COURSE DESCRIPTION:

The purpose of this course is to present human diversity and population-at-risk content for the academic foundation curriculum at the graduate level (CPS M6.6, M6.8). This course serves as a continuum, as content on human diversity and population-at-risk is integrated into other subject areas of the MSW curriculum. The course addresses human diversity and its complexity through the use of a multilevel approach, which includes looking at interactions and dynamics from within and between different size systems. Incorporation of strengths derived from a variety of theoretical frameworks (i.e., Ecological, Empowerment, Feminist, Social Class Stratification, Constructivist/Social Constructionist, and Narrative Theories) is embraced in this course. Students are guided in the exploration of paradigms shaping meanings and interpretations of experiences such as "race," "ethnicity," "culture," "whiteness," "gender," "sexual orientation," "socioeconomic status," "other forms of human diversity," "personal and social identities," "oppression," and "social justice." Students are also assisted in the process of assessing bio-psychosocial/cultural / economic and political stressors and resources, as well as models that may help or discourage individuals' maintenance or attainment of health and well-being (CPS M6.10). Students are expected to address these issues in several contexts – personal values, professional policy, and practice.

Oppressive and discriminatory experiences as well as resiliency and strengths often encountered by the poor, women, people of color, gay and lesbian persons, and individuals with mental and physical disabilities within the United States, are major themes addressed throughout this course (CPS M6.7). Furthermore, in order to move beyond the categorization of groups which seems to promote the notion of cultures as independent static entities, students are encouraged to comprehensively explore similarities, differences, and controversies among and between diverse populations. This teaching approach is an attempt at encouraging students to identify, assess, and select skills and intervention modalities that moved beyond stereotypical assumptions regarding cognitive, behavioral, and/or social characteristics unquestioningly traced to individuals believed to belong to a particular group.

The course is designed to introduce graduate students to a range of social work skills and strategies appropriate to social work practice within the context of human diversity and populations-at-risk (CPS M6.6, M6.8, and M6.11). This course is particularly relevant to human diversity within the context of the State of California (CPS M6.8).

Please note that you can view the entire text of the (CPS) Curriculum Policy Statement referenced to in this course syllabus by going to http://www.cswe.org/, the Council on Social Work Education site on the World Wide Web. Also note that although the experiences of diverse groups are explored and
discussed throughout this course, the approach for delivering content is not aimed at concentrating on specific diverse groups. Rather, the approach used for delivering content in this course intends to be as inclusive as possible through the use of themes such as oppression, privilege, strength, and processes for individual and collective healing/transformation.

COURSE OBJECTIVES:

1. To provide a foundation for understanding human diversity through the use of theoretical frameworks, particularly in terms of cultural/ethnic, socioeconomic status, gender and sexual orientation: racism, classism, sexism, and homophobia / heterosexism which are expressed in discrimination, economic deprivation and oppression in historical and current trends; and a context of social work and culturally/socially diverse values and ethical comparative systems which impact these themes and issues (M6.5, M6.5.1, M6.5.3, M6.5.4, M6.5.5, M6.6, M6.7, M6.8, M6.9).

2. To promote professional/personal self-awareness regarding ways that oppressive forces affect the personal and professional lives of social workers in the social environment and result in ethnic, gender, and sexual orientation, class stratification (institutional and attitudinal barriers) which restrict access to life sustaining and life enhancing resources (M6.5, M6.5.3, M6.5.4, M6.5.5, M6.5.6, M6.6, M6.7, M6.8, M6.11).

3. To prepare students for multi-dimensional practice within the context of diverse populations (M6.5.1, M6.5.2, M6.5.3, M6.5.5, M6.6, M6.8, M6.9, M6.10, M6.11).

4. To promote student understanding and use of a range of strategies and approaches for individual, family, group, organizational and community change which builds a more quality-based society which will challenge discrimination, economic deprivation, and oppression (M6.5.1, M6.5.3, M6.5.4, M6.5.5, M6.6, M6.7, M6.8, M6.11).

5. To promote comprehensive analysis among students when exploring human diversity issues, needs, and strengths/resiliency within the context of social work practice (M6.5.6, M6.6, M6.7, and M6.9).

