

ILLINOIS STATE UNIVERSITY		INSTRUCTOR:	Dr. Edmonds-Cady
SCHOOL OF SOCIAL WORK		OFFICE:	303 Rachel Cooper
Semester:	Fall 2011	OFFICE HOURS:	By appt.
Course:	SWK 310	OFFICE PHONE:	309-438-5949
Section:	02	EMAIL:	cedmond@ilstu.edu
Day:	Wednesday	Location:	203 FH
Time:	1:00 pm- 3:50 pm		

UNDERSTANDING DIVERSE POPULATIONS

CATALOG DESCRIPTION

Examines the impact of discrimination and oppression on the development and delivery of social work services to diverse populations. 3 semester hours.

Prerequisites: SWK 223, 325, and SWK 326; admission to the major; junior standing.

COURSE DESCRIPTION

SWK 310 provides a theoretical foundation for understanding discrimination and oppression. The nature and impact of discrimination are defined and understood from both socio-historical and sociopolitical perspectives. The consequences of oppression, prejudice, discrimination, and powerlessness for individuals, groups, and communities are examined, with special attention to women, children, and families. The generalist practitioner will identify and begin to address necessary changes in thoughts and behaviors via self-reflective processes, to promote culturally relevant practice in a pluralistic society.

Course objectives are achieved through a combination of lecture, class discussion, student presentations, reading, group exercises, and completion of course assignments.

RELATIONSHIP TO OTHER COURSES

SWK 310 is required for all BSW students as part of the generalist curriculum. The course goals and student learning objectives delineated in SWK 310 promote competencies that cut across the entire curriculum.

COURSE GOALS

The goals for the course are to:

1. Promote knowledge of the sociohistorical and sociopolitical context of oppression for underrepresented groups.
2. Increase commitment to social justice.
3. Encourage critical self-reflection.

4. Develop sensitivity to bias in research and social work practice.
5. Explore the application of social work values and ethics to working with diverse clients.

STUDENT LEARNING OBJECTIVES

Upon completion of this course, students will have achieved the following outcomes.

Students will be able to:

1. Identify the strengths and contributions of diverse cultures.
2. Analyze the sources of biases influencing worldviews of cultural groups.
3. Discuss the historical, social, and economic contexts that shape the lives of marginalized populations.
4. Describe the impact of individual and institutional oppression and discrimination on individuals, children and families, communities, groups, and institutions.
5. Analyze the social construction of minority group membership and identity.
6. Discuss the intersections of multiple Social Locations on minority experiences.
7. Articulate the difficulties accessing services for marginalized people.
8. Analyze your own “positionality” as it relates to power/privilege and oppression.
9. Examine your own level of cultural competence and areas to improve.
10. Demonstrate knowledge of social action models.

REQUIRED READING(S) AND TEXTBOOK(S)

Main Texts (Available for purchase at the University Bookstore, Bone Student Center):

- Weaver, H.N. (2005). Explorations in cultural competence: Journeys to the four directions. Belmont, CA: Thomson Brooks/Cole.
- Anderson, S.K., & Middleton, V.A. (2005). Explorations in privilege, oppression, and diversity: Belmont, CA: Thomson-Brooks/Cole.
- Gray-Garcia, L. (2006) Criminal of poverty: Growing up homeless in America. San Francisco: City Lights.

Reserve Reading(s)

PLEASE- Follow Course Outline for weekly course reserve readings

EXPECTATIONS OF STUDENTS

Attendance and Participation: Students are expected to attend and participate in all class sessions whether face-to-face or online. A student should not be enrolled in a course if other obligations will interfere with getting to class sessions regularly and punctually.

More than two absences in a sixteen- week course CAN result in a lowered grade for the course. Also- Repeated tardiness or leaving class early also CAN result in a lowered grade.

***REMEMBER: Weekly Critical Analysis write-ups will not be accepted unless you are actually in class that day. No exceptions!**

Class Preparation: You are expected to have prepared thoroughly for each session. Each of you should come to class having done the readings, having completed your Critical Analysis write-up, and be ready to engage in important discussion and debate. Students are expected to contribute thoughtfully to class discussion. Students are expected to be respectful of the opinions of others and to show courtesy in interactions with fellow students and the instructor. This class will discuss controversial and what I refer to as “hot-button” topics in as honest, critical, and open-minded way as possible. We will discuss some of the important broader issues that pertain to social work and social justice- remember to follow our “Rules of Engagement” at all times!

