

University of North Texas at Dallas
Spring 2012
SOWK 4540
Diversity in HUMAN SERVICES

Division of Education and Human Services		3 Credit Hrs.
Instructor Name:	<i>Constance Lacy, Ph.D.; LCSW; HS-BCP</i>	
Office Location:	<i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 329</i>	
Office Phone:	<i>XXXXXXXXXXXX</i>	
Email Address:	<i>XXXXXXXXXXXXXX; Blackboard course email</i>	
Office Hours:	Mon. 1:00 to 3:00; Tue. 11:00 to 1pm 4 to 5; Thru. By Appt.	
Virtual Office Hours:	<i>Blackboard, Wed.</i>	
Classroom Location:	<i>UNT Dallas Bldg. 2 (Founders Hall), Rm. 307</i>	
Class Meeting Days & Times:	Tuesdays, 1 to 4pm	
Course Catalog Description:	<p>This course explores cultural, social and psychological differences and similarities among various groups. The dynamics of oppression and the relationship of social justice considerations to the profession for human service practice are examined. This course promotes culturally competent and socially conscious practice for the helping professional. The purpose of this course is to increase human service workers commitment to work towards a nonracist, multi-cultural and egalitarian society. Concepts focused on in this course will include but are not limited to sociopolitical processes, intrapersonal processes, and socio-cultural processes. The implications of these processes for practice in helping professions are discussed.</p>	
Required Text:	<p>Required Text: Andersen, M. & Collins, P. (2010). Race, class and gender: An Anthology (7th ed.). Wadsworth-Thomas Learning, CA. Anson, C.M., Schwegler, R.A., & Muth, M.F. (2008). Pocket Writer's companion (3rd ed.). NY: Pearson Longman Press</p> <p>Additional readings will be assigned as needed. (See references for further recommended readings).</p>	
Course Goals or Overview:		
	<p>The goal of this course is to help students understand the socio-political process of discrimination, economic deprivation and oppression with populations-at-risk; and the consequences of forces of inequality for individuals and social systems, sexual orientation, disability status, age and economic disadvantages. Students will develop an understanding of the differences and similarities in the experiences, needs and beliefs of diverse people characterized by such factors as race, ethnicity, culture, and gender. Students will also gain an understanding of how awareness of one's own values, cultural bias, philosophies, personality, and style impact the effective use of the professional self affect on clients.</p>	
Learning Objectives/Outcomes:		
At the end of this course, the student will be able to:		
1	Apply knowledge of the role of diversity in determining and meeting human needs and developing processes to effect social change through advocacy work at all levels of society.	
2	Apply critical thinking skills and the ability to accurately assess impact, consequences and best practices with diverse populations; to identify and develop action strategies; to	

	counter policies and practices limiting discrimination and promote economic and social justice for populations considered at-risk.
3	Identify the values and ethics of professionals in the human services sector and develop an understanding of, and respect for the adaptive capabilities, characteristics, and strengths of diverse, disadvantaged, and oppressed populations.
4	Apply differential communication skills, theories and processes with diverse populations in the form of a group project.
Course Activities: This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course: Class instruction, short lectures, demonstration groups, discussions and quizzes, assignments, projects, and class participation.	
COURSE EVALUATION METHODS	
1	RAT Readiness Assessment Test
2	Team Presentations on Diverse, Oppressed or Vulnerable Groups
3	Paper I - Self-Assessment Paper
4	Film Critique (2)
5	Paper II – Final Reflections
6	Team Activities
Basis for Grading: The calculation of students overall course grade includes total points earned from <ul style="list-style-type: none"> • Sum of Individual Activities • Sum of Team Group Activities • Team Maintenance/Peer Evaluation Score 	
Grades will be assigned as follows: A=100-90%; B=89-80%; C=79-70%; D=69-60%; F=59-below	

Criteria for Grading:

- a. Demonstration of ability to integrate outside reading and classroom material into papers/projects
- b. Succinct, clear and logical formulations of arguments
- c. Demonstration of independent and critical thinking skills in class participation, written assignments and projects.

Late Assignments: Late assignments will be accepted as follows: **All assignments are due at the beginning of class on the day specified in this syllabus.** After this, assignments will be deducted 10pts every day the assignment is late. **Assignments that are 5 days late will not be accepted and will result in a grade of zero.** Assignments sent via email attachment will not be accepted.

Blackboard: This course requires use of Blackboard to submit specified assignments and other interactive processes. You are required to check announcements using Blackboard along with email correspondence, discussion board assignments, group assignments, written assignments, etc.

