

UNIVERSITY OF NORTH CAROLINA WILMINGTON
SWK 355: ISSUES IN DIVERSITY FOR GENERALIST PRACTICE
SOCIAL WORK PROGRAM, FALL 2011

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OFFICE HOURS: M/W 10AM-11:45AM or By Appointment
CLASS HOURS: Section 1: Monday, 2-4:45PM Section 2: Wednesday, 2-4:45PM

CATALOG DESCRIPTION

Credits: 3. Prerequisite or co-requisite: [SWK 235](#). Values, biases, and prejudices which produce personal and social vulnerability. Consequences in the lives of people of color, women, the poor, gays and lesbians, and others.

COURSE INFORMATION

This course is intended to facilitate the development of students' critical consciousness of the wide cultural variations in today's changing global society in order to understand themselves and the world in which they live and practice. The course is designed to advance culturally competent practice by increasing students' knowledge and understanding of different racial, ethnic, religious/spiritual and cultural groups, as well as gender, sexual orientation, age, SES/class, and ability differences. The ways in which these factors are tied to individual, community and institutional levels of society and their implications for generalist social work practice will be examined. Students will learn to distinguish between myth and reality about human differences and similarities in order to use their knowledge and skills to fulfill the **NASW Code of Ethics** mandate for social workers to become change agents to **both eliminate oppression and educate those around them.**

A major focus of this class is on **critical thinking and communication**, which includes the ability of students to analyze different perspectives on issues as well as the competence to take and defend positions on those issues both orally and in writing. A significant part of this process includes the capacity of students to explore how their own personal values, beliefs and behaviors may enhance and limit their ability to do effective work with people from diverse backgrounds. This will require a rigorous and sometimes uncomfortable assessment of "self".

REQUIRED TEXTS

Hunter, S. (2012). *Lesbian and gay couples*. Chicago: Lyceum.

Marsiglia, F.F. (2009). *Culturally grounded social work: Diversity, oppression, and change*. Chicago: Lyceum.

OTHER REQUIRED READINGS AND REFERENCES - VERY IMPORTANT

- University Learning Center <http://uncw.edu/soccrm/documents/ULCsyllabusblurb.pdf>
- Purdue on-line writing lab. (2009). Presents updated APA guidelines for papers. <http://owl.english.purdue.edu/> <http://owl.english.purdue.edu/owl/resource/560/01/>
- Quoting, Paraphrasing, & Summarizing. <http://owl.english.purdue.edu/owl/resource/563/01/>
- APA Stylistics: Avoiding Bias. <http://owl.english.purdue.edu/owl/resource/560/14/>

- E-mail etiquette for students: <http://owl.english.purdue.edu/owl/resource/694/01/>
- Proofreading your writing: <http://owl.english.purdue.edu/owl/resource/561/01/>
- Revising for cohesion: <http://owl.english.purdue.edu/owl/resource/561/04/>
- Avoiding plagiarism: <http://owl.english.purdue.edu/owl/resource/589/01/>
- When to use first person: http://www.unc.edu/depts/wcweb/handouts/should_I_use_I.html

NOTE: Additional readings may be assigned throughout the semester.
Students are responsible for reading and following the course syllabus.
A quiz on the syllabus will be given.

CRITICAL THINKING RUBRIC - WHERE DO YOU FIT?

Consistently does all or almost all of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, and non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

Does most or many of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted and non-fallacious conclusions.
- Justifies some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.

STATEMENT REGARDING CRITICAL THINKING (CT) AND THE IDEAL CRITICAL THINKER

(Source <http://www.insightassessment.com/9dex.html>)

"We understand critical thinking to be purposeful, self-regulatory judgment that results in interpretation, analysis, evaluation, and inference, as well as explanation of the evidential, conceptual, methodological, criteriological, or contextual considerations upon which that judgment is based.

CT is essential as a tool of inquiry. As such, CT is a liberating force in education and a powerful resource in one's personal and civic life. While not synonymous with good thinking, CT is a pervasive and self-rectifying human phenomenon.

The ideal critical thinker is habitually inquisitive, well-informed, trustful of reason, open-minded, flexible, fair-minded in evaluation, honest in facing personal biases, prudent in making judgments, willing to reconsider, clear about issues, orderly in complex matters, diligent in seeking relevant information, reasonable in the selection of criteria, focused in inquiry, and persistent in seeking results which are as precise as the subject and the circumstances of inquiry permit.

Thus, educating good critical thinkers means working toward this ideal. It combines developing CT skills with nurturing those dispositions which consistently yield useful insights and which are the basis of a rational and democratic society."

READ FOR WEEK TWO: The National Council for Excellence in Critical Thinking
A Draft Statement of Principles by Dr. Richard Paul, Chair, NCECT
From: <http://www.criticalthinking.org/about/nationalCouncil.cfm#232>

Goals

The goals of the National Council for Excellence in Critical Thinking Instruction are as follows:

1. To articulate, preserve, and foster high standards of research, scholarship, and instruction in critical thinking.
2. To articulate the standards upon which "quality" thinking is based and the criteria by means of which thinking, and instruction for thinking, can be appropriately cultivated and assessed.
3. To assess programs which claim to foster higher-order critical thinking.
4. To disseminate information that aids educators and others in identifying quality critical thinking programs and approaches which ground the reform and restructuring of education on a systematic cultivation of disciplined universal and domain specific intellectual standards.

Founding Principles

1. There is an intimate interrelation between knowledge and thinking.
2. Knowing that something is so is not simply a matter of believing that it is so, it also entails being justified in that belief (Definition: Knowledge is justified true belief).
3. There are general, as well as domain-specific, standards for the assessment of thinking.
4. To achieve knowledge in any domain, it is essential to think critically.
5. Critical thinking is based on articulable intellectual standards and hence is intrinsically subject to assessment by those standards.
6. Criteria for the assessment of thinking in all domains are based on such general standards as: clarity, precision, accuracy, relevance, significance, fairness, logic, depth, and breadth, evidentiary support, probability, predictive or explanatory power. These standards, and

others, are embedded not only in the history of the intellectual and scientific communities, but also in the self-assessing behavior of reasonable persons in everyday life. It is possible to teach all subjects in such a way as to encourage the use of these intellectual standards in both professional and personal life.

7. Instruction in critical thinking should increasingly enable students to assess both their own thought and action and that of others by reference, ultimately, to standards such as those above. It should lead progressively, in other words, to a disciplining of the mind and to a self-chosen commitment to a life of intellectual and moral integrity.
8. Instruction in all subject domains should result in the progressive disciplining of the mind with respect to the capacity and disposition to think critically within that domain. Hence, instruction in science should lead to disciplined scientific thinking; instruction in mathematics should lead to disciplined mathematical thinking; instruction in history should lead to disciplined historical thinking; and in a parallel manner in every discipline and domain of learning.
9. Disciplined thinking with respect to any subject involves the capacity on the part of the thinker to recognize, analyze, and assess the basic elements of thought: the purpose or goal of the thinking; the problem or question at issue; the frame of reference or points of view involved; assumptions made; central concepts and ideas at work; principles or theories used; evidence, data, or reasons advanced, claims made and conclusions drawn; inferences, reasoning, and lines of formulated thought; and implications and consequences involved.
10. Critical reading, writing, speaking, and listening are academically essential modes of learning. To be developed generally they must be systematically cultivated in a variety of subject domains as well as with respect to interdisciplinary issues. Each are modes of thinking which are successful to the extent that they are disciplined and guided by critical thought and reflection.
11. The earlier that children develop sensitivity to the standards of sound thought and reasoning, the more likely they will develop desirable intellectual habits and become open-minded persons responsive to reasonable persuasion.
12. Education - in contrast to training, socialization, and indoctrination - implies a process conducive to critical thought and judgment. It is intrinsically committed to the cultivation of reasonability and rationality.

History and Philosophy

Critical thinking is integral to education and rationality and, as an idea, is traceable, ultimately, to the teaching practices — and the educational ideal implicit in them — of Socrates of ancient Greece. It has played a seminal role in the emergence of academic disciplines, as well as in the work of discovery of those who created them. Knowledge, in other words, has been discovered and verified by the distinguished critical thinkers of intellectual, scientific, and technological history. For the majority of the idea's history, however, critical thinking has been "buried," a conception in practice without an explicit name. Most recently, however, it has undergone something of an awakening, a coming-out, a first major social expression, signaling perhaps a turning-point in its history.

This awakening is correlated with a growing awareness that if education is to produce critical thinkers en masse, if it is to globally cultivate nations of skilled thinkers and innovators rather than a scattering of thinkers amid an army of intellectually unskilled, undisciplined, and uncreative followers, then a renaissance and re-emergence of the idea of critical thinking as integral to knowledge and understanding is necessary. Such a reawakening and recognition began first in the

USA in the later 30's and then surfaced in various forms in the 50's, 60's, and 70's, reaching its most public expression in the 80's and 90's. Nevertheless, despite the scholarship surrounding the idea, despite the scattered efforts to embody it in educational practice, the educational and social acceptance of the idea is still in its infancy, still largely misunderstood, still existing more in stereotype than in substance, more in image than in reality.

