURSE TEXTS AND READINGS

V. ORGANIZATION OF THE COURSE

Students are initially introduced to conceptual frameworks related to diversity and social justice. The course looks at multiple manifestations of social oppression issue by issue, in a sequential approach in order to enable students to better understand the dynamics of inequality and oppression by examining each topic separately. However, the interaction and connectedness of the various forms of oppression are a focus of the course. During the section of the course studying racism, a detailed focus is presented on various ethnic and racial families.

VI. ROLE OF THE STUDENT

The following is a specification of the attendance policy.

Students are expected to attend all class sessions; absences from class and tardiness will affect the student's grade. Five points will be deducted from the student’s grade for the first absence; ten points for each additional absence. More than three absences will result in students being asked to withdraw from the class. This course covers a content domain that is extensive, and given the time framework of the course each class moves quickly in discussing information. It is necessary that students attend each class for the entire time period. Prompt arrival for class is expected; those who arrive late miss important information and disturb others.

Understanding that some students may encounter a situation that might necessitate missing a class, students should inform the instructor of an absence. Given weather conditions, some students might occasionally arrive late; considering that possibility, students are permitted one late class arrival before losing attendance points. For every subsequent late arrival, students will lose three points from their grade.

This policy is subject to modification should a student experience a life situation that warrants alteration of the policy, such as severe illness, their own or that of an immediate family member, or death in the family. Should any such circumstance occur, request for modification of the attendance policy should be discussed with the instructor. For further details about your role as a student; see the University’s Statement of Obligations of Faculty and to the Instructional Process in the Wayne State University Graduate Bulletin.

Students are expected to be prepared at class time for discussions pertaining to assigned readings. In order to be courteous to classmates, cell phone use should be restricted to vibrations - no rings.

Academic Honesty: All students are expected to submit their own original work. The presentation of another’s words or ideas as your own, without giving credit to the source, is regarded as plagiarism. Plagiarism is the same as lying and stealing. Any work that is submitted in this class and found to contain portions that are plagiarized will receive a ZERO.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Educational Accessibility Services office (313-577-1851) in 1600 UGL to coordinate reasonable accommodations for students with documented disabilities.
VII. PERFORMANCE CRITERIA

Students are expected to demonstrate their progress in basic comprehension and integration of the course material through class assignments, i.e. papers, presentations, quizzes and discussions. Four points will be deducted for each calendar day that an assignment is turned in late.

For group presentations, both an individual’s contributions to the group product, and the overall effectiveness of the product will determine individuals’ grades.

The extent of each student's achievement of knowledge and skills will be evaluated as follows:

A. 1. Ethnographic study of one's family of origin
   100 points
B. Journals
   40 points
C. Presentation on an at-risk/oppressed type of family or ethnic group, plus reference list and related media products (video, poster, etc.)
   50 points
D. Personal work plan for culturally competent social work practice
   40 points
E. Quizzes
   50 points
F. Class responsibility
   40 points
G. Presentation of assigned reading
   10 points
H. Ethnic Experience Activity
   40 points

Grading system:

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A. 1. Ethnographic study of one's family of origin. Each student will write a case report with his or her family of origin as the focus. Students are to study and cite relevant literature related to their family's culture(s), ethnicity(ies), and development. Ethnographic research techniques are also to be used (study of family artifacts, documents, photo albums, observations and interviews). Factors that led to crises and challenges for the family, and the typical styles of coping and adaptation are to be considered. Other characteristics that the student may choose to explore are migration patterns, family organization, child rearing practices, religious beliefs, approach to eating, secrets, rituals, attitudes toward illness and death, help seeking behavior, attitudes toward other cultures and deviance, family and gender roles. If more than one culture comprises the culture of origin, ways that these differences were negotiated should be discussed. Are there cultural pride/shame issues expressed in your family? How might your cultural identity influence your work as a social worker? (6 pp. plus attachments) **

Each page over the 6 page limit will be deducted 10 points. ** Due: March 12, 2011

B. Journal. Students will construct a journal on a specific topic related to the field of diversity; 4 entries for the semester. Students will report on a source of information on their chosen topic and critically analyze what is being discussed. Part of your reaction will include questions and concerns that you have about the issue, related policy issues and possible social work interventions. Each journal is 1.5 pages in length. Each page over the limit will be deducted 5 points per page.
C. **Presentation.** Students will prepare a presentation with products, on an oppressed/at-risk and/or ethnic/racial group. The presentations should consider what information on this type of family or group is most useful for social workers engaged with this population to know. Students will provide written feedback to each other on their presentations. Audience response will be taken into consideration in assigning the presentation grade. The length of the presentation is **five minutes.** (maximum amount of time is ten minutes).