MEASURED COMPETENCIES (Components of the above course objectives):

Competence in the areas of values and awareness:

- Attainment or Maintenance of a level of professional and personal self-awareness regarding ones' owns strengths and restrictions, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

- Attainment or Maintenance of a level of appreciation and respect for human diversity, commonalities, and potentiality as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

- Attainment or Maintenance of a level of appreciation and respect for social work values and ethics while addressing human diversity issues, needs, and strengths, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.
• Display sensitivity to oppressive forces (i.e., racism, sexism, classism, ableism, ageism, and homophobia / heterosexism, etc.) and human resilience, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

**Competence in the areas of knowledge and skills:**

• To develop a historical / current understanding of human diversity, commonalities, and controversies within the context of the United States, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

• To develop an understanding of how oppressive forces impact the social service delivery system in the United States and often impede individual and/or group access to resources, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

• To prepare students for multi-dimensional practice with diverse populations, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

• To foster knowledge and skills for counteracting individual/group discrimination, oppression, and economic deprivation, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

• To promote knowledge and skills of diverse assessment and intervention tools aimed at assisting diverse individuals/populations in the process of achieving and/or maintaining well-being and full potential, as evidenced by class assignments, in-class group discussions, and/or experiential exercises.

**COURSE FORMAT / REQUIREMENT:**

This course is conducted on a discussion-lecture-laboratory basis. The use of videos/films is also a critical part of this course. **The emphasis in this course is on critical analysis, not memorization. There will be a considerable amount of reading and writing in this course, plus a great deal of critical analysis.** Assignments are based on readings (i.e., required texts and other literature review) and class lectures/discussions.  

**Students are expected to have read all assigned readings prior to class sessions.** Student preparation and participation are integral parts of this learning process. Students are encouraged to meet individually with the instructor to further explore issues and to clarify assignments as well as course content.  

**Students are expected to have completed assignments for the course by the scheduled due date (i.e., a full grade will be subtracted for each date that assignments are late).** If special circumstances arise, the instructor may grant an extension of the due date. This must be arranged prior to the date the assignment is due and be approved by the instructor. If students need help or have questions, they are encouraged to contact the instructor during office hours, by phone or e-mail. Should this situation occur, the student should provide several avenues through which they may be contacted (e.g., e-mail, home or work phone numbers, cell phone numbers).
Written work must conform to the APA (latest edition) format. Written work must be clear and grammatically correct. Serious deficiencies in areas such as spelling, punctuation, sentence structure, and coherent organization will result in a lower grade (20% of each written document is related to its organization, clarity, and syntax, etc). Students are encouraged to use the writing lab if writing problems emerge.

Plagiarism (claiming the work of someone else as your own) will result in a grade of FAIL for the course. It is considered plagiarism if you copy from your textbook or claim ideas that belong to others without citing the source of those ideas. Refer to the APA Manual (latest edition) pp. 349-350 and p.395 for clarification on this principle. Students should be aware of CSUS policy regarding plagiarism. This information can be obtained through the University Policy Manual in the section pertaining to Academic Honesty (see CSUS website: www.csus.edu).

Students will lead and participate in exercises and group discussions regarding diversity issues. This will provide a special opportunity to integrate field experiences as well as personal/professional encounters with classroom learning. Role-plays, small group discussions, one-to-one exercises, and case presentations from field sites are often utilized. Students presenting field material should safeguard client confidentiality.

Incompletes are not given automatically. A grade of “Incomplete” may be assigned only in cases of illness, accident, or other occurrences clearly beyond the student’s control. It is the student’s responsibility to follow University’s and/or Division’s policies and procedures for obtaining an “incomplete” for a course grade. Students who fail this policy will automatically be assigned a grade of “FAIL” for the course.

Active student participation will allow students to get the most out of this class. Taking risks even if the environment does not feel completely “safe” is encouraged. In order to enhance feelings of safety, and to create a positive learning environment, the following must apply:

- Students attend class.
- Students are prompt.
- Students have read the assigned material and come to class prepared.
- Students do all their work and turn assignments in on time.
- Students feel that they have a voice: Students get their needs met by interacting with classmates and by raising their concerns and criticisms with the instructor.
- Students feel that when they speak, people listen with open minds, open hearts and open ears.
- Students realize that each has partial knowledge and therefore needs one another to develop a fuller understanding.
- Everyone realizes that the class is one forum to express one's ignorance, misinformation, incomplete knowledge, and that voicing such ideas is one way of expanding learning. Students do not ridicule others.
- Students feel as if who they are is recognized, understood, and assumed to be a critical part of their capacity to learn.
- Students own expressions of bigotry. In other words, rather than attribute a negative characteristic to a social group or to a member of that group, students begin with, “this is how I have been taught to believe,” or “I don’t like to admit it but I do have the belief that…”
- Everyone -students and faculty - expects to learn from each other and change in the process: Students and faculty are committed to personal/professional growth and self-exploration.
• Everyone assumes that dissent, debate, and disagreement are part of how we learn: Students behave in a non-violent manner.
• Everyone recognizes the importance of the personal and the experiential as one source of knowledge in combination with other sources.
• Students resolve issues that they may have with other group members. If students are not sure how to accomplish this task, students and instructor can discuss possible strategies. **It is not acceptable to miss class in order to avoid the group.**
• Instructor will be available during office hours, by appointment, through e-mail and/or phone.