The members of the Council (some 8000 plus educators) are committed to high standards of excellence in critical thinking instruction across the curriculum at all levels of education. They are, therefore, concerned with the proliferation of poorly conceived "thinking skills" programs with their simplistic-- often slick--approaches to both thinking and instruction. If the current emphasis on critical thinking is genuinely to take root, if it is to avoid the traditional fate of passing educational fad and "buzz word," it is essential that the deep obstacles to its embodiment in quality education be recognized for what they are, reasonable strategies to combat them formulated by leading scholars in the field, and successful communication of both obstacles and strategies to the educational and broader community achieved.

To this end, sound standards of the field of critical thinking research must be made accessible by clear articulation and the means set up for the large-scale dissemination of that articulation. The nature and challenge of critical thinking as an educational ideal must not be allowed to sink into the murky background of educational reform and restructuring efforts, while superficial ideas take its place. Critical thinking must assume its proper place at the hub of educational reform and restructuring. Critical thinking — and intellectual and social development generally — are not well-served when educational discussion is inundated with superficial conceptions of critical thinking and slick merchandizing of "thinking skills" programs while substantial — and necessarily more challenging conceptions and programs — are thrust aside, obscured, or ignored.

Elements of Thought by Linda Elder and Richard Paul

If teachers want their students to think well, they must help students understand at least the rudiments of thought, the most basic structures out of which all thinking is made. In other words, students must learn how to take thinking apart. All thinking is defined by the eight elements that make it up. Eight basic structures are present in all thinking. Whenever we think, we think for a purpose within a point of view based on assumptions leading to implications and consequences. We use concepts, ideas, and theories to interpret data, facts, and experiences in order to answer questions, solve problems, and resolve issues. Thinking, then, generates purposes, raises questions, uses information, utilizes concepts, makes inferences, makes assumptions, generates implications, and embodies a point of view. Students should understand that each of these structures has implications for the others. If they change their purpose or agenda, they change their questions and problems. If they change their questions and problems, they are forced to seek new information and data, and so on. Students should regularly use the following checklist for reasoning to improve their thinking in any discipline or subject area:

1. All reasoning has a **purpose**.
 - a. State your purpose clearly.
 - b. Distinguish your purpose from related purposes.
 - c. Check periodically to be sure you are still on target.
 - d. Choose significant and realistic purposes.
2. All reasoning is an attempt to figure something out, to settle some **question**, solve some **problem**.
 - a. State the question at issue clearly and precisely.

- b. Express the question in several ways to clarify its meaning and scope.
 - c. Break the question into sub-questions.
 - d. Distinguish questions that have definitive answers from those that are a matter of opinion and from those that require consideration of multiple viewpoints.
- 3. All reasoning is based on **assumptions** (beliefs you take for granted).
 - a. Clearly identify your assumptions and determine whether they are justifiable.
 - b. Consider how your assumptions are shaping your point of view.
- 4. All reasoning is done from some **point of view**.
 - a. Identify your point of view.
 - b. Seek other points of view and identify their strengths and weaknesses.
 - c. Strive to be fair-minded in evaluating all points of view.
- 5. All reasoning is based on **data, information, and evidence**.
 - a. Restrict your claims to those supported by the data you have.
 - b. Search for information that opposes your position, as well as information that supports it.
 - c. Make sure that all information used is clear, accurate, and relevant to the question at issue.
 - d. Make sure you have gathered sufficient information.
- 6. All reasoning is expressed through, and shaped by, **concepts and ideas**.
 - a. Identify key concepts and explain them clearly.
 - b. Consider alternative concepts or alternative definitions of concepts.
 - c. Make sure you are using concepts with care and precision.
- 7. All reasoning contains **inferences** or **interpretations** by which we draw **conclusions** and give meaning to data.
 - a. Infer only what the evidence implies.
 - b. Check inferences for their consistency with each other.
 - c. Identify assumptions that lead you to your inferences.
- 8. All reasoning leads somewhere or has **implications and consequences**.
 - a. Trace the implications and consequences that follow from your reasoning.
 - b. Search for negative as well as positive implications.
 - c. Consider all possible consequences.

Universal Intellectual Standards by Linda Elder and Richard Paul

Universal intellectual standards are standards which must be applied to thinking whenever one is interested in checking the quality of reasoning about a problem, issue, or situation. To think critically entails having command of these standards. To help students learn them, teachers should pose questions which probe student thinking, questions which hold students accountable for their thinking, questions which, through consistent use by the teacher in the classroom, become internalized by students as questions they need to ask themselves.

The ultimate goal, then, is for these questions to become infused in the thinking of students, forming part of their inner voice, which then guides them to better and better reasoning. While there are a number of universal standards, the following are the most significant:

1. **Clarity: Could you elaborate further on that point? Could you express that point in another way? Could you give me an illustration? Could you give me an example?**

Clarity is the gateway standard. If a statement is unclear, we cannot determine whether it is accurate or relevant. In fact, we cannot tell anything about it because we don't yet know what it is saying. For example, the question "What can be done about the education system

in America?" is unclear. In order to address the question adequately, we would need to have a clearer understanding of what the person asking the question is considering the "problem" to be. A clearer question might be "What can educators do to ensure that students learn the skills and abilities which help them function successfully on the job and in their daily decision-making?"

2. **Accuracy: Is that really true? How could we check that? How could we find out if that is true?**

A statement can be clear but not accurate, as in "Most dogs are over 300 pounds in weight."

3. **Precision: Could you give more details? Could you be more specific?**

A statement can be both clear and accurate, but not precise, as in "Jack is overweight." (We don't know how overweight Jack is, one pound or 500 pounds.)

4. **Relevance: How is that connected to the question? How does that bear on the issue?**

A statement can be clear, accurate, and precise, but not relevant to the question at issue. For example, students often think that the amount of effort they put into a course should be used in raising their grade in a course. Often, however, the "effort" does not measure the quality of student learning, and *when this is so*, effort is irrelevant to their appropriate grade.

5. **Depth: How does your answer address the complexities in the question? How are you taking into account the problems in the question? Is that dealing with the most significant factors?**

A statement can be clear, accurate, precise, and relevant, but superficial (that is, lacks depth). For example, the statement "Just say No," which is often used to discourage children and teens from using drugs, is clear, accurate, precise, and relevant. Nevertheless, it lacks depth because it treats an extremely complex issue, the pervasive problem of drug use among young people, superficially. It fails to deal with the complexities of the issue.

6. **Breadth: Do we need to consider another point of view? Is there another way to look at this question? What would this look like from a conservative standpoint? What would this look like from the point of view of...?**

A line of reasoning may be clear, accurate, precise, relevant, and deep, but lack breadth (as in an argument from either the conservative or liberal standpoint which gets deeply into an issue, but only recognizes the insights of one side of the question.)

7. **Logic: Does this really make sense? Does that follow from what you said? How does that follow? But before you implied this and now you are saying that; how can both be true?**

When we think, we bring a variety of thoughts together into some order. When the combination of thoughts are mutually supporting and make sense in combination, the thinking is "logical." When the combination is not mutually supporting, is contradictory in some sense, or does not "make sense," the combination is not logical.

Valuable Intellectual Traits by Richard Paul and Linda Elder

Intellectual traits, or virtues, are interrelated intellectual habits that enable students to discipline and improve mental functioning. Teachers need to keep in mind that critical thinking can be used to serve two incompatible ends: self-centeredness or fair-mindedness. As students learn the basic intellectual skills that critical thinking entails, they can begin to use those skills in either a selfish or in a fair-minded way. For example, when students are taught how to recognize mistakes in reasoning (commonly called fallacies), most students readily see those mistakes in the reasoning of others but do not see them so readily in their own reasoning. Often they enjoy pointing out others' errors and develop some proficiency in making their opponents' thinking look bad, but they don't

generally use their understanding of fallacies to analyze and assess their own reasoning. It is thus possible for students to develop as thinkers and yet not to develop as fair-minded thinkers. The best thinkers strive to be fair-minded, even when it means they have to give something up. They recognize that the mind is not naturally fair-minded, but selfish. And they understand that to be fair-minded, they must also develop particular traits of mind, traits such as intellectual humility, intellectual courage, intellectual empathy, intellectual integrity, intellectual perseverance, faith in reason, and fair-mindedness. Teachers should model and discuss the following intellectual traits as they help their students become fair-minded, ethical thinkers.