D. **Quizzes.** Students will take six quizzes on the assigned readings, class lectures and presentations. Students may drop one quiz with exception of the last quiz.

E. **Personal work plan for culturally competent practice.** Students will write a report that (1) examines types of clientele that could be particularly challenging, stimulating and beneficial to work with, due to one's own background, values, and relationship style, 2) discusses concepts and information from their readings for the course which they found thought provoking or enlightening, and 3) describes actions to become more culturally competent. A guideline for writing the paper with grading criteria is attached.

F. **Class responsibility.** Class responsibility entails regular class attendance, class preparedness and active class participation with consideration for others. Students are expected to attend class regularly and to participate through contributions and active listening, to arrive on time and remain until class is dismissed. When students participate actively in class discussions, learning is enhanced. To be able to participate actively and with relevance to the course subject matter, it is important that you complete reading assignments prior to each class session. It is the student’s responsibility, whether present or absent, to keep abreast of assignments. Each student and the instructor will provide input into this component of the grade. Honest self-evaluation is a critical component to social work practice. Missing classes and repeated tardiness will affect a student’s grade in the course. Any student who must miss four of more classes must withdraw from the class. Please see University Statement of Obligation of Students and Faculty Members on page 38 of the Handbook.

G. **Presentation of one assigned reading.** Each student will be assigned one reading from the *Diversity* text to analyze and discuss with the class. Students will: 1. Summarize the article. 2. Analyze and discuss main issues. 3. Provide questions and discuss issues with the class.

H. **Ethnic experience.** Students will be required to experience an activity that is different from their own ethnic background or religious/spiritual beliefs. You will need to describe your own experience, describe your new experience and make comparisons. This must be something you experience during this semester.
VIII. COURSE OUTLINE

Week 1: January 15
Introduction and Overview of the Course

Week 2: January 22

**Concentration Day**
Conceptual Framework for Studying Diversity and Social Justice
Read: Adams et al. chapters 1-7., The Complexity of Identity:
Construction of Difference, Theoretical Foundations, Conceptual Foundations, Five Faces of

Week 3: January 29

**Journal #1 Due: Review of the movie Crash**
Racism
Read: Adams et al., chapters 8-25. Defining Racism: “Can we talk?” A different mirror,
Symbolic Racism, History, and Reality: The Real Problem with Indian Mascots, The
Possessive Investment in Whiteness, Heteropatriarchy and the Three Pillars of
Supremacy: Rethinking Women of Color Organizing, La Conciencia de la mestiza: Towards a
New Consciousness, 50 Experiences of Racially Mixed people, Over-raided, under siege: U.S.
Immigration laws and enforcement destroy the rights of immigrants, Finding my Eye-dentity,
Identification Pleas, The Arab Woman and I, My tongue is divided into two, The Emperor’s
new clothes, Billy Yalowitz, Waking Up White: What it means to accept your legacy, for better
or worse, Women, race and racism: A dialogue in black and white, FLEXing Cross-cultural
communication, The personal is political

Week 4: February 5

**Quiz #1**
American Indian Families and Families of European Origin
Read: McGoldrick, chapters 2, 3, 29; chapters 30-40. American Indian Families: An Overview,
Back to the Future: An Examination of the Native American Holocaust; European Families:
An Overview, Other chapters on families of European origin (English, Amish, Dutch, French
Canadian, German, Greek, Hungarian, Irish, Italian, Portuguese, Scandinavian)

