Course Description
For purposes of this course, "diverse populations" refers mainly to major ethnic/racial groups although other oppressed populations will be addressed as well. While brief descriptive materials are explored for each population, the emphasis will be on the development of a knowledge base and skills for working in a diverse society at both the direct and indirect practice levels. A primary critical task is the examination of one's own attitudes and values. Models of evidence-based practice with diverse populations will be presented for comparative purposes. Various experiential techniques may be used to implement the teaching objectives.

Course Rationale
Social justice and human rights concerns include discrimination and oppression. Diversity is more than a local, regional, or national concern. Through advances in communications technology, movement of immigrants, refugees and other displaced persons, political and social turmoil within the global community, and the increasing interaction of economic systems, the need for social workers to enhance their competencies to work within a diverse society is paramount. Multi-ethnic/racial identity is an increasing phenomenon in today's world.

Course Objectives
1. To identify and appreciate the meaning of one's own cultural influences and worldview.
2. To examine one’s prejudices, biases, attitudes, and values regarding human diversity.
3. To identify the powerful institutional forms of oppression that have worked to maintain separateness of diverse populations and the prevention of empowerment, including internalized oppression.
4. To research the contemporary life situations of members of diverse populations, including differences within these populations as well as across these groups.
5. To examine promising and emerging models of practice for working in a diverse society.
6. To critically assess the current professional literature and practice with diverse populations.
7. To recognize and address the disproportionality of diverse groups in multiple systems, such as child welfare, mental health and corrections.
8. To articulate an awareness of interlocking systems of multiple identities (e.g., race, ethnicity, social class, gender, sexual orientation and (dis)abilities).
Content Areas
1. The historical, economic, social, and political bases for discrimination.
3. Ethnocentrism, white privilege and the isms.
4. Ethnographic interviewing, empowerment, and the strengths perspective.
5. Local and regional diversity issues and services.
6. Comparative analysis of models of social work practice with members of diverse populations.
7. Experiential learning tasks.

Course Format
Lecture, discussion (general and small group), reflection and experiential methods will be used in this course. Assignments and exercises are intended to enhance skill development. Guest speakers and videos will explore personal and professional learning experiences.

Evaluation
Students will be evaluated through written work, constructive participation in discussion and exercises, and presentations. Peer discussion and critiques will augment instructor evaluations. Given the course content and the contributions of colleagues, speakers and films, attendance is critical. Given the course content and goals, the class environment will be a safe space for learning and self-development; one that models dignity, respect for others and inclusion.

Required Text
- On-line readings with links to the EWU library available through Blackboard.

Assignments:
A. Academic Honesty Quiz on Blackboard before May 9 (10 points)

1. Cultural Reflection Due April 18 (150 points)
   You are invited to prepare a personal essay in which you reflect on your familial and cultural backgrounds, identifying those aspects of your development and historical connections which make you who you are, which shape your thinking, emotional expressions, values, life perspectives for example, your ethnocentrism or worldview. Incorporate concepts and perspectives from the readings into your paper. Three to five pages (3-5), double-spaced, typed, with one-inch margins.

2. Encounter and Dialogue (Ethnographic Interview) Due May 9 (250 points)
   Choose a population of difference/diversity that you want to explore (race, culture and ethnicity or physical differences or sexual orientation). Preparation for this assignment should include research and review of articles pertaining to the area of diversity. Assigned readings and class discussion should inform your approach to this assignment and its content. Social work journal references are expected.
   Arrange an interview with a person of your choice, preferably someone unknown to you. Do not interview a family member. The encounter and dialogue should last at least an hour. Questions need to be carefully considered but not scripted or rigid. First, focus on personal perspective: how does the person experience his/her "difference"? Examine both the negatives and the positives. The inquiry should be open-ended enough to elicit the person's own personal experiences and reactions.
to those experiences. Be careful not to use leading questions or to make assumptions. (Use the “ethnographic interview” approach described in the text pp. 69-116 and discussed in class).

In addition, try to explore any implications for social work practice, for example if this person were to be in consultation with a social worker, what would s/he expect the social worker to know in order to be an effective practitioner? How can service delivery agencies and systems become more responsive to diverse consumers?

Prepare a narrative of the encounter in which you demonstrate your understanding of the person interviewed. This narrative should make the person "come alive" so that others can learn something about necessary skills including listening skills. In the narrative, briefly describe your perceptions of the process. Indicate any references or background material you used to prepare for the interview or later used to better understand the interview.