1. **Intellectual Humility:** Having a consciousness of the limits of one's knowledge, including a sensitivity to circumstances in which one's native egocentrism is likely to function self-deceptively; sensitivity to bias, prejudice and limitations of one's viewpoint. Intellectual humility depends on recognizing that one should not claim more than one actually knows. It does not imply spinelessness or submissiveness. It implies the lack of intellectual pretentiousness, boastfulness, or conceit, combined with insight into the logical foundations, or lack of such foundations, of one's beliefs.
2. **Intellectual Courage:** Having a consciousness of the need to face and fairly address ideas, beliefs or viewpoints toward which we have strong negative emotions and to which we have not given a serious hearing. This courage is connected with the recognition that ideas considered dangerous or absurd are sometimes rationally justified (in whole or in part) and that conclusions and beliefs inculcated in us are sometimes false or misleading. To determine for ourselves which is which, we must not passively and uncritically "accept" what we have "learned." Intellectual courage comes into play here, because inevitably we will come to see some truth in some ideas considered dangerous and absurd, and distortion or falsity in some ideas strongly held in our social group. We need courage to be true to our own thinking in such circumstances. The penalties for non-conformity can be severe.
3. **Intellectual Empathy:** Having a consciousness of the need to imaginatively put oneself in the place of others in order to genuinely understand them, which requires the consciousness of our egocentric tendency to identify truth with our immediate perceptions of long-standing thought or belief. This trait correlates with the ability to reconstruct accurately the viewpoints and reasoning of others and to reason from premises, assumptions, and ideas other than our own. This trait also correlates with the willingness to remember occasions when we were wrong in the past despite an intense conviction that we were right, and with the ability to imagine our being similarly deceived in a case-at-hand.
4. **Intellectual Integrity:** Recognition of the need to be true to one's own thinking; to be consistent in the intellectual standards one applies; to hold one's self to the same rigorous standards of evidence and proof to which one holds one's antagonists; to practice what one advocates for others; and to honestly admit discrepancies and inconsistencies in one's own thought and action.
5. **Intellectual Perseverance:** Having a consciousness of the need to use intellectual insights and truths in spite of difficulties, obstacles, and frustrations; firm adherence to rational principles despite the irrational opposition of others; a sense of the need to struggle with confusion and unsettled questions over an extended period of time to achieve deeper understanding or insight.
6. **Faith In Reason:** Confidence that, in the long run, one's own higher interests and those of humankind at large will be best served by giving the freest play to reason, by encouraging people to come to their own conclusions by developing their own rational faculties; faith that, with proper encouragement and cultivation, people can learn to think for themselves, to form rational viewpoints, draw reasonable conclusions, think coherently and logically,

persuade each other by reason and become reasonable persons, despite the deep-seated obstacles in the native character of the human mind and in society as we know it.

7. **Fair-mindedness:** Having a consciousness of the need to treat all viewpoints alike, without reference to one's own feelings or vested interests, or the feelings or vested interests of one's friends, community or nation; implies adherence to intellectual standards without reference to one's own advantage or the advantage of one's group

CRITICAL THINKING RUBRIC - WHERE DO YOU FIT?

Consistently does all or almost all of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Draws warranted, judicious, and non-fallacious conclusions.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.

Does most or many of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con.
- Offers analyses and evaluations of obvious alternative points of view.
- Draws warranted and non-fallacious conclusions.
- Justifies some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counter-arguments.
- Ignores or superficially evaluates obvious alternative points of view.
- Argues using fallacious or irrelevant reasons, and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.
- Exhibits close-mindedness or hostility to reason.

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http://www.insightassessment.com/pdf_files/rubric.pdf

STANDPOINT

Given the nature of this course, the following rules are proposed to promote an atmosphere that facilitates the learning process as well as respecting the experiences of different groups in the classroom and the larger society. The class can agree to revise them and add others, but all

students must commit themselves to the final set of rules by the end of the first class. These principles will guide our class discussions and interactions.

- (1) We acknowledge that discrimination and oppression exist in our society.
- (2) We acknowledge that a key element of oppression is that we are all systematically taught misinformation about diverse groups. This is true for both majority and minority group members.
- (3) While we cannot be blamed for the misinformation we have learned, we are responsible for repeating misinformation after we have learned otherwise.
- (4) We will actively pursue information about diverse groups. However, the basis for this information will not be on learned myths or stereotypes about these groups.
- (5) As we share information and ideas with members of the class, we never demean, devalue, or "put down" people for their experiences.
- (6) We each have an affirmative obligation to combat the myths and stereotypes about race and ethnicity, sexism, ageism, etc. so that we can break down the barriers that impede group understanding and cooperation.
- (7) We assume that each of us, regardless of our racial identity, nationality, sex, class or cultural background, has been influenced by the discriminatory and oppressive practices of our society.
- (8) We believe that individuals can actively change.
- (9) We commit to creating a safe atmosphere for open discussion. At times, members of the class may wish to make comments they do not want repeated outside of the classroom. If so, the student will preface his or her remarks with a request and the class will agree not to repeat the remarks.
- (10) We will challenge ourselves to see the world through the experiences of people who have different perspectives from our own. This means not assuming that our own perspective is the only or the best way to see, think, and act.

(Adapted from Wayne State University Master Syllabus http://www.socialwork.wayne.edu/syllabi/sw_3110.pdf)

MAJOR THEMES OF COURSE

- Critical Thinking, Standpoint and Social Construction Theory, Person in Environment, Systems Theory, and those presented in required text(s): Understanding where one is in relationship to others. Gaining self-awareness in light of truth about oppression. Gaining understanding about one's values, beliefs, and biases.
- Learning to apply critical consciousness, and self-knowledge and awareness to improve practice skills of engagement, assessment, designing and implementing interventions, and evaluation of services. This includes applying theory to practice.
- Skill building regarding learning more about persons of diverse backgrounds and experiences. Increasing interactional knowledge of persons whose experiences differ from the student's.
- Operationalizing good social work practice by looking at the strengths and resources people bring to experiences; increasing knowledge regarding supporting and growing their strengths and abilities while partnering with people to move toward their goals.

LIBERAL ARTS PERSPECTIVE

This course requires that students demonstrate critical thinking and analysis in writing and discussions as socio-cultural issues are explored. Students will use the lenses of social, psychological, behavioral, and biological sciences while writing about the affects of and

interventions against institutionalized oppression. Students will consider the histories and rich environmental contexts in which people live when communicating about their ideas and strategies.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

LEARNING OUTCOME OBJECTIVES	# OF RELATED PROGRAM OBJECTIVE & EPAS COMPETENCIES	METHODS OF ASSESSMENT
<p>Demonstrate self-awareness of their own assumptions, beliefs, values and behaviors with regard to race, class, gender, sexual orientation, ethnicity, national origin, age, religion, ability, etc., and their contextual interactions.</p>	<p>1-6 EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Cultural Treasure Chest Assignments 1-4 Discussion of Readings, Documentaries, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>
<p>Use this self-awareness to understand cultural dynamics and their impacts on human development and behavior and social work practice locally, nationally, and globally.</p>	<p>1-6 EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Assignments 1-4 Discussion of Readings, Documentaries, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>
<p>Demonstrate an ability to integrate and apply selected theoretical frameworks in practice with diverse client systems of all sizes.</p>	<p>1-7 EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Assignments 1-4 Discussion of Readings, Documentaries, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>

<p>Demonstrate an ability to apply the principles and imperatives of ethical behavior in practice with diverse client systems of all sizes.</p>	<p>1- 6</p> <p>EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Assignments 1-4</p> <p>Discussion of Readings, Documentaries, NASW Code, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>
<p>Apply critical thinking skills to accurately assess the effects and consequences of oppression and to identify best practices with diverse populations</p>	<p>1-7</p> <p>EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Assignments 1-4</p> <p>Discussion of Readings, Documentaries, NASW Code, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>
<p>Demonstrate an ability to understand and apply critical thinking skills as an ongoing aspect of culturally competent professional practice and lifelong learning.</p>	<p>1-7</p> <p>EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Assignments 1-4</p> <p>Discussion of Readings, Documentaries, NASW Code, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>
<p>Understand and develop action strategies to counter oppressive and discriminatory policies and practices in social institutions, and working towards promoting economic and social justice for vulnerable and at-risk populations.</p>	<p>1-6</p> <p>EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Assignments 1-4</p> <p>Discussion of Readings, Documentaries, NASW Code, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>
<p>Exercise respect for the unique strengths of diverse client systems of all sizes: locally, nationally and internationally.</p>	<p>1-7</p> <p>EP: 2.1.1; 2.1.2; 2.1.3; 2.1.4; 2.1.5; 2.1.6; 2.1.7; 2.1.8; 2.1.9; 2.1.10</p>	<p>Assignments 1-4</p> <p>Discussion of Readings, Documentaries, NASW Code, Assigned Research Papers, Self-Reflection Tests Small Group Exercises</p>

SEVEN PRINCIPLES FOR THE CULTURALLY COMPETENT SOCIAL WORKER

- I accept the fact I have much to learn about others.
- I have an appreciation of the regional and geographic factors related to people of color and contrasting cultures, how individuals may vary from the generalizations about their regional and geographic group, and how regional groups vary from the total cultural group.
- I follow the standard that knowledge is obtained from the person in the situation and add to my learning about the situation from that person before generalizing about the group-specific person.
- I have the capacity to form relationships with people from contrasting cultures in social work and professional relationships.
- I can engage in a process characterized by mutual respect and conscious effort to reduce power disparities between myself and persons of minority status.
- I have the ability to obtain culturally relevant information in the professional encounter.
- I have the ability to enter into a process of mutual exploration, assessment, and treatment with people of contrasting cultures and minority status in society.