Week 5: February 12

**Journal #2 Due**
Anti-Semitism and Jewish Families
Read: McGoldrick, Jewish Families: An Overview, 611-630.
Adams et al., chapters 44-60, Christian Nation or pluralistic culture: Religion in American life,
“Afraid of Ourselves” and “Working it out,” Christian privilege: Breaking a sacred taboo,
Christian Privilege and the promotion of “secular” and Not-So “Secular” mainline Christianity
in public schooling and in the larger society. Religious Oppression of Indian Americans in the
Contemporary U.S., Precedents: The destruction of the European Jews, Maps-History of Anti-
Semitism, See you in court, Native American Religious Liberty: Five Hundred years after
Columbus, Taking the Indian out of the Indian: U.S. policies of Ethnocide through education,
From Pearl Harbor to 9/11: Lessons from the Internment of Japanese American Buddhists, A
Somali influx unsettles Latino meatpackers, Jews in the U.S.: The rising cost of whiteness, Oral
History of Adam Fattah, Oral History of Hagar Omran, Creating Identity-safe spaces on
college campuses for muslim students, Faith-based multiethnic tenant organizing: The Oak park
story, Pioneers in dialogue: Jews building bridges.
Week 6: February 19

**Presentations**

**Quiz # 2**

**Asian American Families**

Week 7: February 26

**Presentations**

**Journal #3 Due**

**Middle Eastern Families**

Week 8: March 5

**Presentations**

**Quiz # 3**

**Families of African Origin**
Read: McGoldrick, Chapter 4, Families of African Origin: An Overview, 57-65; Chapter 5, African American Families, 66-84; Chapter 6, Jamaican Families, 85-86; pick one other family (Haitian, African American Muslim, Nigerian)

Week 9: March 12

**Ethnographic Study Due**

**Latino Families**
Read: McGoldrick, Chapter 10, Latino Families: An Overview, 141-154; Chapter 11, Cuban Families, 155-168; Chapter 12, Mexican Families, 169-182; Chapter 13, Puerto Rican Families

Week 10: March 26

**Ethnic Experience Due**

**Sexism**
Read: Adams et al., chapters 61-77 “Night to his day”: The social construction of gender, Masculinity as homophobia: Fear, shame, and silence in the construction of gender identity, Patriarchy, the system: An It, not a He, a Them, or an Us, Feminism: A movement to end sexist oppression, Violence against women is a men’s issue, Out –of-body image, Women’s pay: why the gap remains a chasm, The body politic, Connect: A web of words, He works, she works, but what different impressions they make, Girl hate, The evolution of a pro-feminist, To stop the violence against women, National Latina Institute for Reproductive health Statement on Healthcare for all, Heartbroken: Women of Color-feminism and the third wave, Stop the false race/gender divide: A call to action, Grassroots: Introduction.
Week 11: April 2

Quiz # 4
Presentations

Heterosexism and Transgender oppression
Read: Adams et al., chapters 78-95. How Homophobia hurts everyone, Biphobia, The interSEXion: A vision for a queer progressive agenda, Privilege, Sport: Where men and men and women are trespassers, the loving decision, taking the gay insults personally, Mestiza/o gender: Notes towards a transformative masculinity, Becoming an ally: A new examination, Introduction- How sex changed: A history of transsexuality in the U.S., Transgender liberation, Mutilating gender, Trans woman manifesto, The evolution of employment discrimination protections for transgender people, Passing realities, Look! No, don’t! The invisibility dilemma for transsexual men, An entire rainbow of possibilities, Calling all restroom revolutionaries!

Week 12: April 9

Journal #4 Due

Presentations

Ableism
Read: Adams et al., chapters 96-104; 110-114. Struggle for freedom: disability rights movements, Historical and cultural influences in deaf education, Historical, Theoretical, and foundational principles of universal instructional design in higher education, The social construction of disability, Go to the margins of the class: Disability and hate crimes, Why the intersexed shouldn’t be fixed: Insights from queer theory and disability studies, Mass psychiatric casualties, The gulf war’s troubling legacy, Disability in the new world order, Toward ending ableism in education, Facilitating Transitions to College for students with disabilities from culturally and linguistically diverse backgrounds, Learning disability identity development and social construct: A two-tiered approach, Creating a freer zone: A friendlier atmosphere for people living with environmental illness, Recognizing ableist beliefs and practices and taking action as an ally.