Assignments: All assignments are due on the date assigned (See “ASSIGNMENTS” and “COURSE SCHEDULE”). *Late assignments and make-up exams are not allowed unless there is extreme extenuating circumstances and the student has spoken with the instructor ahead of time.*

Academic Misconduct: Plagiarism, cheating, and all other forms of academic misconduct are not only considered a violation of university regulations, but are also considered a serious breach of the ethical code of conduct for the social work profession. Students are expected to remember that they are in the process of becoming professional social workers. As such, they are expected to abide by the ethical standards of the profession. The National Association of Social Workers (NASW) Code of Ethics is available to students on the Internet at www.naswdc.org.

Any student needing to arrange a reasonable accommodation for a documented disability should contact Disability Concerns at 350 Fell Hall, 438-5853 (voice), 438-8620 (TDD).

Electronics: *All cell phones, pagers, and laptops, and other electronics (unless the student has a documented need for assistive technology) should be turned off during class.*

ASSIGNMENTS

The following assignments are designed to measure progress on the learning objectives for this course. Please see instructor’s handout for writing guidelines and grading criteria.

Assignment #1: Critical Analysis Write-Ups (60 pts.) (15%) DUE: WEEKLY, Starting on 2nd week

Every student will maintain a weekly record of their critical analysis of readings, discussions, classroom exercises, and any reflections, thoughts, and questions raised by

the previous class session. These Write-Ups will count as part of the student's class participation grade and will be used for small group in-class discussion and exercises. Students are required to turn in a Critical Analysis Write-up each class session, starting with our second meeting. (PLEASE NOTE- THESE CAN NOT BE TURNED IN IF YOU ARE NOT IN CLASS!).

Format – please address the following:(Note- you will be graded on how well you followed this criteria) I will also provide a GRID that you should use to fill in the following information (this will be available electronically to all students)

- Critically assess some main points of that week's readings, themes, etc.
- Any reflections, thoughts, or insights about your own responses to the week's lecture and/or readings
- Any reflections, thoughts, or insights about others' responses to the week's lecture and/or readings

Assignment #2: Standpoint Paper (100 points) (25%)

The standpoint paper is a reflective, self-analytic consideration of how your own social location and standpoint has impacted your worldview, your cultural identity, and your position on the domination/oppression social continuum. It is an opportunity to examine issues of privilege and oppression and to acknowledge and understand your own positionality within society. In addition to your life experiences, you are asked to use the course readings and the discussions of oppression and privilege as a part of your paper.

IMPORTANT: You must use course readings and include a discussion of Privilege and Oppression as it relates to yourself as well as **BROADER** social issues.

1. Narrate some of your life experiences that you consider significant in shaping your worldview. You may include typical and/or exceptional events from your childhood, school years, religious life, family life, etc.; memorable encounters with individuals of various backgrounds; etc.
2. Using the information and answers to the questions in the social location profile that you completed in class as a guide, Discuss your own positionality as it relates to categories of race/class/gender/sexual orientation/ethnicity/religion, etc.... and oppression/privilege. Indicate how these categories have shaped how you see yourself as well as how others view you. Indicate how important you think these categories are in shaping your opportunities or experiences in society.

The following questions are to be used as prompts to organize your thoughts for the general paper – not as a point by point guide.

- Ethnicity/race – Describe what you know, what you have learned, or what you speculate about your ethnic/racial background.
- Gender/Gender Identity- How do you perceive of yourself in terms of your gender, and gender expression? How have your experiences in life been impacted by your gender? Your expression of femininity/masculinity?