As developing social work professionals, it is expected that students will become familiar with and adhere to the **NASW Code of Ethics.** This code for professional behavior should guide your actions in class and in the field agency setting. Ethical violations (e.g., disrespect for colleagues, clients, etc.) may result in failure of this course, particularly if the instructor has previously advised a student of the violation(s).

Students are expected to obtain an e-mail account and to check their e-mail regularly. Some class communications may be through e-mail. You may apply for a student account through the university.

**Students who have a learning disability or experience other reasons that might interfere with their ability to complete the class requirements,** need to make an appointment and discuss this with the instructor. Students with documented learning difficulties, can obtain special accommodations for course materials, testing facilities, and equipment by contacting the Office of Disability Services (916) 278-6955. The instructor should be advised of these accommodations so as to better assist the student with his/her learning needs.

**INSTRUCTOR’S TEACHING PHILOSOPHY AND ACCOUNTABILITY:**

Teaching is viewed by this instructor as an exchange of knowledge, skills, values, and experiences. Although the instructor holds expertise in certain areas, the instructor continues to perceive himself as an on-going learner since knowledge and skills are not static or absolute. This instructor welcomes students’ questions, challenges, and experiences. Students are encouraged to speak with the instructor in class, during office hours, or by appointment if students do not believe that their needs are being met.

In order to increase the possibility for students’ professional development, this instructor will:

• Encourage learning through the creation of an environment that is based on trust, honesty, support, motivation, and challenge (i.e., challenge is perceived as an opportunity to explore one’s potential beyond a comfort zone).
• Encourage and promote the creation of a learning environment that exposes students to assess their strengths and personal/professional areas in need of transformation.
• Treat each student with respect while challenging her/him through the course content and dynamics.
• Encourage respect and support among classmates.
• Be accessible to students through office hours, by appointment, and/or phone. Students’ phone calls will be returned within a period of no more than 24 hour. (Please make sure you leave your name and phone number when calling.)
• Consider students’ course and assignment recommendations. When students’ recommendations would not be implemented, the instructor will provide a rationale.
• Instructor will be prepared and prompt for each class session.
• A maximum of two weeks will be used to grade written assignments.
• The instructor will be available for discussion in the case when a student is not satisfied with a grade generated from an assignment.
• A re-writing of an assignment is not automatically guaranteed, but may be a result of a student-instructor conversation.
• In the case when a student-instructor disagreement cannot be resolved within a reasonable timeframe, a mediator will be identified and asked for assistance.

CRITERIA FOR EVALUATING WRITTEN ASSIGNMENT:
• **Reflection of knowledge and skills** (i.e., illustration of clear understanding of concepts while integrating ideas, theories, approaches, and information from readings, lectures, and/or class discussions. Clear understanding of concepts is often reflected through the depth and clarity of the written discussion / analysis. Discussion and analysis are consistent, concrete, and non-contradictive. Illustration of an ability to be skillful during the helping process is often reflected through the analysis / evaluation of strengths and restrictions deriving from the type of theoretical framework/orientation, assessment and intervention being applied. An analysis of one’s professional competence [i.e., strengths and challenges] within the context of a particular assessment / intervention also serves to evaluate one’s professional knowledge and skills).

• **Rationale used to support argument/position** (i.e., generalizations / analyses are carefully supported. Language is not taken for granted as ideas are strengthened through the use of concrete examples, evidences, empirical data, and supportive literature).

• **The inclusion of personal points of view** (i.e., original thoughts and ideas that promote innovative discussions are strongly encouraged. Personal points of view, however, need to be carefully addressed through the use of concrete examples, observations, concepts, and experiences).

• **Organization** (i.e., content / presentation is arranged or categorized in a systematic/consistent manner - thesis in introduction, smooth transitions between ideas and between sentences / paragraphs, and overall structure, integrative concluding section. Careful planning is evident in the organization).

• **Clarity** (i.e., understandability, good style, and form - clear / comprehensive / concrete presentation of central points).

• **Correct syntax** (i.e., grammar, punctuation, and spelling. Sentences and paragraphs are clear, unified, and coherent).

• **Use of APA format is required.** Apply the basic APA (American Psychological Association) style for all written assignments both in the main text and in citing references. Copies of the APA manual (latest edition) are available in the library. All written assignments should be typed, double-spaced, and free of spelling and grammatical errors.

(Please remember to always retain a duplicate copy of all your written assignments prior to submitting them for grading in the event of accidental loss or destruction.)

