Course Description: Study of human diversity, focusing on the needs, resources, problems, and service issues of several identified minority client populations.

Course Learning Objectives: By the end of the term, students should be able to:
1. Understand and constructively utilize diversity in social work practice.
2. Discuss why issues such as racism, sexism, and heterosexism need to be considered as special targets for social work intervention.
3. Articulate ethical considerations in regard to working with diverse populations.
4. Discuss the relation between "private troubles" of minorities and the "public issues" of institutional discrimination bearing in mind economic and social justice issues.
5. Assess the impact of oppression and discrimination on the social functioning of racial minorities, women, gays and lesbians, and other diverse populations.
6. Utilize a systems framework that encompasses the Dual Perspective as well a generalist perspective to better understand selected minority client systems on a micro and a macro level.
7. Demonstrate critical thinking and problem solving ability to identify strategies for empowering minority clients through using client strengths with a variety of micro and macro interventions.

Teaching methods
This course will incorporate a variety of teaching methods. These methods may include lecture, discussion, audiovisual materials, small group exercises, and guest speakers. A variety of case examples will be used to exemplify theories and developmental stages discussed. Students are expected to be active in the learning process. This implies substantive class participation, quality of participation will be judged over quantity. Not all readings will be reviewed directly in class. Students are expected to demonstrate their mastery of course content, including reading material, through class discussion, written assignments, and examinations.

Evaluation of Learning:
1. Journal, worth 20 points, beginning January, 2005
2. Mid-term examination, worth 25 points, February 24, 2005
3. Group Project & Paper, worth 30 points, due March, 2005
4. Final examination, worth 25 points, April 28, 2005
Total: 100 points

A final course grade will be based upon the total number of points accumulated by a student on the above evaluations.

Grades
A = 95-100 (4.0)  A- = 90-94 (3.75)  B+ = 87-89 (3.25)  B = 84-86 (3.00)  B- = 80-83 (2.75)  C+ = 77-79 (2.25)  C = 74-76 (2.00)  C- = 70-73 (1.75)  D+ = 67-69 (1.25)  D = 64-66 (1.00)  D- = 60-63 (.75)  F = 59 or less (0.00)

Required Text:
2. Readings as assigned via handouts and reserve. Students are responsible for going to the library to obtain Reserved Readings.


1. Students are expected to be punctual both in attendance and in meeting deadlines. Attendance will be taken during the first half hour of class and repeated immediately following any breaks during class. Any student who is not present during the taking of attendance will be categorized as absent that day. Any student with more than 3 absences during the semester will have their final grade dropped by one full letter grade. Students who experience chronic medical or personal problems that prevent them from attending class regularly are encouraged to review policies relating to securing a leave of absence from their university studies.

2. Written assignments are due during class on the date listed in the syllabus. Any student unable to attend class on the date an assignment is due may turn their assignment in directly to the social work office on or before the due date. It is the student’s responsibility to see to it that their assignment is stamped with the date by the social work staff member who then places the assignment in the instructor’s mailbox. Late assignments will be docked 10% for each calendar day that they are late. Assignments will not be accepted by email or fax. Because there will be no exceptions to this policy, students are encouraged to turn in assignments early, or exchange contact information with their classmates so that assignments can be turned in on time in the event of an emergency.

3. It is important that the social worker be able to demonstrate effectiveness and competence through the written word. For this reason, each paper will be graded for both clarity and content. All written work must follow the APA format. All written assignments must be typed in a 12-font print. Margins must be one inch. The cover page of a paper is not considered to be a page of text.

4. The syllabus is not considered to be a legal document. Typographical and other errors may be present. In addition, the instructor reserves the right to adjust reading requirements, assignment due dates, and other expectations at her discretion. Any changes in the syllabus will be announced in class.

Course Outline and Schedule:

SESSION 1 January 14
Content: Framework for Practice & Culture, Social Class, and Social Identity Development
Readings:
1. Appleby, Colon & Hamilton: Chapter 1, pp. 1-15
2. Appleby, Colon & Hamilton: Chapter 2, pp. 16-35.

SESSION 2 January 21
Content: Dynamics of Oppression and Discrimination
Readings:
1. Appleby, Colon & Hamilton: Chapter 3, pp. 36-52.

SESSION 3 January 28 (speaker)
Content: Applying the Generalist Model of Practice to Social Work with Diverse Client Populations
Readings:

SESSION 4 February 4
Content: White Ethnic Clients
Readings:

SESSION 5 February 11
Content: African American Clients
Readings:
1. Appleby, Colon & Hamilton: Chapter 4, pp. 53-69.

SESSION 6 February 18
Content: Hispanic/Latino(a) Clients
Readings:

SESSION 7 February 25 (mid-term exam)
Content: Asian American Clients
Readings:
1. Appleby, Colon & Hamilton: Chapter 8, pp. 131-144.

SESSION 8 March 4
Content: Native American Clients
Readings:

SESSION 9 March 11
Content: Women & Children
Readings:
1. Appleby, Colon & Hamilton: Chapter 5, pp. 70-91.

SESSION 10 March 18
Content: People with Disabilities
Readings:

SESSIONS 11 & 12 March 25 & April 1
Content: Individuals with Diverse Sexual Orientations
Readings:


SESSION 13  April 8
Content: Religious Bigotry and Religious Minorities
Readings:

SESSION 14  April 22
Content: Affirmative Practice with People Who Are Culturally Diverse and Oppressed
Readings:
1. Appleby, Colon & Hamilton: Chapter 13, pp. 239-256.

Final Exam: April 29

**Bibliography**