Attach a reference page using APA style. You should include Leigh (1998) and at least two academic journal references in the reference list. Seven to twelve pages (7-12), double-spaced, typed, with one-inch margins)

3. Group Project/Presentation Due May 23, May 30, June 6 (200 points- 125 presentation & 75 handout)

Each group will choose to study a diverse population- clear the diverse population the group wants to select with the instructor. The presentations will focus on presenting cultural or ethnic issues relevant to social work practice or to a particular group. Each group will create a three-fold poster that includes illustrations or graphics (original or source identified), include information important to sensitive social work practice.

This will be accompanied by a one to two page hand-out with follow-up sources or resources for each member in the class. Information in the handouts and information on the poster must be original work by the students, not copies of website material or copies of handouts from an agency or an organization. Expect to present for about 30 minutes. If you do not present, you receive zero points for the presentation. If you present and do not turn in a group handout, you receive zero points for the handout. Each group will evaluate the contributions of group members and group members will receive different points for the assignment depending on the group evaluations.

4. Student Journal: Three Journal Entries (100 points)

Students are expected to keep a journal to reflect on their assigned readings, class discussions, interactions with peers, films, guest speakers and reactions to the content being presented. Students are encouraged to make a minimum of one entry per week, preferably more. These journals can be very valuable tool for students to process new ways of thinking, challenging themselves to grow – challenge values and presumptions, gauge their progress, and receive feedback from the instructor. Students will be graded on the effort they put into this assignment, how much you stretch yourself and explore challenging aspects of diversity not to write what you think the instructor wants to hear.

The following are a list of questions to think about while journaling:

- How have I responded to what is said or presented in class?
- How have I become aware of my own multiple identities
- Which of my stereotypes were challenged by something said or presented in class?
- Have I become aware of any stereotypes I hold about other people or other cultures different from mine?
- How do I feel about these differences?
• Identify some issues about which I felt discomfort or conflict. How will I resolve these discomforts or conflicts?
• Which issues generate the strongest reactions in me? Are these reactions about cultural, ethnic, racial, gender, class, or sexuality issues? How will I come to terms with these feelings?
• Which groups or cultures do I have a special affinity for?
• Among which groups or cultures do I generally feel uncomfortable?
• What groups, types, and ages of people can I relate to well?
• What groups, types, and ages of people can I not relate to well?
• What cultures would I like to learn more about?
• What have my friends of other cultures/ethnicities taught me about their cultures?
• What have my friends of other cultures/ethnicities about my own culture?

5. Attendance/Class Participation (100 points)
Students are expected to conduct themselves in a respectful and collegial manner at all times, regardless of areas of disagreement which may emerge. Learning to listen to divergent points of view and to be respectful of other realities is an essential element of this class. Engagement with the content, an open and respectful attitude toward others, and consistent attendance will be elements taken into consideration for this portion of the grade.

Grades
Grades on assignments will be determined by evaluating content, style and organization. Content includes how thoroughly you have presented, developed, and substantiated the main ideas of your work. Style and organization include grammar, spelling, editing, and cohesiveness. Your ability to conceptualize, integrate, and present the complexities of social work practice in a diverse society will be evaluated as fairly as possible. Point sheets are provided to show what I am looking for when I grade your assignments.

EWU Numerical Grade and Point System for Grading

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Failure to maintain academic integrity including misuse or misidentification of reference materials may affect grades, and will invoke use of the School of Social Work and Eastern Washington University Academic Integrity policy.

Disability statement
In compliance with the Americans with Disabilities Act of 1990 and section 504 of the Rehabilitation Act of 1973, Eastern Washington University provides services and Accommodations to students who experience barriers to the education setting due to learning, emotional, physical, mobility visual or hearing disabilities. For more information please contact Disability Support Services, 509-359-4706.

Academic Integrity
Misrepresenting the quality or integrity of academic work by any means is a violation of academic integrity. Such academic dishonesty is a punishable offence.

Plagiarism, a common form of academic dishonesty, is the presentation of someone else’s ideas or words as your own. You plagiarize deliberately if you copy a sentence from a book or article and pass it off as your writing, if you summarize or paraphrase someone else’s ideas without acknowledging your debt, or if you buy or borrow a term paper to hand in as your own. You plagiarize accidentally if you carelessly forget quotation marks around another writer’s words or mistakenly omit a source citation for another’s idea because you are unaware of the need to acknowledge the idea.

Violations of academic integrity with respect to examinations include but are not limited to copying the work of another, allowing another student to copy from one’s own work, using crib notes, arranging for another person to substitute in taking an examination, or giving or receiving unauthorized information prior to or during the examination.