Additional comment on written assignments:
Clear and concise writing are key ingredients for your future in the social/human service field. As future social service providers / practitioner, each of you will be called upon to write letters and reports that will impact the lives of individuals, groups, funding, and social policies. It is in this spirit that I encourage you to use the written assignments in this class to hone your writing skills. We are fortunate to have access to a writing tutor here in the Division of Social Work. The development of writing skills is a life long endeavor, therefore I encourage you to seek out the assistance of the writing tutor whenever you feel the need. Additionally, after I read your assigned work I may refer you to the writing tutor.
As a guideline for organizing your workload, note that it is standard educational expectation that students spend 2-3 hours outside of class time “studying” for every hour spent in class.

**GRADING AND MEANING:**

Students’ interest, time, commitment to the course, as well as personal/professional development is valued. Attending all scheduled class sessions and being prepared for class discussion and activities is required. As a matter of fairness and equity, **anyone missing (3) scheduled class session losses a minimum of a letter grade on the final course grade.** There is no substitute or make-up for attendance and participation. **Missing more than (5) scheduled class sessions will result in being dropped from the course** and will require the student to make arrangements to complete the course in a fashion acceptable to the Division of Social Work.

- Each student is responsible to read each of the readings assigned for this class and be prepared for class discussion. During the first day of class each student will be assigned specific readings selected for this class and asked to prepare written summaries as well as to initiate group discussion on the day that such readings are due. Written summaries are to be shared with other classmates. Students are expected to be actively engaged in class discussions and exercises.

- Repetitive lateness (i.e., 15 minutes late – more than three times) will affect the final grade. Speak to the instructor individually if you believe that you will be repetitively late for class.

Each student’s final grade will result from averaging the grades obtained from all the assignments required by the course.

1. Small Group Discussion of Assigned Readings / Class Participation 10%
2. Theory of Me Paper 20%
3. Debates 30%
4. Oppressive Forces within the Face of Human Resilience or Vise Versa 40%

Total: 100%

A = 97 to 100 points
A- = 93 to 96
B+ = 89 to 92
B = 85 to 88
B- = 81 to 84
C+ = 77 to 80
C = 73 to 76
C- = 70 to 72
D+ = 65 to 69
D = 60 to 64
F = 59 or less
A & A- = Exemplary achievement of the course / assignment objectives. In addition to being clearly and significantly above the requirements, work exhibited is of an independent, creative, contributory nature.

B+ & B = Superior achievement of the course objectives. The performance is clearly and significantly above the satisfactory fulfillment of course requirements.

B-, C + & C = Satisfactory achievement of the course objectives.

C-, D+, D, & F = Unsatisfactory achievement of course objectives.

REQUIRED BOOKS:


Handouts

COURSE ASSIGNMENTS:

1st Assignment: Small Group Discussion of Assigned Readings / Class Participation (10%)

During the first day of class each student will be assigned specific readings selected for this class and asked to prepare written summaries as well as to initial group discussion on the day that such readings are due. Written summaries are to be shared with other classmates. Students are expected to be actively engaged in class discussions and exercises throughout the course of the semester.

Class discussion and exchange regarding the meaning and significance of the material presented in class and in the reading assignment is an important ingredient in higher education. Effective communication is essential to skilled social work practice. Additionally, you will work in small groups and it is expected that you be prepared to engage in productive activities and discourse with other learners. Points for class participation are determined by collaborative input based on the observation and experience of:

1) **Content Mastery:** Understanding of the facts, concepts, and theories in the assigned readings.

2) **Communication skills:** Ability to inform others in an intelligent manner communicating ideas clearly and persuasively. Ability to listen to others and understand what they have said.

3) **Synthesis and Integration:** Ability to articulate connections between various readings.

4) **Values:** Ability to identify value content in class readings and discussions, and to articulate your own position in relationship to your own value base and to explain that position on some hierarchy of values.

5) **Relevance:** When participating in class think: is my question and or comment enhancing my or someone else’s learning? Does my question or comment further the discussion and or illustrate a critical point?
Assignment: “Theory of Me” Paper - Due 10/10/06 (20% of final grade)

In order to strengthen professional competence when working with individual and communities whose lives and experiences may be different or similar from our own; frequently there is a need for awareness regarding how our constructed individual and social identifies are formed, perpetuated, sustained, and/or transformed. A general understanding of our patterns of interactions at the intrapersonal and interpersonal contexts and effects can also often be generated from a process of professional self-assessment. The purpose of this assignment is to provide you with an opportunity to explore unique experiences that have shaped your life.

The paper must be typed and double space and should not exceed 15 pages long. The readings or class discussion can be used to encourage the depth of your personal exploration. When using a particular reading, document your citations and references carefully using current APA format. Use the headings in the assignment and make sure you address each section fully. Please see me if further assistance is needed after our discussions of this assignment in class.

Respond to the following questions:

A. Background
   - Briefly describe yourself (age, birthplace, gender, socioeconomic status when you were growing up, current cultural orientation, etc). (Note: discussing sexual orientation is optional).

B. Background of Parents/Grandparents/Great Grandparents / Ancestors
   - Describe what you know about your mother, father, maternal and paternal grandparents and great grandparents and so on.
   - How did your ancestors enter the United States (e.g., were they voluntary immigrants, involuntary through conquest, time of entry, etc)?
   - What lessons did you learn from them regarding life? (i.e., cultural influences, meaning of identity, interactions with others, etc)

C. Experiences with Anglo Conformity and Factors Affecting Inclusion
   - By the standards of Anglo Conformity, were your relatives included or excluded in American society?
   - How did your ancestors avoid/attempt/achieve assimilation and integration?
   - What role did social class and social power play in their experiences?

D. Conclusion
   - What conclusions have you drawn about your own status of assimilation based on your ethnic roots, socialization, and personal experiences? Compare and contrast how you were encouraged to believe about yourself and others to the way(s) you feel and believe today.
   - What major role(s) has your gender or sexual orientation, mental or physical abilities / disabilities, socioeconomic background and religious / spiritual practices / convictions played in your interactions with self and others: acceptance or rejection? I.E.,
     - To what degree do you relate to issues of social / cultural privilege and/or experiences of social / cultural oppression? Within what context have you felt oppressed or have you acted as the oppressor?
     - How do the aforementioned factors, help or discourage your attainment and/or maintenance of health and individual well-being?
Assignment: Debates on 11/7/06 & 11/14/06 (30% of final grade)

This course will provide students with an opportunity to debate two important controversial issues related to human diversity, commonalities, and controversies.

- Would our capitalist system and its core principles (i.e., promotion of individualism / separation and competition, and constant focus on profit / material goods, etc.) need to be altered in order for significant long-lasting transformation to occur with encountered oppressive forces (i.e., racism, racism, classism, heterosexism, etc.)? Students assigned to either side of this debate are asked to explore the relationship, or lack of, between capitalism as a system and multiple forms of oppression experienced by diverse populations. Historical and current content regarding social interactions, socioeconomic conditions, political dynamics and visions, as well as social resources and delivery of social services, can strengthen the discussion generated by this debate. Students are encouraged to explore possible implications for service development and delivery. An exploration of transformation at different levels (individually and collectively) can also strengthen this debate. Recommendation of strategies / approaches for promoting and supporting transformation in the experiences of oppressive forces are required. Students are required to develop a rationale for their debate as well as use concrete examples, original thoughts, and data identified throughout the literature to support their discussion.

- The experience of spirituality has been defined in multiple ways (i.e., an indispensable and/or wholistic attribute of human beings; a quest for deeper meaning and answers cultivated through a relationship with a transcendent; a transpersonal nature which transcends human identity and personal ego / social roles; the experience of oneness, etc). Can a primary focus on spirituality help practitioners to assist clients in developing and maintaining well-being and optimal health regardless of possible experiences with oppressive forces at the individual, institutional, and cultural contexts? Students assigned to either side of this debate are asked to explore the relationship, or lack of, between spirituality and healing at the individual, institutional, and cultural contexts. The role of, or lack of, between spirituality and individual / social transformation can strengthen the discussion generated by this debate. Students are encouraged to explore possible implications for service development and delivery. Recommendation of strategies / approaches for promoting and supporting transformation in the experiences of oppressive forces are required. Students are required to develop a rationale for their debate as well as use concrete examples, original thoughts, and data identified throughout the literature to support their discussion.

During the first weeks of class, students will be divided into four groups (i.e., two groups per debate). Each group of students is encouraged to work in collaboration. Each student within each of the groups must contribute to the group effort. This assignment will be graded individually and collectively (i.e., individual grade is primarily based on the individual performance during the debate and contribution to group preparation while the collective grade is inclusive of group research, out of class meetings, and collective organization and clarity of the debate). Students not contributing to the group effort will not get credit for this assignment. The instructor will be available to assist with disagreements or group issues that may arise as the groups work together in preparing for the debate. Previous to the day of the debate, the four groups will be responsible to, individually:
• conduct a literature review regarding the topic (The data/content/examples found during the literature review is to be used to support the rationale/logic/analysis used by the specific group when debating).
• prepare an introduction and conclusion for their debate.
• prepare a minimum of ten questions to be addressed by members of the opposite group. Questions cannot be shared with the opposite group until the date of the debate.
• be prepared to debate their topic; this includes, demonstrate comprehension of the topic, behave in professional manners (i.e., no personal attacks or use of profanities), and effective use of knowledge.

The format of the debate will be as follows:

• each of the aforementioned debates will be conducted at separate times.
• one to 1 ½ hour will be designated for each debate.
• individual students will have the opportunity to be part of one of the four groups formed at the beginning of class, debate one of the above topics, and be part of an audience as the other topic is being debated by other classmates.
• the groups debating will be labeled Group “A” and Group “B” for identification purposes.
• each group will have five minutes to provide a beginning instruction to their debate (Each group needs to select a group member that will be responsible for this task. The introduction can also be presented as a collective).
• each group will have five minutes to provide a conclusion at the end of the debate (Each group needs to select a group member that will be responsible for this task. The conclusion can also be presented as a collective).
• each group will be responsible to construct questions (minimum of 10) to be addressed by the opposite group (The questions constructed need to be related to the topic being debated, as they will serve as the foundation for each of the debates).
• each group will present one question at a time to the opposite group (The group addressing the presented question has two minutes to reply – the response can be provided by one or more students within the specific group).
• after the question has been addressed by the specific group, the group who presented the question has two minutes to comment on the response(s) and add content to support their position.
• after the response and reaction to a question has been heard, four minutes will be available for open discussion/debate.
• the instructor will serve as the facilitator for each of the debates

Debates will be graded using the following criteria:

• Evidence of a literature review as demonstrated by data and references used during the debate (A copy of a list of references used for preparing for the specific debate needs to be provided to the instructor on the day of the debate – APA format is must).
• Reflection of knowledge and skills (i.e., illustration of clear understanding of concepts while integrating ideas, theories, approaches, and information from readings, lectures, and/or class discussions. Clear understanding of concepts is often reflected through the depth and clarity of the oral discussion/analysis. Discussion and analysis are consistent, concrete, and non-contradictive. Illustration of an ability to be skillful during the helping process is often reflected through the analysis/evaluation of strengths and restrictions deriving from the type of theoretical
framework/orientation, assessment and intervention being applied. An analysis of one’s professional competence [i.e., strengths and challenges] within the context of a particular assessment / intervention also serves to evaluate one’s professional knowledge and skills).

- **Rationale used to support argument/position** (i.e., generalizations / analyses are carefully supported. Language is not taken for granted as ideas are strengthened through the use of concrete examples, evidences, empirical data, and supportive literature).

- **The inclusion of personal points of view** (i.e., original thoughts and ideas that promote innovative discussions are strongly encouraged. Personal points of view, however, need to be carefully addressed through the use of concrete examples, observations, concepts, and experiences).

- **Organization** (i.e., content / presentation is arranged or categorized in a systematic/consistent manner - thesis in introduction, smooth transitions between ideas and overall structure of the debate, integrative concluding section. Careful planning is evident in the organization).

- **Clarity:** understandability, good style, and form - clear / comprehensive / concrete presentation of central points - the clarity of the questions constructed as well as the clarity of responses to questions addressed).

- **Use of professional manners** (i.e., respect toward your opponent, no personal attacks or use of profanities)

**4th Assignment: “Oppressive Forces within the Face of Human Resilience or Vise Versa: A Vicious Cycle or Opportunity for Transformation” Due last day of class – 12/12/05 (40% of final grade)**

For the final assignment, you are asked to:

**Section I**

- Identify, discuss, and analyze ways through which diverse forms of oppression (i.e., racism, classism / economic deprivation, sexism, and homophobia / heterosexism, etc.) and human resilience (i.e., an innate essence enacted in supportive relationships and resources that promotes an ability to maintain, recover, or regain a level of control, intention, and direction before, during, or after an encounter with adversity) have historically been reflected particularly in the United States within different contexts (i.e., intrapersonally, interpersonally, institutionally, and socially/culturally). Content regarding international historical/current dynamics and its effect on U.S. intra/inter-group relationships can also be included in your discussion. Make sure that during your discussion regarding forms of oppression, definitions are presented in your written document.

- Explore possible origin of oppressive forces (i.e., human nature, socialization, development of a nation, etc.) and characteristics of human resilience that have been demonstrated valuable for confronting oppression and its multiple faces. (Note: compare and contrast.)

- Provide examples of different forms of oppressive forces and effects (minimum three) as reflected within the experiences of diverse populations (minimum three). Compare and contrast ways in which diverse populations may have differed or shared similarities in their encounters with oppressive forces and while confronting, coping, and overcoming oppressive forces. Avoid stereotyping through the presentation of facts.
Section II

- Explore possible implications of your analysis for social work practice at different settings (Micro, Mezzo, and Macro). In other words, if oppressive forces continue and are not directly addressed how these may affect the process of assessment and intervention with diverse individuals, families, and/or communities.

