I. COURSE OVERVIEW

The changing demographics in the world reflect a growing social diversity and require a heightened awareness of the need to develop culturally competent practitioners. A primary challenge is acknowledging our and others' multiple social and cultural identities in an inclusive rather than exclusive way. This course is designed to heighten students' knowledge, awareness, and understanding of differences among people, as well as raise students' consciousness and sensitivity to socially constructed problems resulting from difference. As social workers we engage the world in the service of helping the most vulnerable and disenfranchised populations. Thus, understanding social injustice, the dynamics and consequences of power and oppression on life experiences, and the need for social change become the foundation for a dialogue on diversity of all types. Social workers are the border crossers and agents of change in this experience.

A critical dimension of the course is understanding power, oppression and social justice in the context of ethnicity and race, language, poverty, denial of access to resources and services, powerlessness, racism, sexism, heterosexism/homophobia, classism, and ageism. Through a process of didactic reading, critical thinking and analysis and self-examination, students will explore themselves and the society in which we live, develop an appreciation for the multifaceted meanings of diversity, and cultivate professional alternatives for combating discrimination, stereotyping and oppression across age groups, races, genders, classes, religions, physical and mental disabilities, and sexual orientation.

The course is the second in a series of courses that focuses on self-awareness and builds upon the understanding developed in HBSE I and lays the groundwork for Jewish Social Philosophy. Additionally, the macro focus continues the consciousness begun in Social Welfare Organization and continues to build a foundation for the macro methods approaches. While practice is not a co-requisite of this course, the nature of practice issues related to diversity is presented as a foundation for working with differences, understanding issues of oppression and privilege, and developing an appreciation for the social justice and non-judgmental perspectives of the social work profession.
II. COURSE COMPETENCY OUTCOMES

At the conclusion of this course, students will demonstrate:

1. Acquisition of knowledge in understanding the historical accounts of the relations among various populations and the current status of those relations and issues.

2. An ability to define and analyze diversity, oppression and social justice.

3. An ability to critically articulate an understanding of the interrelatedness of eliminating oppression, promoting social justice and appreciating diversity.

4. An understanding of the societal forces that operate to maintain and create group boundaries and power differences;

5. Critical development of self-awareness in dealing with individuals who are different from oneself;

6. Self-awareness about one’s own cultural heritage, background, and biases through class discussion and class exercises.

7. An understanding of the effects of institutional and individual prejudice and discrimination in the helping process

8. Knowledge of the impact of migration and immigration on individual, group and institutional behavior

9. The ability to critically articulate an appreciation of the different support systems devised by various ethnic and racial groups to cope with hostile social/political environments;

10. An understanding of the evolving impact roles of power, control and access to resources have on the ethnic/racial/gender experience

11. The knowledge of social work values and ethics and an ability to incorporate them into a conceptual frame that fosters a commitment to combating oppression, social injustice in both direct and indirect service delivery and advocating on behalf of disenfranchised or less powerful populations.

PLAGIARISM

Students should remember that the School will not condone plagiarism in any form and will sanction acts of plagiarism. A student who presents someone else's work as his or her own work is stealing from the authors or persons who did the original thinking and writing. Plagiarism occurs when a student directly copies another's work without citation; when a student paraphrases major aspects of another's work without citation; and when a student combines the work of
different authors into a new statement without reference to those authors. It is also plagiarism to use the ideas and/or work of another student and present them as your own. It is not plagiarism to formulate your own presentation of an idea or concept as a reaction to someone else’s work; however, the work to which you are reacting should be discussed and appropriately cited. Any student who can be shown to have plagiarized any part of any assignment in this course will automatically **FAIL** the course and will be referred to the Associate Dean for disciplinary action that may include expulsion.

**HIPAA ALERT**
In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your work, will need to be de-identified. What this means is that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if it will not allow for identification.

**CONFIDENTIALITY**
Given the nature of classroom discussion and the presentation of case materials and at times personal revelation in class, students are reminded that the same commitment to confidentiality with clients extends to classmates. What is shared in class stays in class.

**STUDENTS WITH DISABILITIES**
Students with disabilities who are enrolled in this course and who will be requesting documented disability-related accommodations are asked to make an appointment with the Office of Disability Services, Abby Kelsen, MSW at 646-685-0118, akelsen@yu.edu, during the first week of class. After approval for accommodations is granted, please submit your accommodations letter to Disability Services Office immediately.

**E-RES (Electronic Reserve)**
Most of the articles mentioned in the curriculum are available on electronic reserve [E RES]. You can access the full text articles from your home or from a university computer at no charge.

**How do I Use E-RES?**
1. Go to the library’s online resources page:
http://www.yu.edu/libraries/online_resources.asp

2. Click on E-RES. If you are off-campus, at this point you will be prompted for your Off Campus Access Service login and password.

3. Click on “Search E-RES” or on “Course Index,” and search by instructor's name, department, course name, course number, document title, or document author. [all Foundations courses will be listed under Streets, the sequence chair]

4. Click on the link to your course.

5. Enter the password given to you by your instructor.

**ERES PASS WORD FOR SPRIN 20616 IS SPRSC.**

6. Locate and click on the item you wish to view. Titles beginning with "A", "An", or "The" are alphabetized under "A" and "T" respectively.

7. When the article text or book record appears on the screen, you can print, email, or save it to disk.

To view documents that are in pdf format, the computer you are using must have Adobe Acrobat Reader software. You can download it FREE at www.adobe.com/products/acrobat/readstep2.html

**III. INSTRUCTIONAL METHODS**

Course Requirements

Students are expected to attend all classes and to be on time. Tardiness is not acceptable, it is considered unprofessional behavior.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>20%</td>
<td>Attendance. Class participation which may include role play, short presentations and/or quizzes.</td>
</tr>
<tr>
<td>Assignment 1.</td>
<td>5% - Reflection on Self and Diversity</td>
</tr>
<tr>
<td>Assignment 2.</td>
<td>Midterm: 35% - Self Awareness through Film</td>
</tr>
<tr>
<td>Assignment 3.</td>
<td>Final: 35% - Diversity and the Community</td>
</tr>
<tr>
<td>Additional short assignments:</td>
<td>5%</td>
</tr>
</tbody>
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Students are expected to complete assigned readings and to be prepared for participation in class discussion.
A. **Required Texts**


The book can also be found at
https://libcom.org/files/FreirePedagogyoftheOppressed.pdf


**PLEASE NOTE:** ADDITIONAL READINGS MAY BE ASSIGNED THOROUGHOUT THE COURSE.

B. **Supplemental Texts**


ASSIGNMENTS

Assignment 1. **Reflection on Self and Diversity.** DUE___________________

Assignment 2. Mid-term- will be handed out in class. DUE____________

**SELF-AWARENESS THROUGH FILM**

View the film (video/DVD) *The Visitor.*

Assignment 3. Final paper – will be handed out in class. DUE____________

**UNDERSTANDING DIVERSE COMMUNITIES**

COURSE OUTLINE

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I. CONCEPTUAL OVERVIEW FOR UNDERSTANDING HUMAN DIVERSITY & CULTURALLY COMPETENT SOCIAL WORK PRACTICE

**Content Covered:**
- Social justice as the foundation of diversity education
- Societal forces that operate to maintain and create group boundaries.
- The roles of power, control and access to resources as they impinge on the ethnic/racial and gender experiences.
- Examples of multicultural social work practice
- Opportunities for student self-awareness about one’s own identity

**Required Readings:**

*Carroll, Julie & Minkler, Meredith (2000) Freire’s message for social workers:

Introduction, Forward and Preface


Part I: Cultural diversity and social work

Chapter 1-“Culture”. Culture affects individual behavior; social workers can acknowledge different backgrounds and acquire skills to work with different groups.

Chapter 2- “Cultural diversity, oppression and action: A culturally-grounded paradigm”. The effects of oppression on members of different cultural groups require that social workers use a cultural approach to empower members of the group and their communities.

Chapter 3 “The intersectionality of race and ethnicity with other factors”. The complexity of intersectionality in human experience has a profound effect on the development of multiple identities.


Washington, DC: NASW.


**Additional Readings:**

Baker, W. E. (2000). What is social capital and why should you care about it?


II. UNDERSTANDING RACE/RACISM/ETHNICITY & PRIVILEGE

Content Covered:
- Developing empathy for clients (including individuals, families, groups & communities) who are racially/ethnically different from oneself
- The effects of institutional and individual prejudice and racism in the helping process
- The effects of race and racism on client lives and the role of ethnicity in the helping process
- The role of racial and class privilege in the helping process

Required Readings:


Preface and Introduction (Can be found on following site)[https://books.google.com/books/about/The_Jim_Crow.html]


Chapter 1


[ Retrieved December 31, 2003 from the Vanderbilt University Center for Teaching:

http://www.vanderbilt.edu/cft/resources/newsletters/vol2-2/mcintosh.htm


Additional Readings


Weaver, H.N. (2004). The elements of cultural competence: Applications with

**III. THEORIES AND PERSPECTIVES ON DIVERSITY AND OPPRESSION**

**Content Covered**

- Theoretical perspectives on diversity
- Social work perspectives on diversity
- Globalization of social work

**Required Reading**


Part II Theories and perspectives on oppression 73-164

Chapter 4 Exploration of diversity requires understanding the social and cultural contexts in relation to the social and political forces that shape oppression and inequality.

Chapter 5 The different theoretical perspectives inform our understanding of diversity and intergroup relations.

Chapter 6 The existing socioeconomic and racial disparities inform the development of disease and social problems.

Chapter 7 Contemporary social work theories borne of these perspectives with a focus on resiliency

You Tube-Black Lives Matter

**IV. CULTURAL IDENTITIES**

**Content Covered:**

- The role of gender in the lives of clients (including individuals, families, groups, & communities)
- The forces such as sexism and misogyny in human cultures
- How women’s lives are affected by these forces
- How forces such as sexism overlap with racism in the helping encounter with clients
- The importance of developing self-awareness and empathy related to gender
**Required Readings:**


Part III Cultural Identities

Chapter 8 - Formation and legacies of racial and ethnic minorities: The social and historical contexts of minority status informs the definition of current demands.