Leigh, J. *Communicating for Cultural Competence*. Boston: Allyn & Bacon, 1998, 173-174.

LINKAGE TO OTHER COURSES IN THE CURRICULUM

This course is related to all foundation courses as it is social work's mission to be helpful to others and to work toward social justice. It is most closely linked to policy, theory, and practice courses. The content of the course is in keeping with the mission of the Department of Social Work.

PEOPLE FIRST LANGUAGE

Taken from www.disabilityisnatural.com by Katie Snow (2007)

People with disabilities constitute our nation's largest minority group. This largest minority group is the only one which anyone can join at any time - at birth, in the split second of an accident, through illness, or during the aging process. If and when it happens to you, how will you want to be described? Old and inaccurate descriptors perpetuate negative stereotypes and reinforce an incredibly powerful attitudinal barrier, which is the greatest obstacle facing individuals with disabilities. A disability is, first and foremost, a medical diagnosis. When we define people by their diagnoses we devalue and disrespect them as individuals. Do you want to be known primarily by your acne or eczema, male pattern baldness, or color blindness? While you might chuckle at the examples given here, remember that using medical diagnoses as a measure of a person's abilities or potential can ruin lives.

People first language puts the person before the disability, and describes what a person has, not who a person is. Are you "cancerous" or do you have cancer? Is a person "handicapped/disabled" or does she/he "have a disability"? Using a diagnosis as a defining characteristic reflects prejudice, and also robs the person of the opportunity to define herself/himself.

EXAMPLES OF PEOPLE FIRST LANGUAGE	
SAY:	INSTEAD OF:
<p>Children/adults with disabilities</p> <p>She has a cognitive disability</p> <p>She has autism</p> <p>He has Down syndrome</p> <p>He has a physical disability</p> <p>She uses a wheelchair</p>	<p>Handicapped, disabled, special needs</p> <p>She is mentally retarded</p> <p>She is autistic</p> <p>He's Down's/mongoloid</p> <p>He's a quadriplegic/crippled</p> <p>She's confined to a wheelchair</p>

People without disabilities She has a learning disability	Normal or healthy people She's learning disabled
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ACCOMMODATIONS FOR STUDENTS

I am happy to make appropriate accommodations for students with disabilities, as specified in federal regulations. If you have a diagnosed disability and need accommodations, you should contact the Office of Disability Services (962-7555). Please give me a copy of the letter you receive from the Office of Disability Services detailing class accommodations you may need. If you require accommodation for test-taking please make sure I have the referral letter no less than three days before the test.

ACADEMIC INTEGRITY

All members of UNCW's community are expected to follow the academic Honor Code. Please read the UNCW Honor Code carefully (as covered in the UNCW Student Handbook). Academic dishonesty in any form will **not** be tolerated in the class. Please be especially familiar with UNCW's position on plagiarism as outlined in the UNCW Student Handbook. Plagiarism is a form of academic dishonesty in which you take someone else's ideas and represent them as your own. Here are some examples of plagiarism:

- You write about someone else's work in your paper and do not give them credit for it by referencing them.
- You give a presentation and use someone else's ideas and do not state that the ideas are the other person's.
- You get facts from your textbook or some other reference material and do not reference that material.

USE OF NON-SEXIST LANGUAGE

We strive to achieve inclusive language standards for all written and oral communication. Language is behavior, and inclusive language standards are congruent with our efforts to increase awareness and sensitivity and to eliminate discriminatory biases in our communication patterns.

VIOLENCE AND HARASSMENT

UNCW practices a zero tolerance policy for any kind of violent or harassing behavior. If you are experiencing an emergency of this type contact the police at 911 or UNCW CARE at 962-2273. Resources for individuals concerned with violent or harassing situation can be located at <http://www.uncw.edu/wsrc/crisis.html>

CAMPUS RESPECT COMPACT

UNCW is committed to a civil community, characterized by mutual respect. Individuals wanting more information about the Respect Compact can contact the Office of Institutional Diversity and Inclusion, or see <http://appserv02.uncw.edu/news/atuncw/annview.aspx?id=4580>

METHODS TO ATTAIN OBJECTIVES

The primary learning format will be interactive based on readings, presentation and discussion of information, and integrative classroom exercises and activities that involve all students as active learners/teachers. Class lectures and exercises are based on the understanding that **all readings assigned for that topic have been completed prior to class**. I believe that each learner has

experiences and knowledge related to course content that can enrich class discussions. Active and relevant participation in the learning process is expected.

Learning to be a helpful professional requires preparation and attention. Many of the things that go wrong in life are the result of not being prepared and not being focused. This course requires you to use your self and others in gaining skills and knowledge about social work practice. The **class atmosphere will be organized, informal, professional, and respectful of diverse opinions, ideas and theories**. In the spirit of intellectual inquiry, all points of view, personal experiences, values and questions relevant to the objectives of this course will be treated respectfully and seriously, and are at the same time open to critique and challenge by others.

Each student is required to uphold **standards of civility and respect** of others when participating in all aspects of this class. Without such respect, we cannot have meaningful discussions of the issues we hope to cover.

INSTRUCTOR'S RESPONSIBILITIES

1. Develop lecture, discussion, and exercise materials.
2. Encourage responsible adult learning and ethical pre-professional development.
3. Arrange for supplemental materials/guest speakers.
4. Facilitate small group activities.
5. Structure tests, papers, quizzes and other appropriate measures of student learning/outcomes.
6. Provide guidance to students on assignments.
7. Read/observe student performance, evaluate students' work and provide feedback.

As Your Professor I Reserve the Right to Make Adjustments to the Syllabus and Course as Needed Throughout the Semester, with Discussion with the Students

LEARNER'S RESPONSIBILITIES

1. Students are expected to **actively contribute** to class discussions by utilizing examples from readings, lectures, and relevant work, life, social, political, and global issues.
2. **Students are responsible for checking their UNCW e-mail account on a regular basis for mail from instructor.**
3. Social work education is professional education. As a result, it is customary to require both attendance and participation as basic expectations of learners. Students are expected to attend all classes on time, to stay throughout the class period, and to actively participate in class discussions and exercises. This is expected behavior and is not a consideration for "extra credit".
4. Because your attendance and participation are expected, no credit is given for them. However, your course grade will be reduced for failure to attend and actively participate.
5. **I don't take responsibility to remind you of your attendance, or to "give permission" for or to "excuse" your absence - you are either present or not!** (For example, you should rethink your taking this course if you have a "planned vacation" or are otherwise going to miss more than one class session). Roll will be taken and used in calculating final grades.

6. If the need for absence from class arises, please contact me well in advance; you can submit assignments early or on-time with advanced planning.
7. **No opportunities to "make up" missed classes or coursework are available.**
8. Readings are assigned so that the class has a "common ground" of critical background and theory for discussion of course content. I assume you are current in your assigned readings as reflected in your discussions in class and in your written work.
9. **All assignments must be turned in on time. Exceptions to this will only occur with extremely extenuating circumstances and with my prior approval.** In other words, don't count on this happening - plan your workload well in advance!! It is important that you schedule your workload so that your best work is turned in on the due date.
10. There will be **no opportunities for redoing graded assignments. I am happy to consult with you on a planned basis prior to final submission of your written work.** This does not mean that you will automatically receive an "A" for your reviewed work - I will not be responsible for editing/correcting or substantially suggesting the content of your pre-submitted work.
11. Students are expected to provide feedback to me on identified learning needs as the course progresses. As adult learners and future social workers, your ability to communicate clearly and effectively is crucial.
12. **Students will adhere to the University Academic Honor Code. If you participate in unethical behavior, including plagiarism and/or academic dishonesty, University policy will be strictly enforced.**
13. Social work majors are expected to uphold the **NASW Code of Ethics** as majors and pre-professionals.
14. Learners from other disciplines are equally expected to be ethical and professional.
15. Learners are responsible for all material covered in class, announcements made concerning changes in course syllabus, or any other substantive changes in assignments, etc. Students who miss class must obtain class notes, etc. from other students in the class.
16. I do not provide copies of class lecture notes, PowerPoint slides, etc. Remember this old adage, "Once written, twice learned."
17. I assume that as adult learners you are here to learn, and that you are serious about preparing for professional practice. If you are not sure that you are committed to professional development, please talk to your academic advisor at the earliest opportunity.
18. Students will respect the integrity of the learning situation and classroom environment and display professional conduct toward all.
19. If you, as a student, have a course related issue or question for me, I encourage you to initiate a discussion with me as the first step in resolving any confusion or misunderstandings. I am interested in your being successful in this course and in the social work program to the ultimate benefit of those whom you may serve in the future.