- Sexuality- How has your sexual orientation impacted your life? Shaped how others view you? Shaped your experiences and opportunities?
- Socioeconomic status – How would you describe the current and historic socioeconomic status of your family?
- Urban-ness/ Rural-ness – Did/do your family live in the city, suburb, town or country? Describe. How did this affect who you are?
- Language – What language did/do your family speak? Do they speak it today? Do you? When was it lost? Why?
- Religion – How did your religion influence your personal values and customs? How did/does it affect your opportunities?
- Education – Tell me about the kind of high school you attended. What resources were or were not available at your school? What about the education levels of your family? Are you the first person in your family to attend college?
- Experience with diversity - What experiences have you had with other ethnicities, religions, socioeconomic classes, people with sexual orientations different from your own, environments, languages, disabilities?
- What fears, prejudices, and stereotypes were you raised with? What attitudes about class, ethnicity, race, gender, sexual orientation, religion, urban-ness, rural-ness, and language do you hold? From where did these attitudes come?

3. Reflect on the process of writing the standpoint paper. How has this process helped you discover your own social location and what that means to you and the opportunities and experiences that you have had in life? Has your awareness changed? What will you take with you into your social work practice with diverse populations?

***Since this assignment is designed to help you reflect on and examine your own cultural assumptions, areas of privilege and oppression, and access to power within society, you will be expected to extend beyond simply presenting your life story. To meaningfully interpret your past and present, you need to have a clear understanding of how culture, power, and discrimination is constructed and the extent to which you and your ancestors have benefited and/or been disadvantaged by social domination or privilege.**

***Please note that you MUST integrate course readings and other outside readings into your paper.**

Assignment #3: Midterm Exam (60 points) (15%)

The midterm will be based on the readings, lectures, handouts, book discussions, and films.

Assignment #4: Social Action Engagement Project (120 points) (30%)

Social workers promote social justice and social change with and on behalf of clients. Students will be involved in being a catalyst for social change. For this assignment you will work in small groups (4-5 students) and will be required to:

- Identify a "Social Problem" because of inequity, discrimination, or prejudice (either by action or in-action) based on a population's race, ethnicity, religion, class, age, physical and cognitive ability, sexual orientation, gender, etc... (remember to think in terms of intersectionality as much as possible)
- Locate a group, organization, or program (either on-campus or off-campus) that is focused on the population and the social problem that you have chosen. (NOTE: I will share some ideas with you in class)

***IMPORTANT NOTE: You Must pick a population/group that is DIFFERENT from yourself- AND that is considered a marginalized or oppressed population/group according to our readings and class discussion! Your population/group MUST also be approved by the instructor ahead of time.**

- Meet with the group, organization, program participants, etc.. that you have Chosen throughout the semester. Find out what activities that they are involved with and "Join Them!" -
- You must meet with your "target" (the group, org., program, etc..) at LEAST 6 times throughout the semester, and you must engage in a project/activity/action with your target throughout the semester. Please keep an **INDIVIDUAL** log, journal, or notes on your activities with the target as **this will be turned in with your paper**. After your project with this group/population is complete- you will write a paper on the experience (this will be done in your group).
- You will write a paper that demonstrates your individual ability to think critically about the context of your chosen population and social problem from a multi-systemic, socio-historical perspective. Describe the population. Describe your chosen "Target" (group, organization, program, etc..) Reflect on the Social Problem they are dealing with. Reflect on your interaction with this population, and with this group, organization, or program. Discuss any preconceived notions or assumptions that you may have had about this population and group, organization, or program. Discuss anything that you may have learned from your work with this population and group, organization, or program throughout the semester. Outline some ways that you think (after having done the work with your target) the social problem could be further addressed and the role of social workers as catalysts for social change. Integrate course readings, discussion, theories, and **the NASW Code of Ethics** in your paper.

Your "log" will be done individually- and turned in with your group's paper. The project and the paper will be done as a group.

- ***Please note that you MUST integrate course readings into your paper.**

Assignment #5: Final Exam (60 points) (15%)

The final exam will be based on the readings, lectures, hand-outs, book discussions, and films. The final exam will also include an essay question related to the book "Criminal of Poverty" that you read for this class. Please be sure that you have completed the book well before the date of the final exam.

GRADING

Grades will be assigned in accord with the following scale. Students must achieve the full value of the lower end of each subscale to be awarded the corresponding letter grade.