Chapter 9 - Gender: The historical contexts of gender awareness must be understood in terms of intersectionality and socialization.

Chapter 10 - Sexual Orientation: Social categorization of individuals in terms of sexual orientation informs their status in society and self esteem.

Freire: Chapter 2

**Additional Readings:**


V. UNDERSTANDING HETEROSEXISM, HOMOPHOBIA AND GAY, LESBIAN, BISEXUAL, AND TRANSGENDER CLIENTS

Content Covered:

- The role of sexual identity in the lives of clients (including individuals, families, groups, and communities)
- The forces such as heterosexism and homophobia in human cultures
- How gay/lesbian/bisexual/transgendered clients are affected by these forces
- How forces such as heterosexism overlap with sexism and racism in the helping encounter with clients
- The importance of developing self-awareness and empathy related to gay/lesbian/bisexual/transgendered clients

Required Readings:


Part III Cultural Identities

Chapter 10-Sexual orientation and society’s response can effect the development of behavior

Freire: Chapter 3

Additional Readings:


Homophobia and sexism among social work students. Affilia, 12(2),


VI. UNDERSTANDING AGING AND AGEISM; UNDERSTANDING DISABILITIES

**Content Covered:**
- The role of aging in the lives of clients (including individuals, families, groups, and communities)
- The role of disability in client lives
- The forces such as ageism in human cultures
- How clients are affected by age, ageism, and the experience of disability
- How forces such as ageism overlaps with sexism and racism in the helping encounter with clients
- The importance of developing self-awareness and empathy related to age and disability

**Required Readings:**


Freire: Chapter 4


VII. UNDERSTANDING DIFFERENCES IN RELIGION AND SPIRITUALITY
**Content Covered:**

- Social work values related to diverse religions and spirituality practices
- Identities, and oppression experienced by members of diverse religions and spiritual practices
- Forces such as anti-Semitism in the lives of clients (including individuals, families, groups and communities)
- Ways of communicating religious and spiritual competence in encounters with clients
- The importance of developing self-awareness and empathy related to different religions/spiritual practices

**Required Readings:**


Part I Cultural diversity and social work

Chapter 3-“Intersectionality of race and ethnicity with other factors”, 42-55

Part IV The profession of social work grounded in culture

Chapter 12-“Culturally grounded community based helping” 216-228

**Additional Readings:**


Jewish Communal Service, 65(3), 204-208.


VII. UNDERSTANDING THE EXPERIENCE OF ETHNIC GROUPS

Written Assignment on Diverse Communities is due on the 13th Session

Content Covered:
- The impact of migration and immigration on individual, group, and institutional behavior
- The experiences of people seeking asylum in the United States
- Ways to communicate cultural competency to immigrant, refugee, or asylum seeking individuals, families, and communities
- The importance of developing self-awareness and empathy related to the immigrant or refugee experience, both nationally and internationally

Required Reading:


Part III Cultural Identities
Chapter 7—“The formation of legacies of racial and ethnic minorities 114-135

Additional Readings:


USEFUL WEB PAGES (Many contain links to other related pages)

Amnesty International
http://www.amnesty.org

Anti-Defamation League (ADL)  
http://www.adl.org/

Association for Asian Pacific Community Health Organizations  
http://www.aapcho.org/

FEDSTATS - Federal Interagency Council on Statistical Policy  
http://www.fedstats.gov/

Feminist Majority Foundation  
http://www.feminist.org/

Foundation for Ethnic Understanding  
http://www.ffeu.org/

Gerontological Association of the United States  
http://www.geron.org/

Gay and Lesbian Alliance Against Defamation (GLAAD)  
http://www.glaad.org/

Human Rights Campaign  
http://www.hrc.org/

Institute on Independent Living  
http://www.independentliving.org/

National Asian Pacific American Legal Consortium  
http://www.napalc.org/

National Association for the Advancement of Colored People (NAACP)  
http://www.naACP.org/

National Coalition of Hispanic Health and Human Services Organization  
http://www.cossmho.org/

National Gay and Lesbian Task Force (NGLTF)  
http://www.ngltf.org/

National Low Income Housing Coalition  
http://www.nlihc.org/

National Urban League  
http://www.nul.org/
Native American’s Rights Fund (NARF)  
http://www.narf.org/

National Organization for Women (NOW)  
http://www.now.org/

Simon Wiesenthal Center  
http://www.wiesenthal.com/

Women’s Equality in Access to Care and Treatment  
www.we-actx.org/

Women for Women International  
Womenforwomen.org

World Association of People with Disabilities  
http://www.wapd.org/

The Stephen Lewis Foundation (Women & AIDS in Africa)  
http://www.stephenlewisfoundation.org

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ADDITIONAL BIBLIOGRAPHY
ARTICLES


**BOOKS**