- Examine alternative approaches for promoting individual and collective healing as well as maintaining personal and social well-being and optimal health. Explore how the identified alternative approaches can be implemented when working with diverse clients within different settings.

- Discuss mechanisms that you may use to evaluate the effectiveness of your approaches.

The paper must be typed, double spaced, and should not exceed 15 pages long. Paper needs to begin with an introduction aimed at informing the reader about the purpose of your document, general areas that will be addressed, and ways that the content is being organized. While supporting your discussion / analysis, you are required to incorporate material from class readings, literature reviews, class discussions, creditable information from the Internet, and, if appropriate, content from your other courses. Document your citations and references carefully using current APA format. Use the main idea generated by each of the main sections to construct headings for organizing your content. Make sure you address each section fully. Remember use critical analysis in your responses and avoid generalizations. If you need to, please consult with the different writing labs within the university before submitting your paper. Meet with me during office hours or by appointment if you need individualized guidance beyond the discussions in class.

COURSE OUTLINE:

9/5/06 Week 1: Course Introduction

- Student-instructor initial introductions
- Course overview & discussion of course requirements
- Development of small groups and assignment of readings

9/12/06 Weeks 2: Creation of a Baseline

- Construction of Meanings: Interface between construction, deconstruction and reconstructions of experiences
- Overview of human diversity, commonalities, and its complexities
  - Visible & invisible forces: Oppression (an initial look a different forms) & resilience
  - Overview of intrapersonal, interpersonal, institutional, & social/cultural effects
- Overview of modern and postmodern paradigms: stage based vs. transactional dynamics
  - Emic & Etic
  - Mono-dimensional & multidimensional
  - Cultural influences & cultural choices
- Overview of the role of language
  - Conventional reality/knowledge/consciousness
  - Transcendent reality/knowledge/consciousness
Andersen & Collins, (2004), Race, Class, & Gender Text:
Shifting the center (pp.15-22)
Reading # 1
Reading # 2
Reading # 34

Guadalupe & Lum, (2005), Multidimensional Contextual Practice Text:
Chapter # 1
Chapter # 2
Chapter # 5


9/19/06 Weeks 3: Creation of a Baseline (Continuation)

- Internalization of social/cultural/political experiences
- Institutionalization of norms / paradigms
- Culturalization of social interactions and dynamics
- The cognitive/emotional/behavioral/social effects of stereotypes
- Creation & perpetuation of MODELS OF DOMINANCE /
- Principles of social justice: oppression and well-being
- Dimensions of services and professional competency

Andersen & Collins, (2004), Race, Class, & Gender Text:
Reading # 6
Reading # 7
Reading # 36
Conceptualizing Race, Class, and Gender (pp. 75-97)

Guadalupe & Lum, (2005), Multidimensional Contextual Practice Text:
Chapter # 3
Chapter # 4
Chapter # 6


9/26/06 Week 4: An In-depth Exploration into Issues of Race/Ethnicity, Gender, Sexual Orientation, and Class

- Myths and stereotypes / effects of values and attitudes
- The interdependence / intersectionality of oppressive forces, power, & resources
- Contextual and multidimensional oppression, privilege, and resilience
- Implications for health and human services / assessments & interventions
Andersen & Collins, (2004), *Race, Class, & Gender* Text:
Reading # 8
Reading # 9
Reading # 11
Reading # 12
Reading # 13
Reading # 14
Reading # 15
Reading # 19
Reading # 20
Reading # 21
Reading # 33

Guadalupe & Lum, (2005), *Multidimensional Contextual Practice* Text:
Chapter # 7
Chapter # 8
Chapter # 9

10/3/06 Week 5: An In-depth Exploration into Issues of Aging & Living with Disabilities (Cont.)

- Myths and stereotypes / effects of values and attitudes
- The interdependence / intersectionality of oppressive forces
- Contextual and multidimensional oppression, privilege, and resilience
- Implications for health and human services / assessments & interventions

Guadalupe & Lum, (2005), *Multidimensional Contextual Practice* Text:
Chapter # 10
Chapter # 11

(Minimum reading in order for you to begin your library work in preparation for your debate.)