LEADERSHIP LECTURE SERIES 2011/2012 SEASON

There are wonderful learning opportunities and **special performances** on campus that add to your understanding of diversity. These may be assigned as **required attendance events with an assignment attached**. I am quite generous in flexing the schedule so that these required events do not pose a major additional time commitment from students. I expect that students will attend any assigned events as part of the learning process and course requirements. In attending events required for this course, students are expected to stay for the duration of the program. Showing

up for a few minutes and skipping out is neither considerate of the speaker nor in keeping with professional behavior.

IMPORTANT NOTE ON CLASSROOM CONDUCT AND ATTENDANCE

1. Students are expected to be in class for the **entire session at every session**. We count on you to participate in group exercises, large group discussions, etc. **Students who miss more than two classes minimally may have a grade reduction (drop one full grade). It's your choice!**
2. **Use of electronic equipment/PDAs of any sort is prohibited in class.** This means no phones, iPads, computers, twitters, e-mail sending/checking, web surfing, listening to music, or game playing. **Not Ever.** Turn off all electronic equipment when you enter the classroom. **How might I make this more clear?**
3. Students who either **fail to appear, arrive late for class, leave early, fail to return after breaks**, will be viewed as **non-attending and marked absent**. Chronic violators (more than twice) minimally will have a grade reduction (drop one full grade) that reflects this. Please be on time and turn off your PDAs!
4. I do not wish to assume the role of the authority figure who reminds you of your absences or lateness, chatting, being disrespectful in class, not paying attention, and etc. in or outside of class. As adults you are responsible for your own conduct. However, I will point out these issues. Disruptive behavior is a serious issue and may result in further sanctions. See: <http://www.uncw.edu/stuaff/odos/documents/DealDisruptStu.pdf>

Indicators for Classroom Conduct & Participation		
	EXPECTED	SERIOUSLY PROBLEMATIC
ATTENDANCE, PROMPTNESS	Student is always prompt & attends all classes.	Student misses more than 1 class. Student is late to class or leaves early more than once . Fails to return after break
LEVEL OF ENGAGEMENT IN CLASS	Student proactively contributes to class by offering ideas & asking relevant questions.	Student minimally contributes to class by offering ideas & asking questions or, alternatively, dominates the discussions.
LISTENING SKILLS	Student listens when others talk, both in groups & in class. Student incorporates or builds off of the ideas of others.	Student does not listen when others talk, both in groups & in class. Student interrupts when others speak.
BEHAVIOR	Student displays expected behavior during class.	Student displays disruptive behavior during class.

Adapted from TeAch-nology.com

QUESTIONING GRADES

At times students question grades given for assignments. This is OK. However, I will not accept that you think you deserve a higher grade and proceed to re-view your work to look for reasons to give you one!

The author of the article at <http://gradeinflation.com/> discusses the issue of grade inflation in US universities. It seems there is a trend for some students to think they are owed an "A" simply because they are in class. This is not consistent with the philosophy that adult students are responsible for their own learning and success, which is displayed by performance on assignments and conduct reflective of pre-professional development (i.e., earned). What are your reactions to this article?

It is not sufficient to say that you worked really hard on the assignment - effort may not equate to the quality of your product. It is not acceptable to argue that another student got a better grade than you and you know that he/she did the paper the night before the assignment was due, etc. You can probably come up with some examples!

Finally, telling me you "need" an A in the class does not equate to your receiving one! It is the quality of your work (including, for example, critical thinking and analysis, written expression, use and integration of resources to enhance your thinking and evaluation), along with your taking charge and active involvement in your own learning and in the learning process that will help get you to your goal. "A's" are not routine grades in this course. See this clip to get a tongue-in-cheek perspective of this issue: <http://www.xtranormal.com/watch/7946189/>

Review Process

If you think your work was not graded fairly, you must submit a typed statement within one week of receiving the grade stating why your work deserves additional consideration, and the specific substantive points you think argue for your getting additional credit. You must be very specific about the reasons why you think the quality of your work should receive a higher valuation from me.

You must attach your original graded paper to your typed request.

The burden is on you to make your case for reconsideration on the specific objective merits of your work.

GRADING

A final letter grade based on a point system will be given upon successful completion of the course. Your total grade reflects the points you receive on submitted work that is graded. Full class attendance, active participation, and ethical conduct are not graded because they are an expected part of being an adult learner.

GRADE / POINT EQUIVALENTS - NO +/- GRADES GIVEN

A	=	139-150
B	=	127-138
C	=	113-126
D	=	99-112

GRADE STANDARD DEFINED

- A** = **Outstanding, Superior.** Performance **consistently exceeds** expectations. The student's emphasis is clearly focused on learning, exhibiting critical thinking, analysis, and evaluation in all class assignments, and both grasps and demonstrates major concepts of professional development, including the ethical use of self, and the ability to communicate effectively both orally and in writing. It is clear that the student is expending significant effort in the learning process as reflected in the integration of major course concepts, skills and abilities in the work the student does. Student actively promotes the learning of other colleagues in the classroom through informed discussion, active participation, and evidence of integration of readings/other assignments into his/her work. **Not the "average" grade.**
- B** = **Very Good.** Student **consistently meets / occasionally exceeds** normal expectations for the course. Consistent preparation is evident. Evidence of strong effort towards learning and integrating major course concepts, especially critical thinking and analysis, and professional development is present. Student consistently contributes toward the learning of others through active and informed participation.
- C** = **Average.** Unevenness in grasp of content. **Inconsistent** in meeting normal expectations for the course. Gives little attention to contributing to the learning and growth of self or others - has questionable investment in reading, reflection, and learning. Exhibits limited ability to demonstrate critical thinking, analysis, and evaluation in work, is uneven in ability to articulate concepts being discussed in class and in assignments, is unable to consistently integrate readings, lectures, and other information into class assignments. Demonstration of professional development is uneven.
- D** = **Poor.** Barely meets normal expectations for the course. (See A, B, C above).
- F** = Fails to meet basic expectations of the course.

COMPLETING COURSE ASSIGNMENTS VERY IMPORTANT PROCEDURAL INFORMATION

Social workers / human service professionals must minimally possess two qualities that can be developed during the educational experience. One quality is **dependability, and the other is having good communication skills, including oral and written communication skills that permit the full expression of critical thinking and analysis.** Because these qualities can be developed during your educational experience, the following practices will be followed to encourage you to critically appraise the work you turn in for evaluation / credit.

1. **No assignments will be accepted after the due date. (See instructions for requesting an extension).**

2. **Proper use of the APA style manual is required. Please consider purchasing your own copy. Pay special attention to your use of the scholarly literature and attributing such material. (See Plagiarism).**
3. Repeated mistakes in **grammar and/or spelling**, incomplete sentences, repeated sentences, and/or pages out of order, etc., on any written assignment will result in *point reductions*.
4. Please have your papers **proofed and edited** prior to submission. Have someone who is not a social work student read your paper for understanding, errors, etc.
5. If you have writing difficulties, please seek assistance to help you deal with this issue. (University Learning Center on campus). See: <http://uncw.edu/soccrm/documents/ULCSyllabusblurb.pdf>
6. **On rare occasions, exigent life circumstances require flexibility in applying the no late assignment rule.**

Extensions may be granted in exceptional cases under the following circumstances:

- + **To request an extension due to unforeseen circumstances, a draft version of the assignment must be submitted at the time of the request;**
- + **In writing**, the student must specify in detail what remains to be finalized; the exact plan for doing so; and, the **date** by which the final version will be submitted;
- + This detailed plan is to be put in the form of a **cover memo**, signed by the student, and attached to the draft version of the assignment;
- + When these documents have been submitted, consideration for an extension will be given;
- + I will notify you as soon as possible on the status of your request;
- + Only when the final version has been submitted will a grade be given; and,
- + Assignment extensions that are not finished by the approved due date will receive an "F";
- + **Social work majors are expected to complete their work for each semester before moving to new courses in a subsequent semester.**

7. **All assignments must be written in APA format.** Papers are graded on the basis of demonstrated use of critical thinking and analysis, quality and content of writing, organization, form, presentation, and proper use of APA style.
8. **For the papers I ask you to complete on reflecting your own ideas, reactions, etc., I expect you to use first person. Since these are not research papers, I prefer this convention in your papers.**
9. See the APA manual regarding **PLAGIARISM**. Be sure to apply these principles in all situations where you are using material that is not your own. This also applies to information obtained from the World Wide Web. Cutting and pasting information from such sources is not acceptable unless it is properly credited and citations are provided, and is not used to substitute for your own critical analysis/thinking.
10. Resources should be limited to scholarly articles/books/Web sites, or personal communications related to assignments or lectures. See **definition of scholarly sources** here: <http://www.stvincentscollege.edu/aboutsvc/infosourcescholarly.cfm>
11. I reserve the right to give **"pop quizzes and/or tests"** when necessary to assure reading of course material.

PLAGIARISM

Is defined as the submission of work done by another with the intent that it be viewed and evaluated as one's own. Thus, copying on an examination, turning in a paper or any other kind of assignment done by someone else (this includes papers you have submitted for credit in other courses), intentionally using or presenting false data, and making extensive use of sources without acknowledging them (including Internet sources), are all interpreted as acts of plagiarism.

The submission of work from any source that is falsely represented as your own is a serious breach of conduct that will result in a referral to the appropriate administrative body at UNCW, and may result in your failure of the course.

Finally, even if you quote/paraphrase and cite a long passage from an author, it is **not appropriate to use another person's thinking to substitute for your own.**

CONFIDENTIALITY AGREEMENT

It is expected that students in this course will go through a process of growth and development in examining their values, attitudes and beliefs. An essential piece of this process is the support we give and receive from sharing with others.

While our views may differ, it is important that we listen to and respect the rights of others to hold different thoughts and opinions. In order for the class to be a safe, supportive environment for the exploration of ideas and opinions, it is crucial for students to keep the personal reflections / self-disclosing comments made by other learners confidential.

Students who have areas of concern are advised to speak privately with me.

ASSIGNMENTS, DUE DATES, POINT DISTRIBUTION

ASSIGNMENT	DUE DATE	POINTS
Cultural Treasure Chest	August 31: Section 2 September 5: Section 1	0
Interview	September 26: Section 1 September 28: Section 2	50
Multicultural Mapping	October 24: Section 1 October 26: Section 2	50
Dominant and Subordinate Group Reflection Paper	December 5: Section 1 December 7: Section 2	50

COURSE ASSIGNMENTS

Always Consider the Syllabus as the primary guide to course expectations unless we have agreed on specific changes as a group.

ASSIGNMENT 1

YOUR CULTURAL TREASURE CHEST * - DUE IN CLASS SESSION DAY #2

[* Adapted from material provided by Dr. Lynn Holley, Arizona State University.]

This assignment is designed to help us get to know one another and to generate discussion about the meanings we give to our cultural and social identities. We will also take a look at similarities and differences that emerge during our discussion.

PREPARING YOUR CULTURAL TREASURE CHEST:

- Choose a small box, a paper bag, or other undecorated container as your "chest".
- Choose 4 items that are representative of your membership in 4 different social/cultural groups such as **race, ethnicity, gender, sexual orientation, ability, religion, social class, marital status, nationality, and age**, that are important to you or you believe have had a significant influence on how you perceive and behave in the world. These items might include any meaningful photograph, piece of art, jewelry, book, or music -- anything that **portrays aspects of who you are from your point of view**. (For purposes of this assignment, a family is not in itself a "social group", although it may be relevant in describing the meaning of a particular social group).
- Place these items in your chest.
- Decorate the outside of your "chest" with images (i.e., small objects, pictures, your own drawings, words/phrases, or other decorations) that depict **how you think other people see your 4 selected social/cultural groups**. For example, how do you think other people view young female college students, or, how do people view males in non-traditional careers (such as teaching, social work, etc.?)
- We will share these cultural treasure chests with each other during the second class session in a 5 minute discussion of each of YOUR treasure chests.
- **You do not need to disclose any information that makes you feel unsafe or uncomfortable.**

CRITERIA: Pay attention to these considerations:

- Thoughtful and creative representative contents **inside** your treasure chest that symbolize your 4 selected cultural identity groups and their meanings to you as a member of each of them; this is an opportunity to use critical thinking and analysis.
 - ❖ For example, students often put their age on the outside of this chest and say that people view young people as not being serious or responsible. **Go beyond that by adding your own analysis of why this may be a "stereotype", or a common perception that you believe may or may not be true. Do that for each of the up to 8 groups/associated meanings you have.**

- Thoughtful and creative representative decorations on the **outside** of your treasure chest that represent your 4 selected cultural identity groups and how you think other people view your membership in each of these groups;
- The sharing of your treasure chest during class, including your explanation of how each item relates to each of your chosen social group memberships and their meaning;
- **Your presentation should demonstrate that you have given this serious thought. Presentation should be at least 5 minutes with time for questions.**

ASSIGNMENT 2 INTERVIEW PAPER (50 Points)

The purpose of this paper is to increase your awareness of how others who are different from you experience the world. You will be interviewing someone who is **different from you in more than one aspect** (i.e., race, ethnicity, gender, sexual identity, religious beliefs, physical abilities, class, etc.), and writing a paper about the interview and what you learned. [*Different in more than one aspect means that if you are a college-age female you might interview an older man, or, if you are a heterosexual male, you might interview an African-American lesbian*]. Do not select a student in the program or someone you are close to or know well.

This assignment will be completed in two (2) steps. **The first step is to create a set of questions to use in your interview. The questions should assist you in:**

1. Gaining some general knowledge of your interviewee's culture / lifestyle and strengths;
2. Identifying / summarizing differences and similarities between your beliefs, values, desires, etc., and theirs;
3. Identifying struggles / obstacles they face in this society; and,
4. Identifying any fears or instances of discrimination and how that impacted the interviewee's outlook or behavior.

***Submit your interview questions to me for review and feedback on September 5 and 7 per your section number. We also will talk about this in class.**

The second step is to conduct your interview and write up the results. Your finely honed and analytic paper should include:

1. A discussion of the questions you chose to use and why you settled on those questions. How you chose your interviewee. How you prepared the interviewee for the interview. How you prepared yourself for the interview. Where the interview took place and why that decision was made.
2. A narrative on the flow and content of the interview from beginning to end, including questions you asked and quotes from the interviewee that reflect his/her experiences or points of view relative to the questions you asked. A verbatim transcript of the interview is not needed or requested.
3. A report of your findings and reflections on your feelings as you experienced the process.
4. A summary of what you learned from the interaction between you and the person you interviewed.
5. A summary of the person's strengths and the ways he/she uses them in life.

6. Specific comments made by the interviewee about and as a result of the process. Did he/she learn something in the process? Were there any uncovered areas that he/she would have liked to cover?
7. A discussion of how you will use what you learned from this assignment in your personal and professional development.
8. How you used your critical thinking and analysis skills in completing this process.
9. Identification of areas to explore further for your own personal and professional growth and development.
10. **This paper should be complete, cohesive and well-written, reflective of critical thinking and evaluation, in first person, and prepared according to APA guidelines.**

ASSIGNMENT 3

MULTICULTURAL MAPPING * 50 Points

[* Adapted from material provided by Dr. Lynn Holley, Arizona State University and Teresa Holt, University of Washington, Tacoma.]

This assignment is designed to help you understand and identify your locations in social groups and to reflect on how these social group memberships have: (1) affected your life, and, (2) how these social group memberships might influence your social work practice. As we develop a multicultural approach to social work practice, it is important to acknowledge the ways in which each of us is "multi-cultural".

We are members of many different cultural groups (or social identity groups) that influence our lives strongly or subtly. The groups of which we are members are themselves located within societal contexts - in our case that would be southeastern North Carolina, the larger US society, and the world.

Based on our group memberships and how we identify with (or are identified within) each group, we have similar or different experiences than do other people. All people have things that are unique about them that arise from individual temperaments, families, and socialization experiences. We have many elements we share with others because of the groups we belong to, some of which we choose and some of which are assigned to us by law or the assumptions of others. These group identities affect how we perceive ourselves and how others perceive us. We can use our knowledge in one category to help us see and understand more about another category, and also by sharing our understanding and perceptions with others who occupy similar and different categories.

A visual **map of multiple group memberships** is included for your use in this assignment. The center square represents your "self", the outlying squares represent different social (or cultural) groups, and the remaining outermost portion is the societal context in which you live (southeastern NC and US). Depending on your social group memberships and your personal worldview, you may prefer to present these factors differently. Your assignment includes five parts:

1. For at least 6 of the cultural groups on the map (i.e., race, gender, class, etc.), discuss the specific identity groups of which you are a member (i.e., African American or Black, Irish American; male or female; etc.). Then, fully discuss for each of the cultural groups you chose at least 3 of the commonly-held values, beliefs, behaviors, and any other aspects of each of the 6 selected cultural groups of which you are aware. You may want to use your texts here.

