

**SCHOOL OF SOCIAL WORK
UNIVERSITY OF TEXAS AT ARLINGTON**

**SOCIAL WORK 5317
HUMAN BEHAVIOR AND DIVERSE POPULATIONS
SECTION 004 (85305)**

Fall 2009

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Office Hours: Wednesdays 4-6 pm; other times by appointment

Course Number, Section Number, and Course Title:
SOCW 5317.004: Human Behavior and Diverse Populations

Time and Place of Class Meetings: Wednesdays, 6:00-8:50 pm

CSWE EPAS Policy Statement

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Course Catalog Description

Introduction to theoretical, practical, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

Expanded Description of Course Content

This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual orientation, and disability status. Course includes a study of historical, political, and

socioeconomic forces that maintain racist, sexist, heterosexist, and ableist values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.

Educational Objectives Addressed

SOCW 5317 addresses the following MSSW foundation educational objectives:

Objective 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective. 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

Student Learning Outcomes

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status.
2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc.
3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups.
4. Examine self-identity and values as regards to social work values, ethics, and professional practice.
5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions.
6. Develop specific strategies that promote economic and social justice for populations at risk.

Required Textbooks and Other Course Materials

1. There is no required textbook for this course; reading assignments will be provided through *WebCT*.
2. Students will actively utilize *WebCT* to access course assignments, required reading, and to communicate with peers and the professor throughout the semester.
3. If you have not done so already, it is recommended that you purchase the *Publication Manual* of the American Psychological Association.

Course Outline/Topics and Readings

Please note: The outline is designed to suggest structure, but bear in mind that it is flexible. Hence, periodically, as time and schedules permit, we may have guest speakers, view related videotapes, and participate in other activities designed to enhance understanding of the materials covered. It is the student's responsibility to monitor *WebCT* for any changes to the syllabus, which will be updated in the Course Content modules.

Week 1 8/26	Overview of course & Introduction to Paradigms
Week 2 9/2	Prejudice, Stereotyping, and Discrimination Reading 1 (Fein & Spencer) Reading 2 (Jensen) <i>Due: Where I am From Assignment</i>
Week 3 9/9	Cross Cultural Communication Reading 3 (Durst) Reading 4 (Miller & Donner) Video: Cross Cultural Communication
Week 4 9/16	Privilege [ONLINE] Reading 5 (McIntosh) Reading 6 (Pewewerdy & Severson) Reading 7 (Plous) <u>Quiz 1 due</u>
Week 5 9/23	Immigration, Oppression, & Xenophobia Reading 8 (Markovitzky & Mosek) Reading 9 (Cole) Reading 10 (Critelli) <u>Out of Comfort Zone Paper #1 due</u> Video: MTV True Life; Mexican Immigration
Week 6 9/30	Sexism Reading 11 (Chassler) Reading 12 (Glick & Fiske) Reading 13 (Ambady) Reading 14 (Chavis & Hill) Video: The Media May be Hazardous to your Health
Week 7 10/7	Heterosexism Reading 15 (Lind) Reading 16 (Walls) Reading 17 (Baird)
Week 8 10/14	Ableism Reading 18 (Shapiro) Reading 19 (Snyder) Reading 20 (Wachsler) Reading 21 (Bolt) Guest Presenter (Penny Acrey)

Week 9 10/21	Ageism [ONLINE] Reading 22 (Townsend, Godfrey & Denby) Reading 23 (Robinson, Gustafson, Popovich) <u>Quiz 2 due</u> <u>Out of Comfort Zone Paper #2 due</u>
Week 10 10/28	Classism Reading 24 (Scarboro & Husain) Reading 25 (Mallinson & Brewster)
Week 11 11/4	Religious Diversity [ONLINE] Reading 26 (Hodge) Reading 27 (ADL) Reading 28 (Verhovek) <u>Quiz 3 due</u>
Week 12 11/11	Cultural Pluralism Reading 29 (Miller & Garran) Reading 30 (Hanh) Reading 31 (MLK) Guest Speaker
Week 13 11/18	Current Issues in Diversity Reading 32 (Goldberg) Reading 33 (Churchill) Reading 34 (Quiroz) Reading 35 (Bullard & Wright) <u>Due: Learning Objectives Self-Assessment</u>
Week 14 11/25	Final Exam Review [ONLINE] NO CLASS-THANKSGIVING <u>Out of Comfort Zone Paper #3 due</u>
Week 15 12/2	Final Exam

Descriptions of major assignments and examinations

Note. Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the classroom, and to facilitate others' ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are speaking and presenting in class, and we take

responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.