10/10/06 - 10/17/06 Week 6 and Week 7: A Closer Look at Ethnic-Specific Communities
(Theory of Me Paper due 10/10/06)

- Who is America? / Acculturation & Assimilation
- Diversity within and between communities
- Inter-group connectives and commonalities
- Addressing specific challenges and strengths

Andersen & Collins, (2004), *Race, Class, & Gender* Text:
Reading # 40

Guadalupe & Lum, (2005), *Multidimensional Contextual Practice* Text:
Chapter # 12
Chapter # 13
Chapter # 14
Chapter # 15
Chapter # 16

10/24/06 Week 8: Rethinking Institutions

- Transactions between diverse individuals / families / small groups & social institutions
- Obstacles and potential

Andersen & Collins, (2004), Race, Class, & Gender Text:
Rethinking Institutions (pp. 214 – 227)
Reading # 24
Reading # 25
Reading # 26
Reading # 27
Reading # 28
Reading # 29
Reading # 30
Reading # 32
Reading # 41
Reading # 42
Reading # 43

Handouts: Gallagher (nk), “White out: The continuing significant of racism”

10/31/06 Week 9: Library Research: Preparation for Debates

This class period will be provided for students to meet in their small groups in preparation for their class debates. Students are required to spend the whole class period in the library researching, reading, and/or analyzing literature to be used to support their positions as well as prepare the structure for their individual debates. Remember to consider the format and criteria designed for this assignment.

11/7/06 Week 10: First Debate

- Would our capitalist system and its core principles (i.e., promotion of individualism / separation and competition, and constant focus on profit / material goods, etc.) need to be altered in order for significant long-lasting transformation to occur with encountered oppressive forces (i.e., racism, racism, classism, heterosexism, etc.)? Students assigned to either side of this debate are asked to explore the relationship, or lack of, between capitalism as a system and multiple forms of oppression experienced by diverse populations. Historical and current content regarding social interactions, socioeconomic conditions, political dynamics and visions, as well as social resources and delivery of social services, can strengthen the discussion generated by this debate. Students are encouraged to explore possible implications for service development and delivery. An exploration of transformation at different levels (individually and collectively) can also strengthen this debate. Recommendation of strategies / approaches for promoting and supporting transformation in the experiences of oppressive forces are required. Students are required to develop a rationale for their debate as well as use concrete examples, original thoughts, and data identified throughout the literature to support their discussion.
11/14/06 Week 11: Second Debates

- The experience of spirituality has been defined in multiple ways (i.e., an indispensable and/or wholistic attribute of human beings; a quest for deeper meaning and answers cultivated through a relationship with a transcendent; a transpersonal nature which transcends human identity and personal ego / social roles; the experience of oneness, etc). Can a primary focus on spirituality help practitioners to assist clients in developing and maintaining well-being and optimal health regardless of possible experiences with oppressive forces at the individual, institutional, and cultural contexts? Students assigned to either side of this debate are asked to explore the relationship, or lack of, between spirituality and healing at the individual, institutional, and cultural contexts. The role of, or lack of, between spirituality and individual / social transformation can strengthen the discussion generated by this debate. Students are encouraged to explore possible implications for service development and delivery. Recommendation of strategies / approaches for promoting and supporting transformation in the experiences of oppressive forces are required. Students are required to develop a rationale for their debate as well as use concrete examples, original thoughts, and data identified throughout the literature to support their discussion.

11/21/06 Week 12: On-going Sociopolitical / Cultural Changes: Progress & Setbacks

- On-going Migration and Immigration
- The Impact of Multiracial/ethnic communities

Andersen & Collins, (2004), Race, Class, & Gender Text:
Reading # 45
Reading # 46
Reading # 47
Reading # 48
Reading # 49
Reading # 55
Reading # 56
Reading # 57
Reading # 58

11/28/06 Week 13: Making a Difference

- On-going professional transformation
- Visions and hope/toward professional competence while assisting diverse populations
- Assessing content, context, and process / identifying possibilities & creating a plan
- Empowerment through sociopolitical activism
- Alternatives to traditional assessments / interventions

Andersen & Collins, (2004), Race, Class, & Gender Text:
Making a difference (pp. 511-518)
Reading # 60
Reading # 61
Reading # 62
Reading # 63
Reading # 64
Guadalupe & Lum, (2005), Multidimensional Contextual Practice Text:
Chapter # 17


Handouts: Gallagher (nk), “Ten simple things you can do to improve race relations”

12/5/06 Week 14: Making a Difference (Continuation)

- On-going professional transformation
- Visions and hope/toward professional competence while assisting diverse populations
- Empowerment through sociopolitical activism

No new readings are assigned for this and the next session. If students are behind in their course readings, this is the time to catch up. Also, this is the time to organize your ideas and continue working on your final paper.

12/12/06 Week 15: Course Summary, & Class Evaluation (Final Paper Due Today)

HAVE A RESTFUL BREAK!