2. Discuss fully which of your social identity group memberships you believe are most important in their influence on you. Explain **why** you think this is the case. If you believe or feel that all are equally important, discuss **why** you believe this is so. (**Note:** While your family does not fit the definition of "social identity group", it may be one of the "key influences" you discuss in part 3).
3. For the next part of the paper, think about your personal experiences and your own approach to life and its challenges.
 - Describe how **key influences** - family, friends, peers, schools, teachers, communities, ideas, values, aspects of your upbringing, your culture(s), and/or the wider society - have been formative in your thinking **about your memberships in the different groups and your own identities**. [For example, what have key influences taught you about what it means to be female/male? To be lesbian/gay/bisexual/transgendered/heterosexual? To be a member of a particular religious group or of no religious group? To be working-/middle-/upper-class?]
 - Discuss how your memberships in specific social groups might/do affect your social work practice. (Think about both **cultural characteristics** and **experiences** you have had due to your social group memberships. Also think about how **you** might perceive others and how **others** might perceive you). Be sure to identify both strengths/positives and negatives that might arise due to the multiple social group memberships of yourself **AND** those with whom you might practice.
4. Discuss the primary values associated with US society and culture from both a national and global perspective. Critically analyze, evaluate, and discuss the notion that the "**US is the best country and culture in the world**" and, using the literature (4-6 scholarly articles), discuss the expressed arguments and opinions that claim to prove that these statements are "true", and deserving of admiration from other countries/cultures, **and** those expressed arguments and opinions that argue against such claims.
 - Where do you stand on statements that the US is the best country in the world? What are the critical facts, statements, and arguments that persuade you to believe and accept this point of view? Defend your point of view from micro-, mezzo- and macro-levels using the literature to build and substantiate your case.
 - Discuss the facts, statements, and arguments that are in opposition to the stand you took in the prior questions.
 - How can people have such opposing points of view and believe in them so strongly? How do alternative representations influence your thinking? How do you assess credible alternative points of view?
 - If America is the "best country in the world", in what areas do we live up to this statement and in what areas are we lacking? Is this claim inclusive of all different groups of people? Discuss this and defend your point of view.

I will be paying attention to the completeness and critical analysis and evaluation of your answers to the questions posed, as well as your ability to clearly and coherently express yourself in writing.

*** A MAP is provided for your reference on the next page. You do not need to attach it to your paper.**

MAP FOR ASSIGNMENT 3

EMBEDDED WITHIN THE LARGER CULTURE / ENVIRONMENT



EMBEDDED WITHIN THE LARGER CULTURE / ENVIRONMENTAL CONTEXT

ASSIGNMENT 4 - In Class Discussion
REFLECTION PAPER ON BEING A MEMBER OF A DOMINANT AND A SUBORDINATE GROUP *

[* Adapted from material provided by Teresa Holt, University of Washington, Tacoma.]

In assignment three you completed a multicultural map and examined your membership in groups within a larger societal context. In class and in your readings we will be examining particular ways in which intergroup relations (relations between different groups) can be characterized by domination and subordination. In thinking about the various groups that we are or identify ourselves as being part of, we realize that we can be members of both dominant (privileged) and subordinate (oppressed or disadvantaged) groups at the same time. This assignment asks you to focus on two particular social identity groups from your original multi-cultural map: one, an identity group that is dominant in this society, and the other, a group that is subordinate. [For example, a white male (dominant) who is gay (subordinate)].

Some tips on completing this assignment:

- The questions that follow are **guidelines** for framing your thinking. You are expected to fully explore these questions/ideas and to apply them to your own experiences, which are to be reflected in your discussion.
- Please use your experiences and our class discussion/lectures/readings if they are helpful in completing this assignment.
- Think about specific events or **critical incidents** in your life that have contributed to your awareness of your place as a subordinate and dominant group member.
- Think about **historical incidents** in society that also influence your membership in and understanding of the subordinate and dominant groups.
- The assigned course readings will be helpful in this assignment.
- As you reflect and talk about your memberships, think about how you experience being dominant and subordinate at both **individual** and **institutional levels**.

Reflections on being a subordinate group member:

- 1) What is the subordinate group of which you are a member? What is the dominant group in relation to this? What kind of feelings do you experience as a member of a subordinate group?
- 2) Relate your experience(s) in terms of facets of subordinate group membership, including:
 - a. In what ways have you felt/do you feel **powerless**?
 - b. In what ways is your group made **visible or invisible**? In what circumstances?
 - c. What **stereotypes** exist about your group?
 - d. What kind of **prejudices** have you experienced?
 - e. What forms of **discrimination, marginalization, and/or exploitation** have you been exposed to?

Include examples of your own experiences to answer the following questions:

- 3) How do your experiences of discrimination, marginalization, and/or exploitation affect the way you live your life on a daily basis? For example, how does it affect your sense of both group identity and self identity? What are some costs and benefits of being a subordinate

group member? What are some of the joys and struggles you experience being a member of a subordinate group?

- 4) What are the parts of today's society (such as institutions, organizations, events) that you don't view yourself as having access or entry to as a member of your subordinate group?
- 5) What are some of the issues of difference and/or conflict between your group and the dominant one?
- 6) What parts of this dominant-subordinate relationship would you like to see changed? How would the changes occur? Who would be involved in this change process?

Being a dominant group member:

- 1) With what dominant group do you identify? What are the groups that are subordinated in relation to yours? What feelings do you experience as a member of your dominant group?
- 2) In what ways are some dominant group characteristics part of your experience? For example,
 - a. How is your group **powerful**? What forms of power does your group hold? Who are some agents of this power?
 - b. What **institutions** are used to exert this power? In what ways?
 - c. At what level (individual or group) do you primarily define/identify yourself?
 - d. What **privileges** do you have as a member of the dominant group?
 - e. In what ways do you see the **culture** of the dominant group setting the norms/standards for others' behavior?

Include examples of your own experiences to answer the following questions:

- 3) How do your experiences as a dominant group member affect the way you live your life on a daily basis? For example, how does it affect your sense of both group identity and self-identity? What are some costs and benefits? What are some of the joys and struggles you experience being a member of a dominant group?
- 4) What parts of this dominant-subordinate relationship would you like to see changed? How would the changes occur? Who would be involved in this change process?

Questions to reflect on:

- 1) What did you learn about yourself in doing this assignment?
- 2) How does this assignment add to your understanding of yourself, dominant-subordinate relationships, and society?
- 3) What issues did this assignment raise for you?

FINAL CLASS EXERCISE ON LAST DAY OF CLASS
REFLECTIONS ON YOUR LEARNING

[* Adapted from material provided by Teresa Holt, University of Washington, Tacoma.]

The purpose of this assignment is to integrate the new learning you acquired from this course, class discussions and readings, and interaction with others. Your assignment is to make a presentation that integrates your thoughts, experiences, and learnings from this course.

In order to help link this learning to ways in which you would apply it to your future generalist practice, some themes are listed below. While the themes do not have to be addressed separately, you should choose several themes and integrate them together. Just be sure to describe your learning and give specific examples of that learning.

Themes:

1. Personal identities and group identities;
2. Difference, dominance, oppression, and power;
3. Social change, social and economic justice;
4. Generalist practice skills and working across differences.
5. Critical thinking and personal/professional development.

Please address the following questions in your paper:

1. What were the most powerful learning experiences you had in this class? [Specify and describe their impact on you].
2. What were the most important things you learned about yourself as well as about other people?
3. What skills did you develop in this class to help you be a culturally competent practitioner? Give examples.
4. How did your experiences in this class contribute to personal and social change?
5. What were the conditions in this class that most facilitated your learning?
6. What factors, if any, inhibited your learning?
7. How did the assigned readings contribute to your understanding of diversity?
8. How will this experience impact your practice as a generalist social worker?

In concluding your discussion, please identify the **next steps** you will take in your journey towards respecting cultural diversity and achieving social justice. For example, how will you continue to build on your learnings from SWK 355? How will you continue to pursue those passions that you brought to and/or developed in this class? Did you discover any new **passions**? How do you see yourself building **alliances** with people who differ from you? How do you see yourself engaging in **coalition** work to promote greater **social justice**?