CLASSROOM ETIQUETTE

Classroom time is an opportunity for each student to learn and share knowledge. Please join with your instructor and extend the following classroom courtesies to your colleagues to ensure the highest and best use of class time. Your laptop cannot be used in the class unless it is associated with the contents of this class. If the student is found to be in violation, the student will be asked to

shutdown the laptop and will not be permitted to use the laptop in this class for the remainder of this course.

Leaving Class Prior to Dismissal: Students who need to leave class prior to dismissal or break are requested to advise their faculty member before class, and to sit as close as possible to the door. This will avoid unnecessary classroom disruption or distraction.

Pagers and Cell Phones: Students should turn pagers and cell phones off during class time. The ringing of either is very disruptive to instruction.

Side Conversations: Side conversations are distracting to all. Please refrain from engaging in them

Seating Arrangements: For the purpose of ensuring an understanding of diversity and cultural sensitivity, you may be required to move around the classroom at various times at the request of the instructor. Remember, this class is about experiencing change.

SCHEDULE OF READING ASSIGNMENTS, LECTURES

And ASSIGNMENT DUE DATES

CLASS	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
1	1/17	Introduction to course Review Syllabus Class Activity	Presentation Topics Assigned Today
2	1/24	Conceptualizing Social Class Myth of “classless society” RATest Today! Film: GROUPS MEET TODAY	Read Articles 14, 15, 47, 49, 51 (RAT on Syllabus and Articles 14, 15, 47, 49)
3	1/31	Conceptualizing Social Class - Concepts of Poverty: Film: TEAM ACTIVITY	Articles 36, 37, 38, 53
4	2/7	Conceptualizing Gender- Socialization patterns	Covers Articles 19, 21, 33, 59, 34, 48, Cultural Presentation Contracts DUE Online Friday
5	2/14	NO FACE-TO-FACE CLASS TODAY GROUPS MEET TO WORK ON PRESENTATION Film Critique Assignment Due ONLINE Next Week	
6	2/21	Social and Cultural Processes; Understanding the social construction of Race:	Articles 1, 5, 7, 11, 13 Film Critique 1 Assignment Due ONLINE
7	2/28	PRESENTATION: THE EXPERIENCE OF ASIAN CULTURES and PACIFIC ISLANDERS IN AMERICA In Class Film:	Articles: 2, 3, 27 & 28
8	3/6	PRESENTATION: THE EXPERIENCE OF LATIN CULTURES IN AMERICA Demonstration of understanding, appreciation; Implications for the Helping Professional • In Class Film:	Articles: 1,8, 43
		Cultural Competence & The Helping	Articles 12,23,39,52

CLASS	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
9	3/13	Process: Individualism/Collectivism, Understanding differences in communication styles, strengths, value systems, & beliefs.	
	3/20	Spring Break Self- Assessment Assignment Due ONLINE Next Week	
10	3/27	<u>PRESENTATION: THE EXPERIENCE OF INDIGENOUS PEOPLE IN AMERICA</u> <ul style="list-style-type: none"> • In-Class Film: • 10-min Writing 	Articles 6 & 17, 46, 54, 63 Self-Assessment Due TODAY!
11	4/3	<i>Cultural Competence & The Helping Process: AGEISM</i> - Understanding differences in communication styles, strengths, value systems, & beliefs , age discrimination <ul style="list-style-type: none"> • In-Class Film: 	
12	4/10	<u>PRESENTATION: THE EXPERIENCE OF AFRICAN DIASPORA IN AMERICA</u> Demonstration of understanding, appreciation for individuals of African descent in America; Implications for the Helping Professional <ul style="list-style-type: none"> • In-Class Film: • 10- Minute Writing 	Articles 16, 30, 56
13	4/17	<u>UNDERSTANDING INDIVIDUALS WITH DISABILITIES AND THE AMERICAN EXPERIENCE</u> Demonstration of understanding, appreciation; <ul style="list-style-type: none"> • In-Class Film: • 10- minute Writing 	Articles 57,64 & 18 Film Critique Assignment Due ONLINE Next Week
14	4/24	Cultural Competence: - Is the Concept of Anti-racism one-sided? Film: "Something New" Class Discussion – 10 Min. Writing	Film Critique 2 Assignment Due ONLINE Friday Turn all Peer Evaluation Forms In Today
15	5/1	ETS Proficiency Profile Meet in Room 136, Bldg. 2	<i>Reflective Summary Due TODAY Online!</i> No late submissions accepted!