Week 13: April 16

Personal Work Plan Due

Quiz #5

Classism; ageism and adulthood
Week 14: April 23

Quiz #6
Working for Social Justice Visions and Strategies for Change Next Steps and Action
Read: Adams et al., chapters 128-138; Reflections on liberation, Developing a liberatory consciousness, Toward a new vision: Race, class and gender, What can we do? Prison writings: My life is my sundance, Allies, Social Struggle, Interrupting the cycle of oppression: The role of allies as agents of change, Bridging differences through dialogue, Unite and rebel!: Challenges and strategies in building alliances, Top 10 youth activism victories in 2007.

ETHNOGRAPHIC STUDY OF A FAMILY

Each student will conduct a study of his/her family of origin, which includes a comprehensive ethnographic study. If more than one culture comprises the culture of origin, ways that these differences were negotiated should be discussed. All papers must use APA style of referencing. Papers should be double spaced with 12 point font and should include headings for each topic discussed (6 pages, plus attachments, if desired). (Note: each page over the 6 page limit will receive a 10 point deduction). The title and reference pages are not included in the 6 page limit. Due: March 13, 2009

The following topics and items should be addressed in each study:

- Describe your ethnic background. Briefly discuss how your family migrated to the United States. (5 points)
- Describe your family’s attitude toward other ethnic groups as well as what you were taught by other significant people in your life. (5 points)
- Describe the ethnicity of the neighborhood you were raised. Specifically, address if and how it affected you. (5 points)
- Discuss the roles in your family. What was/is your role in the family? (5 points)
- Discuss any factors that led to crises and challenges for the family, and the typical styles of coping and adaptation. (5 points)
- How were cultural pride/shame issues expressed in this family? (5 points)
- What were your family’s attitudes toward illness and death, help seeking behaviors? (5 points)
- Define any religious/spiritual influences you’ve experienced. Do you see these as a positive influence? Are they a source of strength? (5 points)
- Describe any specific rites of passage and/or ceremonies you have celebrated. Discuss any other challenges you have faced. (5 points)
- What are some of the positive/strengths you experienced as a result of your ethnicity? (5 points)
- Discuss how awareness of your ethnic background can benefit you when working with people of other cultural and ethnic diversities. (5 points)
- Discuss treatment issues you feel would be important to social workers who would work with your ethnicity. (5 points)

[Other characteristics that the student may choose to explore are migration patterns, family organization, child rearing practices, religious beliefs, approach to eating, secrets, rituals, attitudes toward illness and death, help seeking behavior, attitudes toward other cultures and deviance, family and gender roles.] (10 points)
Cite relevant literature related to family’s culture(s), ethnicity(ies), and development. (5 points)

Use of Ethnographic research techniques (study of family artifacts, documents, photo albums, observations and interviews). (5 points)

Attachment of a Culturagram and Genogram or useful alternative. (10 points)

Appropriate format and style - Use of APA; Clarity of expression, including correct grammar and spelling; Original thought/creativity (10 points)

PRESENTATION

Students will prepare a presentation on an oppressed/at-risk population or ethnic group or family type. The presentations should consider what information on this type of family or group is most useful for social workers engaged with this population to know. Students will provide written feedback to each other on their presentations. Audience response will be taken into consideration in assigning the presentation grade. The length of the presentation is five minutes.

Content (Remember this is to be information that would be important for social workers working with this population. The large majority of the content should not be practice content—it should be knowledge content). (20 points)

Integration of References (references should be integrated into the presentation; reference list should be provided as a handout) (10 points) (Note: Academic Resources are required for the validity of the presentation. No more than two internet resources per person may be used.)

Use of Handouts, Visual Aids, etc. (5 points)

Organization of the Presentation (5 points)

Use of Time in the Presentation (5 points)

Creative and Interesting (5 points)

JOURNAL

Students will construct a journal on a specific topic related to the field of diversity. Every two weeks, students will report on a source of information on their chosen topic and critically analyze what is being discussed. Part of your reaction will include questions and concerns that you have about the issue and possible next steps and social work interventions.