IMPORTANT UNIVERSITY CALENDAR DATES

August 24, Wednesday	Classes begin
August 31, Wednesday	Last day for registration/Last day to drop (without a grade) or add a class. Tuition/fee payment after this date will be subject to a late payment charge.
September 5, Monday	Labor Day State holiday; No classes
October 10-11, Monday-Tuesday	No classes
October 12, Wednesday	Classes resume 8 a.m.
October 13, Thursday	Last day to withdraw with W—undergraduate students
November 15, Tuesday	Graduation application deadline—Spring 2012—undergraduate and graduate students
November 23, Wednesday	No classes
November 24-25, Thursday-Friday	Thanksgiving State holiday; No classes
November 28, Monday	Classes resume 8 a.m.
December 7, Wednesday	Last day of classes
December 8, Thursday	Reading Day
December 9-10, Friday-Saturday	Final Examinations
December 12-15, Monday-Thursday	Final Examinations
December 15, Thursday	Fall semester ends
December 17, Saturday	Commencement
December 18, Sunday	On-campus housing closes 10 a.m.
December 26-27, Monday-Tuesday	Winter break State holiday
December 28-30, Wednesday-Friday	University vacation

COURSE SCHEDULE

UNIT 1: RACE AND ETHNICITY

WEEK 1: Course Overview, Critical Thinking; Introductions and Class Planning. "Essential Blue-Eyed" film and discussion.

Readings: Syllabus; Article on Critical Thinking

WEEK 2: White Privilege Film and Discussion - Applying Theoretical Concepts in Discussion; Cultural Treasure Chest Presentations.

**Readings Completed: Marsiglia, Preface-Ch. 4
Hunter, Intro & Chapter 1**

<http://www.splcenter.org/blog/2011/08/10/gay-basher-ann-coulter-named-honorary-gay-icon-by-goproud/>

But Why Do We Have To Study Diversity? That's Old Stuff We All Know About. It All Happened A Long Time Ago. It Isn't Part Of Our Current Reality.

Think So? Take A Look Below.

For Information On Hate Groups In Each State Go To The Following Web Site And Hit On Each State Of Interest

<http://www.splcenter.org/intel/map/hate.jsp?source=redirect&url=tolerance-maps-hate&S=NC&m=3>

SPLC NEWS: <http://www.splcenter.org/get-informed/news>

HATEWATCH HEADLINES: <http://www.splcenter.org/blog/topics/hatewatch-headlines/>

INTELLIGENCE REPORT: <http://www.splcenter.org/get-informed/intelligence-report>

WHAT CAN YOU DO TO FIGHT HATE? <http://news.change.org/>

<http://www.facebook.com/pages/Southern-Poverty-Law-Center/170591064699?ref=ts>

WEEK 3-4: Dynamics of Oppression & Discrimination; Whiteness; Racism; Theory and Analyses of Current Events; Hate Crimes; NASW Code of Ethics.

Readings Completed: Marsiglia, Chs. 5-9
Hunter, Chs. 2-3

UNIT 2: GENDER AND OPPRESSION

Readings Completed: Marsiglia, Part IV
Hunter, Ch. 4

WEEKS 5-6: Women and Sexist Oppression; Intimate Partner and Sexual Violence; Empowerment Perspective; Framework for Practice with Diverse and Oppressed Clients.

UNIT 3: SEXUAL ORIENTATION AND DISCRIMINATION AND OPPRESSION

WEEKS 7-8:

Readings Completed: Hunter, Part II

**UNIT 4: AGE AND AGING - SOCIAL WORK PRACTICE FOR THE FUTURE
WEEKS 9-10**

Readings Completed: Hunter, Finish Book

UNIT 5: SOCIAL CLASS; ABLEISM; SPIRITUALITY; INTERNATIONAL ISSUES IN DIVERSITY; CULTURALLY COMPETENT PROFESSIONAL PRACTICE; HOW

CAN YOU MAKE A DIFFERENCE?

WEEKS 11-14

Readings: Marsiglia, 10-End of Text

ADDITIONAL GUIDELINES TO INCREASE YOUR SUCCESS IN THIS COURSE

ALWAYS USE A COVER SHEET

Do not use binders or other fancy folders when submitting your work.
Staple your papers in the upper left-hand corner.

Each paper/assignment you submit must have a securely attached cover sheet with the following information included: Name of Student; Title of Assignment; Course & Section Number; Date; and, Number Where You Can Be Reached and... ***

*** For each assignment you submit, place in the lower right hand corner the notation:
"Original Work, Appropriately Cited and Attributed by [Your Signature]".

Work that does not follow this format will have 5 points for the assignment taken off automatically before the work is graded.

FORMAT FOR PAPERS

As stated previously, all papers must be organized using APA format. All assignments/papers should be word-processed, double-spaced, with 1 inch margins, 12-pitch font, properly organized and edited, on white paper, paginated, and referenced where appropriate.
Double-sided print is acceptable.

Work that does not follow this format will have 5 points for the assignment taken off automatically before the work is graded.

All Work, Unless Otherwise Specified, Is To Be Typed.

All Papers Are Due At The Beginning Of Class On The Predetermined Date And Time.

No Papers Will Be Accepted After The Due Date.

My Office Is On The 2nd Floor Of Leutze Hall: All Materials Should Be Brought To Me There or Given to Helene Harris If You Did Not Submit Them In Class.

If You Did Not Get Your Paper On The Day They Were Returned, You Will Need To Pick It Up At My Office.

OTHER IMPORTANT INFORMATION THAT IS THE FOUNDATION FOR GRADING THIS COURSE

BLOOM'S TAXONOMY

The course grading rubric is adapted to capture the levels of learning and understanding as defined in Bloom's Taxonomy.

See this Web site if you are not familiar with this information:

<http://www.edpsycinteractive.org/topics/cognition/bloom.html>

BLOOM'S QUESTION CATEGORIES

KNOWLEDGE

- Remembering;
- Memorizing;
- Recognizing;
- Recalling Identification; and,
- Recall of Information:
 - Who, What, When, Where, How...?
 - Describe

COMPREHENSION

- Interpreting;
- Translating From One Medium To Another;
- Describing In One's Own Words;
- Organization And Selection Of Facts And Ideas
 - Retell...

APPLICATION

- Problem Solving;
- Applying Information To Produce Some Result;
- Use Of Facts, Rules And Principles:
 - How Is...An Example Of...?
 - How Is...Related To...?
 - Why Is...Significant?

ANALYSIS

- Subdividing Something To Show How It Is Put Together;
- Finding The Underlying Structure Of A Communication;
- Identifying Motives;
- Separation Of A Whole Into Component Parts:
 - What Are The Parts Or Features Of...?
 - Classify...According To...
 - Outline/Diagram...
 - How Does...Compare/Contrast With...?
 - What Evidence Can You List For...?

SYNTHESIS

Creating A Unique, Original Product That May Be In Verbal Form Or May Be A Physical Object;

- Combination Of Ideas To Form A New Whole:
 - What Would You Predict/Infer From...?
 - What Ideas Can You Add To...?
 - How Would You Create/Design A New...?
 - What Might Happen If You Combined...?
 - What Solutions Would You Suggest For...?

EVALUATION

- Making Value Decisions About Issues;
- Resolving Controversies Or Differences Of Opinion;

- Development Of Opinions, Judgments Or Decisions:
 - Do You Agree...?
 - What Do You Think About...?
 - What Is The Most Important...?
 - Place The Following In Order Of Priority...
 - How Would You Decide About...?
 - What Criteria Would You Use To Assess...?
 -

SWK 355 GRADING RUBRIC (Example from 50-point Paper)

ASSIGNMENT COMPETENCIES (Point Values Increase Along Continuum)	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS AT VARYING LEVELS	AVERAGE TO POOR
KNOWLEDGE: <ul style="list-style-type: none"> • Recalls data or information. 	4	0-3	0-1
COMPREHENSION: <ul style="list-style-type: none"> • Understands the meaning, translation & interpretation of instructions & assignment(s). • Presents well-developed information in own words. • Uses required skills or knowledge. 	5	0-4	0-2
APPLICATION: <ul style="list-style-type: none"> • Uses abstract concepts, methods & theories. • Applies readings & classroom learning to assignment in new or creative ways. 	6	0-5	0-3
ANALYSIS: <ul style="list-style-type: none"> • Separates material or concepts into component parts so that its organizational structure may be understood. • Examines information to develop divergent conclusions by identifying motives or causes, making inferences, &/or finding evidence to support generalizations. 	8	5-7	0-4
SYNTHESIS: <ul style="list-style-type: none"> • Student originates, integrates, & combines ideas to produce a complete & original piece of work. 	10	6-9	0-5
EVALUATION: <ul style="list-style-type: none"> • Appraises, compares, contrasts, discriminates & makes judgments about the value of ideas, materials, theories, or presentations. • Makes choices based on reasoned argument. • Concludes, critiques, defends, interprets, justifies, or reframes ideas. • Recognizes subjectivity. Effectively summarizes. 	10-12	7-9	0-6
PRESENTATION OF WORK: <ul style="list-style-type: none"> • Follows APA format & professor's requirements for written work. • Is newly original work & appropriately cited where required. • Is timely in submission. • <u>Does not substitute others' work for own thinking even when cited.</u> 	5	0-4	0-2
TOTAL:			