- A 90-100%
- B 80-89%
- C 70-79%
- D 60-69%
- F 59% and below

Grade Allocation:

Grades for the course will be assigned using the following formula:

—	Critical Analysis Write-Ups	(60 pts.)	15%
—	Standpoint paper	(100 pts.)	25%
—	Midterm	(60 pts.)	15%
—	Social action engagement project	(120 pts.)	30%
—	Final examination	(60 pts.)	15%
	Total	(340 pts.)	100%

PLEASE NOTE: I will post a "grading rubric" or "grading checklist" for each assignment, on our Blackboard site. Please use this as a guide to organize your assignments/papers, as this will be the criteria that I use to assess your work.

COURSE SCHEDULE

Session 1:	General topic: Overview of course; Social construction of group identity
Day and Date:	Wednesday, August 24
Required Readings:	<p>Course text: Anderson & Middleton- Introduction, pp. xxxii-xxxvii Weaver- Preface and Introduction</p> <p>Reserve Readings:</p>
Class Assignment/ Activity	Introductions, intro. to the course

Session 2:	General topic: Historical, social and economic contexts and experiences of diverse populations in the U.S.
Day and Date:	Wednesday, August 31
Required Readings:	<p>Course text: Weaver, Chap. 1</p> <p>Reserve Readings: Weber-Chap. 2 (A historical timeline...).</p> <p>Internet: ESSAY BY JEAN CHENG (2003). What does the census tell us about race? http://www.pbs.org/race/000_About/002_04-background-03.htm</p> <p>Miller & Garran, Chap. 3</p>
Class Assignment/ Activity	<p>First Critical Analysis Write-Up due</p> <p>In-Class, Fill out Cultural Competence assessment</p>

Session 3:	General topic: Cultural Competence- What is it?
Day and Date:	Wednesday, September 7
Required Readings:	<p>Course text: Weaver, Chap. 4</p> <p>Reserve Readings: Miller & Garren, Chapter 7 (read sections: "Racism & Class Oppression", "Racism & Sexism", "Racism & Heterosexism")</p>
Class Assignment/ Activity	2 nd C.A.

Session 4:	General topic: Institutional and systemic power and privilege, Theoretical Concepts of Diversity and Cultural Competence
Day and Date:	Wednesday, September 14
Required Readings:	<p>Course text: Weaver, Chapters 2 & 3 Anderson & Middleton, Chapters 4 and 5</p> <p>Reserve Readings: Demos, V., Lemelle Jr. A.J., & Gashar, S. (2007). Systems of oppression: Ten principles from Intersections of Gender, race, and Class, 557-564.</p>
Class Assignment/ Activity	3 rd C.A. Social Location Ex. in-class Reading "Invisible Knapsack" in class

Session 5:	General topic: Power, privilege and resilience: Critique of the African American Experience
Day and Date:	Wednesday, September 21
Required Readings:	<p>Course text: Weaver, Chap. 6</p> <p>Reserve Readings: Millar & Garran, Chap. 2</p>
Class Assignment/ Activity	4 th C.A.

Session 6:	<p>General topic: Who are we? What is our positionality; interracial/ multi-racial relationships</p> <p>Film: <i>The Matter of Cha Jung-Hee</i></p>
Day and Date:	Wednesday, Sept. 28
Required Readings:	<p>Course text: Anderson & Middleton, Chap. 18</p> <p>Reserve Readings: Raible (1990), The Significance of Racial Identity in Transracially Adopted Young Adults http://www.nysccc.org/T-Rarts/raible.html</p> <p>Miller & Garran, Chap. 1</p>
Class Assignment/ Activity	5 th C.A.

