

SW 3550 Social Diversity and Cultural Understanding

Course Description

This course explores the many different definitions of diversity and the different realities and impact of how diversity functions in the United States. It will explore how certain individuals, groups, and communities in the United States have experienced unique social, economic, and political subordination relative to the institutional frameworks of the dominant majority. Consistent with the social justice traditions of the social work profession, this course will look at the ways in which practitioners seek to deal with the abuses experienced by individuals and families and to ensure that all individuals have an equal opportunity to develop and prosper free of discrimination, oppression, privilege, victimization, and exploitation. Additionally, this course will examine the adaptive capabilities and strengths of marginalized groups and how such capabilities and strengths can be used in effective social work practice.

Course Outcomes and Objectives

At the conclusion of this course, students will be able to:

1. Recognize the existence and importance of diversity and difference at the micro, mezzo, and macro levels of society.
2. Discuss and distinguish the differences between prejudice, discrimination and systemic oppression to recognize the societal impact of each on diverse populations and communities.
3. Explain from a historical and contemporary perspective how institutional power and privilege contributes to systemic oppression.
4. Explain how their own identities and biases contribute to systemic oppression and reflect on how these may be challenged and become more reflective of self-awareness and cultural humility, empathy, inclusion, equality and equity.
5. Demonstrate critical analysis utilizing critical theories and concepts to examine the impact of systemic oppression (e.g. in housing, law, healthcare) on diverse populations and communities.
6. Recognize and describe organizational- and community-led efforts that have and/or are working to advance social, economic, and environmental justice.

Course Requirements

Quizzes

There will be two 4 quizzes throughout the semester. They will consist of multiple-choice questions and will cover the concepts and materials in the readings and film/media addressed since the previous quiz. 25%

Exams

There will be two (2) Examinations (Mid-Term and Final) throughout the semester. Both examinations will consist of multiple-choice questions and will cover all concepts and materials in the readings and film/media addressed in class. 50%

Weekly Discussion Post

There will be a total of 10 Weekly Online Discussion Post Assignments throughout the semester. This assignment will consist of students' responding to a question(s) posed by the instructor and the responses of two peers (minimum) using that particular week's concepts and materials from the readings and film/media. 25%

Total **100%**

Grading Scale

A = 94-100%	B = 84-86.9%	C = 74-76.9%	D = 64-66.9%
A- = 90-93.9%	B- = 80-83.9%	C- = 70-73.9%	D- = 60-63.9%
B+ = 87-89.9%	C+ = 77-79.9%	D+ = 67-69.9%	E = 0-59.9%

University Policies

Updated mandatory syllabus policies regarding the ADA Act, Safety at the U, Addressing Sexual Misconduct, and Academic Misconduct can be viewed at: <https://cte.utah.edu/instructor-education/syllabus/institutional-policies.php>

Preliminary Course Schedule (subject to change)

Module 1 Cultural Identity and Identity Development

By the end of this module students will be able to:

- Students will describe how identity is formed.
- Students will define important terms relating to identity development.

Readings:

- Battalora, J. (2015). Birth of a white nation. *Journal of Understanding and Dismantling Privilege*, 5(1), 1-12.
- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, & change: Culturally grounded social work* (Third edition). Oxford University Press.
- Patston, P. (2015, February 5). Power, Prejudice, and Paradox. Social Work Helper. <https://socialworkhelper.com/2015/02/05/power-prejudice-paradox>.

Assignments Due:

- Discussion

Module 2 Intersectionality - Oppression, Privilege and Diversity

By the end of this module students will be able to:

- Examine how prejudice and discrimination exist at the micro, mezzo, and macro levels.
- Describe the effects of oppression experienced by members of different cultural groups.
- Explain intersectionality and its effects on individuals in society.
- Describe the multidimensional nature of the human experience.

Readings:

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, & change: Culturally grounded social work* (Third edition). Oxford University Press.
- Utt, J. (2017, April 24). "We're all just different!" How intersectionality is being colonized by white people. *Thinking Race...a blog about life as we "see" it...* <https://thinkingraceblog.wordpress.com/2017/04/24/were-all-just-different-how-intersectionality-is-being-colonized-by-white-people>.

Assignments Due:

- Discussion
- Quiz

Module 3 Cultural Determinants of Health**By the end of this module students will be able to:**

- Discuss the social determinants of health as fundamental causes of disease.
- Explain the existing vast socioeconomic and racial disparities in health.

Readings:

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, & change: Culturally grounded social work* (Third edition). Oxford University Press.