1. **Article Abstract & Facilitation Exercise—50 points**

Students will be assigned an article on the first day of class. Students will be required to write a single 200-300 word abstract summarizing the article and a one page outline on the article. Students must bring copies of both the abstract and the outline for the class on the assigned class period. The student will then briefly summarize the core points of the article in class and facilitate a 10-minute class discussion on the article. The purpose of this assignment is to demonstrate an ability to critically read and assess a professional journal article or book chapter and to practice skills in facilitation of discussion among peers. To earn full credit for this assignment, students must be fully prepared with copies for the class and must be able to sustain a relevant discussion about the article's content for 10 minutes.

2. **Learning Objectives Self-Assessment (25 points)**

Students will complete a self-assessment of their individual progress made at achieving each of the learning objectives for the course near the end of the semester. The self-assessment will consist of a bulleted list of activities students have undertaken that contribute to each learning objective. Each student's completed assessment will be unique and individual and will be graded on depth and breadth of the activities listed under each objective. If no activities were undertaken to achieve a particular learning objective, students should provide a 1-2 sentence explanation for this. Note: It is highly recommended that students keep a running tally of their progress throughout the semester. A sample self-assessment is available for viewing on WebCT. Due date: 11/18

3. **Quizzes (3 @ 25 points each)**

During the semester there will be 3 short quizzes administered on WebCT. The quizzes will be open-book and open-notes, and students will be permitted to access their notes and text books as well as other resources to complete the quizzes. Questions will be formed from the readings and class discussions. Each quiz will be worth a total of 25 points. Due dates for quizzes are as follows: Quiz 1-9/16, Quiz 2-10/21, Quiz 3-11/4

4. **Out of Comfort Zone Papers (3 @ 50 points each)**

One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write 3 short papers (4 pages each) based on their visits to places that are out of their comfort zones. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit,

will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); white, black, or Hispanic meeting; a gay, lesbian, bisexual, and transgendered (glt) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. Use the outline provided on WebCT as a guide for the structure of your paper. Students may be asked to share portions of their papers with the rest of the class. Due dates: 9/23, 10/21, 11/25

5. Final Exam (100 points)

There will be one examination at the end of the semester, on December 2nd. The exam will be cumulative and may include multiple-choice, true/false, short answer, and essay questions. Questions will be formed from the readings, guest speakers, videos, and class discussions.

Extra Credit Opportunities

One of the most important goals of this course is to help students become aware of the many “-isms” that occur in our society every day. Throughout the semester, students should be “on the lookout” for hidden instances of racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc. that are demonstrated through advertisements, media (movies, television, newspapers, internet, etc.), or other activities. For each instance, students may choose to earn extra credit in the course by completing the “-ism” reporting sheet (found on WebCT under the Additional Resources link, and briefly summarizing the report for the class. Students may complete up to two reports during the semester and may receive up to 5 points per report.

Other supplemental learning experiences may be suggested by the professor as optional extra credit opportunities throughout the semester.

Grading Policy. Late assignments will not be accepted.

Weighting of Assignments.

Article Abstract/Facilitation	50 pts
Learning Objectives Self-Assessment	25 pts
Out of Comfort Zone Papers (3 @ 50 pts each)	150 pts
Quizzes (3 @ 25 points each)	75 pts
Final Exam	100 pts
Total Points	400pts

Semester Grades will be computed as follows:

A = superior	90-100%	360-410 pts
B = very good	80-89%	320-359 pts

C = average	70-79%	280-319 pts
D = minimal pass	60-69%	240-279 pts
F = fail		< 240 pts

Attendance Policy

Please note that each student must actively participate in this class in order for the class to be successful. Active participation is defined as more than just class attendance. Active participation means asking questions, offering opinions, discussing ideas with peers, etc. It is the policy of the Office of Field Instruction at the School of Social Work that students do not miss class because of field responsibilities. I follow that policy. I am aware that perfect attendance is not always possible. However, after two absences, a student's final grade may be lowered a full letter grade for each additional absence. If you are dealing with stressors in your own life, please let me know so that I can do whatever possible to help. Anyone who misses four or more of the classes will automatically fail the course.

Drop Policy: Please refer to the University Drop Policy

Americans with Disabilities Act:

The University of Texas at Arlington 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 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. Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Academic Integrity

It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the

submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2)

Student Support Services Available

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

Librarian to Contact

John Dillard—phone: (817) 272-7518; email: dillard@uta.edu

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Please see the professor if you would like additional resources on any topic we cover in class.