CLASS	Week of	TOPIC	READINGS, ASSIGNMENTS, & ACTIVITIES
16	5/18	ALL ASSIGNMENTS NEED TO BE COMPLETED AND TURNED IN TODAY Complete End of Class Questionnaire	<i>Final Exam</i>

*This instructor reserves the right to change this course syllabus at any point in the semester as deemed necessary. The instructor will inform the class of any changes.

Important Note to All Students: Please note that students will be dropped for nonattendance in this class. Nonattendance means that a student has not posted any assignments by the 12th day audit roll or will have exceeded 3 unauthorized absences during the semester. It is the student's responsibility to watch stay abreast of the University official drop dates. A notice of Unsatisfactory Progress may be sent to students who have either an attendance or grade problem by the University each semester. Please note that I am not required to review your assignments if you submit them early.

Diversity Policy: You are encouraged to contribute your perspective and insights to class discussions. However, offensive language (swearing) and remarks offensive to others of particular nationalities, ethnic groups, sexual preferences, religious groups, genders or other ascribed statuses cannot be tolerated. Common courtesy and respect will be extended to all. Students abusive to this policy may be asked to leave the classroom and will lose points. Problems in adhering to this policy may result in being dropped or failing this course.

Students with Disabilities:

The University of North Texas Dallas is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 92-112 – The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of the Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens.

As a faculty member, I am required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty of their need for accommodation and in providing authorized documentation through designated administrative channels. For more information, you may visit the Student Life Office, Suite 200, Building 2 or call 972-780-3632.

The Department of Counseling and Human Services is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Student Life and to inform me of your need for an accommodation. Grades assigned before an accommodation is provided will not be changed. Information about how to obtain academic accommodations can be found in UNTD Policy 7.004, [Disability Accommodations for Students](#), and by visiting Student Life, building 2, Suite 200. 972-780-3632, studentlife@unt.edu.

Academic Integrity You are encouraged to become familiar with the information posted by the University Committee on Student Rights and Responsibilities (www.unt.edu/csrr/index.html). The policies regarding student conduct and academic dishonesty, which are posted at this location, apply to this class. It is your responsibility to review this information. I need to be able to assess your individual performance; therefore all papers must be your own work. Plagiarism is a serious violation and will result in severe consequences (regardless of intent or ignorance); possibly resulting in receipt of a failing grade for the entire course. If you have questions, please ask.

Reading Assignments: All assigned material must be read prior to each class meeting. The text is selected to provoke and challenge you. A portion of each class period will be used to discuss and critically assess the content in the readings. You are encouraged to openly discuss opinions, feelings, and reactions to course topics. You should consider the applicability of these readings to other issues and policies affecting practice in helping professions. Your participation in this process will ensure that learning is successful in your preparation as a professional.

Confidentiality Agreement: It is expected that those in this course will go through a process of growth and development. As such, it is essential that we support one another in this process of better understanding others and ourselves. Our views are sure to differ, but hopefully we can learn to listen attentively to others. The class is to be viewed as a safe, supportive environment in which we can individually and collectively voice our opinions and thoughts. Due to the sensitive nature of the discussions that may take place, you may demonstrate a range of reactions, opinions or emotions. To protect confidentiality, you are advised not to discuss comments made by specific individuals outside of the classroom. However, you may choose to discuss areas of concern in private with the instructor.

Group & Class Participation: You will not be required to share personal history in class; however the sharing of life experiences may be valuable so others can hear about our differing 'worldviews.' Feel free to ask questions, ask for clarification or make comments as desired. Through the process of classroom participation, you will eventually find that you disagree with someone. It is important to always display professional behavior when discussing conflicting opinions. The human service profession is such that you will continually interact with persons who may have differing opinions from your own. We must develop skills to deal appropriately with 'difference' in order to successfully serve our future clients. You will gain knowledge and present information about various population groups and diversity within those groups. Through your group experience you will:

- Understand the differences and similarities within minority population groups, such as issues related to being native or foreign-born and appreciate the historical significance that forced American citizenship has had on Native American Indians, African Americans, Puerto Ricans, Hawaiians, and American Eskimos and more.
- Develop an awareness of the strengths of the family structures, support networks, and other institutions in minority communities, and be able to utilize such awareness in social work and human service practice.
- Understand the diversity within and between groups, as well as the double/triple oppression of Black and Latina women and lesbian and gay men of color, and recognize the need for social work and human service practice to have a multidimensional focus.