Assignments Due:

- Discussion

Module 4 Theories of Oppression / Identity Formation-Racial & Ethnic Minorities**By the end of this module students will be able to:**

- Contextualize contemporary social work theories and perspectives and diversity.
- Describe different theoretical perspectives on cultural diversity and intergroup relations.
- Describe social and historical events that have benefited dominant groups by protecting privilege.
- Conceptually connect the reality of race and economic opportunity in the U.S. to meritocracy, and privilege.

Readings:

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, & change: Culturally grounded social work* (Third edition). Oxford University Press.
- History.com Editors. (2020, July 7). Trail of Tears. History. <https://www.history.com/topics/native-american-history/trail-of-tears>.

Assignments Due:

- Discussion
- Quiz

Module 5 Identity Formation - Gender**By the end of this module students will be able to:**

- Explain gender and gender awareness in the social work context.
- Differentiate social and cultural constructs of gender from biological definitions.

Readings:

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, & change: Culturally grounded social work* (Third edition). Oxford University Press.

Assignments Due:

- Discussion

Module 6 Identity Formation – Sexual Orientation**By the end of this module students will be able to:**

- Describe the different meanings attached to sexual orientation.
- Explain historical and social factors associated with oppression of non-heterosexual individuals.

Readings:

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, & change: Culturally grounded social work* (Third edition). Oxford University Press.

Assignments Due:

- Discussion
- Midterm Exam

Module 7 Identity Formation-Asian-American and Pacific Islanders**By the end of this module students will be able to:**

- Explain orientalism, ethnocentrism and xenophobia and its role in discrimination and hate crimes historically and in the present day for Asian American communities.
- Consider how efforts toward decolonization confront historical trauma experienced by Pacific Islander communities.

Readings:

- Gartner, M., Kiang, L., & Supple, A. (2013). Prospective links between ethnic socialization, ethnic and American identity, and well-being among Asian-American adolescents. *Journal of Youth and Adolescence, 43*, 1715 – 1727.
- Lin, M.H., Kwan, V.S.Y., Cheung, A., & Fiske, S.T. (2005). Stereotype content model explains prejudice for an envied outgroup: Scale of Anti-Asian American Stereotypes. *Personality and Social Psychology Bulletin, 31*(1), 34 – 47.

Assignments Due:

- Discussion

Module 8 Social Justice & Identity Formation - Immigration**By the end of this module students will be able to:**

- Recognize the difference between asylum seeker, immigrant, internally displaced person (IDP), migrant, and refugee.
- Understand integration in the context of resettlement.

Readings:

- Haidar, A. (2017). Social workers and the protection of immigrant and refugee rights. The University of Chicago. <https://crownschool.uchicago.edu/social-workers-and-protection-immigrant-and-refugee-rights>.
- HIAS (n.d). Definitions: Refugee, asylum seeker, IDP, migrant. https://www.hias.org/sites/default/files/definitions_of_refugee2c_asylum_seeker2c_idp2c_and_migrant.pdf.

Assignments Due:

- Quiz

Module 9 Ageism

By the end of this module students will be able to:

- Identify the ways ageism manifests in personal and institutional beliefs.
- Discuss the ways intersectionality, oppression, and discrimination present in the lives of older adults.

Readings:

- Gendron, T. L., Welleford, E. A., Inker, J., & White, J. T. (2016). The language of ageism: Why we need to use words carefully. *The Gerontologist*, 56(6), 997-1006. <https://doi.org/10.1093/geront/gnv066>.

Assignments Due:

- Discussion

Module 10 Ableism & Disability Rights

By the end of this module students will be able to:

- Describe ableism, how it continues to be perpetuated, and ways to challenge it.
- Identify the impacts of discrimination on accessibility.

Readings:

- Campbell, F. K. (2008). Refusing able(ness): A preliminary conversation about ableism. *M/C Journal*, 11(3). <https://doi.org/10.5204/mcj.46>.
- Cherney, J. L. (2011). The rhetoric of ableism. *Disability Studies Quarterly*, 31(3). <https://doi.org/10.18061/dsq.v31i3.1665>.

Assignments Due:

- Discussion

Module 11 Culturally Grounded Social Work Practice

By the end of this module students will be able to:

- Describe the culturally grounded approach to practicing social work with individuals, families and communities.
- Describe ways of helping that have roots in their culture and histories.
- Apply culturally grounded social work principles to government policies and programs.

- Explain the importance of designing and implementing culturally grounded evaluation and research designs.

Readings:

- Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, oppression, & change: Culturally grounded social work* (Third edition). Oxford University Press.

Assignments Due:

- Quiz
- Discussion

Module 12**By the end of this module students will be able to:**

- Complete the Final Exam.

Readings:

- None

Assignments Due:

- Final Exam