Session 7:	General topic: Power, privilege, and resilience; critique of First Nation Peoples' experience. Film: <i>Life on an Indian Reservation</i>
Day and Date:	Wednesday, Oct. 5
Required Readings:	Course text: Weaver, Chapter 5 Anderson & Middleton, Chapter 21 Internet reading: PBS- Circle of Stories: We are Here http://www.pbs.org/circleofstories/wearehere/index.html Internet reading: PBS- Read and listen on line to "The Five Sacred Medicines" story- http://www.pbs.org/circleofstories/storytellers/hoskie_benally.html#transcript Reserve Readings:
Class Assignment/ Activity	6 th C.A. Assignment 2: Standpoint Paper REVIEW for Mid-Term

Session 8:	General topic: Power, privilege and resilience: Critique of Latino experiences MID-TERM Film: <i>Immigration (30 days)</i>
Day and Date:	Wednesday, Oct. 12
Required Readings:	Course text: Weaver, Chapter 7 and Chapter 12 Anderson & Middleton, Chapter 19 and 22 Reserve Readings:
Class Assignment/ Activity	Assignment #3: Mid-Term Exam

Session 9:	General topic: Power, privilege and resilience; critique of Asian American and Pacific Islander experiences; critique of the experiences of disabled individuals Film: 30 days in a Wheelchair
Day and Date:	Wednesday, Oct. 19
Required Readings:	Course text: Anderson & Middleton, Chapter 6 and Chapter 7 Weaver, Chapter 8, and Chapter 9 Internet: Check out the following website from the World Institute on Disability and find an interesting article to talk about in class. http://www.wid.org/ Reserve Readings:
Class Assignment/ Activity	7 th C.A.

Session 10:	General topic: Power, privilege and resilience; critique of gender and sexual orientation issues Film: Same Sex Parenting
Day and Date:	Wednesday, Oct. 26
Required Readings:	Course text: Anderson & Middleton, Chapters 8, 9, 14, and 17 Reserve Readings:
Class Assignment/ Activity	8 th C.A.

Session 11:	General topic: General topics: Power, privilege and resilience: Critique of social class differences Film: Take it from me
Day and Date:	Wednesday, Nov. 2
Required Readings:	Course text: Anderson & Middleton, Chapter 3 and Chapter 24 Reserve Readings: Dujon, D. (1996) Out of the Frying Pan: Reflections of a Former Welfare Recipient, from For Crying Out Loud: Women's Poverty in the United States. Withorn, A. (1996) Why Mother Slapped Me, from For Crying Out Loud: Women's Poverty in the United States. Hooks, b. (2000) White Poverty: The Politics of Invisibility, from Where we Stand: Class Matters.
Class Assignment/ Activity	9 th C.A.

Session 12:	General topic: Power, privilege and resilience: Critique of Religious Group Differences; Critique of gender identity and transgender issues Film: Muslims in America
Day and Date:	Wednesday, Nov. 9
Required Readings:	Course text: Weaver, Chapter 10 Reserve Readings: Chapter 12, Masculinity as... Chapter. 11, The transgender paradigm....
Class Assignment/ Activity	10 th C.A.

Session13:	General topic: Dilemmas experienced by people of color and other marginalized clients when accessing social services; unique challenges of engaging clients across racial and cultural boundaries Film: No Dumb Questions
Day and Date:	Wednesday, Nov. 16
Required Readings:	Course text: Anderson & Middleton, Chap. 26 Reserve Readings: Miller & Garren Chap. 11 (Barriers to effective cross-racial clinical work)
Class Assignment/ Activity	11 th C.A.

Session 14:	General topic: Thanksgiving Break- NO CLASS- (But, you should be finishing up "Criminal of Poverty")
Day and Date:	Wednesday, Nov. 23

Session 15:	General topic: Strategies for confronting discrimination and social injustice in both personal and professional life; back to who we are as social workers. Film: Two Spirits
Day and Date:	Wednesday, Nov. 30
Required Readings:	Course text: Anderson & Middleton, Chapter 28, Chapter 29, Chapter 30, Chapter 31 Weaver, Chapter 13 Reserve Readings:
Class Assignment/ Activity	12 th C.A. Assignment #4: Social Action Engagement Paper due <i>REVIEW for Final</i>

Session 16:	<i>General topic:</i> LAST REGULAR CLASS SESSION
Day and Date:	Wednesday, Dec. 7
Class Assignment/ Activity	Final Exam in-class portion

Session 17:	<i>FINALS WEEK</i>
Day and Date:	Monday, Dec. 12
Class Assignment/ Activity	<i>Final Exam – Essay portion due in my office by 5:00 pm</i>