The primary objectives of this assignment are 1) to give you the opportunity to develop a more detailed understanding of a specific social diversity and social justice issue in the United States; 2) to enable you to follow the specific issue over time and assess the interaction of the issues with other forms of oppression including racism, anti-Semitism, sexism, heterosexism, ableism, and classism; 3) to allow you to suggest
possible actions steps and social work interventions to address the specific social diversity and/or social justice issue.

Each student will construct a journal on a specific topic related to racism, anti-Semitism, sexism, heterosexism, ableism, and classism. Possible current topics include: (1) racial profiling, (2) gay marriage, (3) bullying of gay/lesbian youth in high schools, (4) bilingualism in public schools, and (5) biracial adoption. It is suggested that students discuss the specific topic of the journal with the instructor.

Sources include: reports in the media, public lectures or hearings, speeches, newspapers, magazines, and the internet. Students should include a copy of the article as part of the entry in the journal. Begin the journal with a statement indicating what topic you selected and an explanation of why you chose the topic. Critically analyze what is being discussed in the article or in the other sources. You will need to make linkages to your class readings and discussions. Part of your entry can include your reaction to what is happening and your assessment of the current state of affairs. (In addition to the above sources, students may choose one of the following topics: an analysis/discussion of the movie “Transamerica;” a written account (and proof) of a visit to the African American Museum; a written account (and proof) of a visit to the Holocaust museum; a written account (and proof) of a visit to the Underground Railroad.

Each entry should be typed and be approximately one page (1 ½ pages double spaced) in length. The journal will be evaluated on the following criteria: (1) entries made for due dates during the semester; (2) quality of the sources of information obtained; (3) analysis of the topic discussed (creative, thoughtful and insightful); (4) your reaction, related policy issues and possible interventions proposed; (5) linkages to class readings and class discussion; (6) clarity of the writing, use of correct spelling and grammar; (7) proper citing of sources. (Journals over the required length will receive a 5 point deduction per page).

PERSONAL WORKPLAN FOR CULTURALLY COMPETENT PRACTICE

Students will write a 2-3 page paper (1) examining the types of clientele with which they might find particularly challenging, stimulating to work due to one's own background, values, and relationship style, (2) discussing concepts and information from their reading for the course which they found thought provoking or enlightening, and (3) describing things you hope to do to become more culturally competent. A suggested guideline with grading criteria is attached. (2-3 pages). (Each page over the 3 page limit will receive a 5 point deduction).

Self assessment of beginning cultural competence (5 points)

Describe the level of cultural competence you had when you started the course. What experiences had particularly shaped your views of your own culture and the culture of others? Cite literature and use relevant theoretical concepts in your analysis.

What I learned in this course (5 points)

Highlight succinctly things you learned while participating in this course that were most meaningful for you. What aspects did you already know? What challenged your preconceptions? What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?

What does this mean for your practice (10 points)

Types of clients I could help. Discuss how what you learned about cultures and families relates to your previous and current work experience. What groups and culture do you want to learn more about so that you might more effectively provide social work services?
Types of clients I find challenging. Describe any population with which it may be hard for you to work. Analyze the reasons for this. State whether this is something that you feel that you should try to overcome, and whether you should do something to make it easier for you to work with this population.

What more I need to know (5 points)
Describe what more you want to learn about other cultures and diverse families. Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statements with information you have acquired about certain populations, societal needs, and resources for developing cultural competence.

Action steps (5 points)
List three to five actions that are reasonable and feasible for you to do that will increase your cultural competence. How compatible are your planned actions with social work values and ethics?

Additional grading criteria: (10 points)
All papers are expected to be organized, clearly written and use APA style of referencing.
Due: April 17, 2010

PRESENTATION OF ONE ASSIGNED READING
Each student will be assigned one reading from the Diversity text to analyze and discuss with the class. Students will: 1. Summarize the article. 2. Analyze and discuss main issues. 3. Provide questions and discuss issues with the class. (10 points)

ETHNIC EXPERIENCE
Students will be required to experience an activity that is different from their own ethnic background or religious/spiritual beliefs. In a 2 page paper, students will: 1) describe your own experience (10 points); 2) describe your new experience (10 points); 3) make comparisons (20 points). This must be something you experience during this semester. (40 points) Each page over 2 pages will result in a 5 point deduction. Due: March 27, 2010

BIBLIOGRAPHY


York: Longman.