Students committing academic dishonesty at EWU will be reported to the appropriate University officials and will receive a sanction according to the University policy on Academic Integrity. Sanctions range from failure of the paper to removal from the University.

Student conduct refers to behaviors that include AND go beyond Academic Integrity. The Student Conduct Code is part of the Washington Administrative Code (Chapter 172-120 WAC). Many offenses subject to disciplinary action under the Code are also violations of law.

The Student Conduct Code addresses any behavior which deters the university from achieving its mission and purposes. These include matters impinging on academic achievement and integrity. Conduct that interferes with the rights of others, breaches the peace, causes disorder or disruption, imperils physical or mental health, damages property and theft is also included, as well as harassment, sexual misconduct, physical abuse (threatened or actual) and other specific offenses.

The university is supported by taxpayers in order to carry out a particular mission, that of providing educational opportunities to students, transmitting and advancing knowledge and serving the community. Basically, any behavior that interferes with the rights, opportunities and welfare of students, faculty and staff to carry out this mission is considered a violation of the Code.

Students enrolled in a professional social work program are also held accountable to the National Association of Social Workers Code of Ethics just as practicing professional social workers. The NASW Code of Ethics includes many types of misconduct also listed in the Student Conduct Code.

As with the Student Conduct Code and Academic Integrity, the instructor must establish
by a preponderance of evidence – a reasonable probability – that the ethical violation in fact took place. A range of punishments may be applied such as verbal sanctioning, lowering a grade, failing the class, removal from the BASW program or even the University, etcetera.

As is the case with practicing social workers, claiming that “everyone else was doing it” is not an acceptable defense. Professional accountability is an individual responsibility regardless of the behavior of ones peers.

**Assignments**

A. Academic Honesty Quiz
1. Cultural Reflection Paper
2. Ethnographic Interview
3. Group Project
4. Three Student Journals (33 points each)
5. Attendance

**TOTAL:** 809 points
SOWK 496 Course Outline

*This is the planned schedule, subject to variation depending on student interest, guest speaker(s) availability and/or unforeseen events.

Week 1 Course Introduction April 4, 2007
- Discussion of syllabus and assignments
- Being different together in class
- Guidelines for class discussion/dialogue
- Overview of Empowerment Theory
- Self-knowledge

Week 2 Values and Ethics in Cross-cultural practice April 11, 2007

- Keystones of cultural competence
- Multiple Identities
- A bill of rights for racially mixed people
- Diversity on multiple levels

Readings:

Week 3 Naturalistic Inquiry April 18, 2007

- Telling and Listening to Stories
- Use of a Culturagram
- Immigrants, Refugees, Acculturation

Readings:
Week 4 Ethnographic Interviewing April 25, 2007

- Ethnographic interviewing

Readings:
- Leigh (1998). Chapter 6: Friendly Conversation (pp. 60-68). Chapter 7: Setting the stage for the ethnographic interview, Chapter 8: Global questions, Chapter 9: Cover terms (pp. 69-94).

Week 5 Issues in Definitions of Difference and Practice May 2, 2007

- Sign up for Group Project/Presentation

Readings:

Week 6 Issues in Definitions of Difference and Practice May 9, 2007

- *Encounter and Dialogue (Ethnographic Interview) Due*

Readings:

Guest Speakers: LGBTQ Community
Week 7 Describing Vulnerable Populations May 16, 2007

Journal Group 3

- Social history
- Antiracism and anti-oppression
- Challenges, Strengths and Responses
- Social Class & Inequality

Readings:

Week 8 Diversity in Groups and Organizations May 23, 2007

Journal Group 1

Group Project/Presentations

- Socioenvironmental impact
- Cultural strengths and resilience
- Disability and Discrimination

Readings:

Week 9 Communities and Network Interventions May 30, 2007

Journal Group 2

Group Project/Presentations

- Institutional oppression
- Contemporary life situations
- Education, Participation, Capacity Building

Readings:
Week 10 Ending and Summarizing June 6, 2007

Journal Group 3

Group Project/Presentations

• Ending the Ethnographic Interview
• Evaluation
• Planning for Ongoing Change

Readings:

• Leigh (1998). Chapter 11: Terminating the interview, Chapter 12: The ethnographic interview summary (pp. 108-116)

End of class celebration-Ethnic Potluck!!!

Finals Week The New Millennium June 13, 2007


Last Chance to Turn in Assignments
Attendance Make-Up for Missed Class

Readings: