

COURSE TITLE:	Contemporary Cultures in the United States
COURSE NUMBER:	SW 620, Spring/Summer 2012 Mondays 8-12
INSTRUCTOR:	Prof. Edith A. Lewis 3688 Social Work Building (Office) 763-6257 (Email) edithl@umich.edu Office hrs: Monday 12-2

1. Course Description:

This course will explore the origins and development of selected social variables characterizing racial, ethnic, gender, religious, class, ability and other cultural groups in contemporary U.S. society. Social and behavioral science theories and research findings on the allocation of different roles, status, and opportunities to these populations will be studied. Students will use a multidimensional, social justice, and multicultural framework to examine power, privilege, discrimination, and oppression. This course will emphasize that effective social work practice with diverse cultural groups involves understanding professional ethics in the context of the values of both the dominant society and the ethnic community.

2. Course Content:

The course content will include an exploration of historical, social, and political contexts for the study of diverse cultural groups, as gleaned from contemporary social science theories and conceptual frameworks. The current status of these cultural groups will be reviewed, including constructs such as the family, economic and educational attainment, development of informal and formal institutions within the cultural community, and modes of spiritual expression. This course will also explore the impact of multiple social group memberships on social roles, help-seeking and coping behavior, attitudes, and values. In addition, this course will contain a review of the contemporary conceptual frameworks influencing social science knowledge about intergroup relations and conflict, including but not limited to, culturally sensitive, and ethnoconscious practice. The relationships among privilege, discrimination, and oppression for selected cultural groups, and the implications of these forces for social work practice, the administration of human service organizations, and the formulation of public policies will be covered. Individual and small group activities related to the construction of critical consciousness and praxis in social work will also be included.

### 3. Course Objectives:

Upon completion of the course, students will be able to:

1. Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States by:
  - a. evaluating social science frameworks for the discussion of culture;
  - b. gain and apply knowledge about social group memberships and identities, their histories and meanings, how they interact with each other in people's lives and the larger society, and how they are affected by particular social contexts;
  - c. reviewing one's own social group memberships and how they have influenced opportunities and challenges.
  
2. Discuss the influences of discrimination, oppression, and privilege on life experiences of diverse cultural groups by:
  - a. labeling forms of discrimination, prejudice, and oppression as these differentially affect U.S. cultural groups, including gay/lesbian/bisexual, racial/ethnic, gender, transgender, religious/spiritual, differently abled, and social class groups;
  - b. identifying sources of intragroup and intergroup conflict stemming from cultural group membership;
  - c. describe the forces that create and maintain individual, group, organizational, and community differences in power, privilege, and oppression.
  - d. demonstrate skills in negotiating differences and conflicts at system interfaces.
  
3. Review the characteristics of selected ethnic and racial groups in the United States and identify key variables to be considered by social workers attempting to work with these populations by:
  - a. examining historical, social, and political forces influencing the construct of family for these groups;
  - b. locating the intersections of race, ethnicity, class, gender, sexual orientation, religion/spirituality, and ability status for these groups;
  - c. critiquing the social science literature on social identity groups;
  - d. examining variables, such as immigration and migration, cultural norms and roles, acculturation and assimilation, help-seeking behaviors, employment and income, educational attainment, and the establishment of informal and formal institutions within these cultural groups;

#### 4. Course Design:

This course will include such pedagogical strategies as small group exercises, role plays, case analyses, video demonstrations, and didactic presentations. **Experiential activities will be central to the structure and process of this course.**

#### 5. Relationship of the Course to Four Curricular Themes:

- *Multiculturalism and Diversity* issues will be central to this course, which will provide students with a foundation for examining these issues within advanced practice courses.
- *Social Justice and Social Change* issues will be discussed throughout this course; however, those skills listed under the second course objective are particularly pertinent to this curricular theme. The relationships among injustice, conflict, and social change will also be discussed.
- *Promotion, Prevention, Treatment, and Rehabilitation* approaches will be addressed within the section examining selected social identity groups in the United States. Students will use a strengths approach which links professional human service delivery systems with those formal and informal systems historically and currently available to these diverse cultural groups.
- *Behavioral and Social Science Research* will be used throughout this course and will provide a foundation for evaluating the knowledge base on ethnicity, race, gender, sexual orientation, religion/spirituality, ability, and social class constructs in research and practice.

#### 6. Relationship of the Course to Social Work Ethics and Values:

This course will operationalize the NASW Code of Ethics, as it applies to ethical responsibilities to service consumers (clients), colleagues, and organizations. Other social work codes of ethics will also be examined in the treatment of these ethical responsibilities for selected cultural groups nationally and internationally.

#### 7. Spring/Summer 2012

Our national and global realities provide us with excellent opportunities for engaging in **praxis (critical reflection combined with action)** about the role of intersectionality in our lives and practice. There will be opportunities for intergroup issues to emerge; however, **this is not an intergroup dialogue class**. In order to operationalize key constructs for the term and examine their implications for praxis, we will focus on four contemporary issues: (a) immigration and migration (b) economic and social interdependence; (c) understanding how and when to make a referral in practice; and (d) aging.

## 8. Source Materials:

### Required Text:

Zinn, H. (1999). The People's History of the United States. New York: Harper and Row. Hereafter referred to as Zinn.

### Strongly Recommended:

Jones, Patrice (2007) Aftershock Confronting Trauma in a Violent World: A Guide for Activists and their allies. New York: Lantern Books (Division of Booklight, Inc.)

### Supplemental Readings

There are a number of required and recommended readings on the course CTools site in the Resources Section for your use. You might also consider the following readings:

- (2010) Special Issue: Issues of privilege in social work and other helping professions. Reflections: Narratives of professional helping, 10(1) Winter.
- Abramovitz, Mimi (2001). Everyone is still on welfare: The role of redistribution in social policy. Social Work, 46 (4), 297-308.
- Agyeman Attafuah, Ken (2000). Enhancing disability rights in Africa: The Ghanaian experience. Social Policy: Journal of the Centre for Social Policy Studies, University of Ghana, 1(2), December 34-44.
- Barrios, Patricia, and Marcia Eagan (2002). Living in a bicultural world and finding the way home: Native women's stories. Affilia, 17(2), 206-228.
- Berg, Susan H. (2002). The PTSD diagnosis: Is it good for women? Affilia, 17(1), 55-68.
- Berman, Gary (2002). A spiritually sensitive social work response following a traumatic event. Reflections, 8 (2), 14-17.
- Bolin, Brien L. (2002). An ethical journey: Discovering social work – an examination of my helper role. Reflections, 8(2), 42-48.
- Clatterbaugh, K. (1993). Are men oppressed? In J. Andrzejewski (Ed.), Oppression and social justice: Critical Frameworks (4th ed.) (pp. 341-343). Needham Heights, MA: Ginn Press.
- Cobb, Jasmine N., & Coleman, Robin Means. (2010) Two snaps and a twist: Controlling images of gay Black men on television. African American Research Perspectives, 13(1), 82-108.

- Collins, Mary Elizabeth, J.W. Stevens, and T.S. Lane(2000). Teenage parents and welfare reform: Findings from a survey of teenagers affected by living requirements. Social Work, 45 (4), 327-338.
- Coontz,S. (2004) The World History of Marriage. Journal of Marriage and Family (66) November, 974-979.
- Dennison, Susan T. (2005). A multiple family group therapy program for at risk adolescents and their families. Springfield, Illinois: Charles C. Thomas.
- Ehrenreich, Barbara (2001). Nickled and dimed: On (not) getting by in America. New York: Henry Holt.
- Faiver, Christopher, R. Elliott Ingersoll, Eugene O'Brien, Christopher McNally (2001). Explorations in Counseling and Spirituality. Belmont, CA.: Thomson Learning.
- Ganong, Larry and Marilyn Coleman (2002). Family resilience in multiple contexts. Journal of Marriage and Family, 64(2), 346-348.
- Gilson, Stephen French, Elizabeth P. Cramer, Elizabeth DePoy (2001). Redefining abuse of women with disabilities: A paradox of limitation and expansion. Affilia, 16 (2) pp.220-236.
- Guadalupe, Krishna L. and Lum, Doman (Eds). (2005). Multidimensional/Contextual Practice: Diversity and Transcendence. Belmont: Brooks/Cole.
- Gutierrez, L., & Lewis, E. (1999). Empowering practice with women of color. New York: Columbia University Press.
- Lieberman, Alice and Cheryl B. Lester (2004). Social work practice with a difference.
- McGoldrick, M. & Hardy, Kenneth (Eds.) (2008) Re-visioning family therapy: race, culture and gender in clinical practice. New York: Guilford.
- Morelli, Paula T., and Michael S. Spencer (2000). Use and support of multicultural and antiracist education: Research-informed interdisciplinary social work practice. Social Work, 45 (2), 167-175.
- Ozawa, Martha N (2003). Social welfare spending on family benefits and economic well-being of children: A comparison between the United States versus Sweden, Germany and Japan. Unpublished manuscript, January 24.

Segal, Marcia Texler, and Martinez, Theresa A.(2007). Intersections of gender, race and class. Los Angeles: Roxbury.

--- (2002) Special Section: A new era: Race after 9/11. ColorLines, 5(1), 16-32.

Spencer, Michael, Lewis, Edith, & Gutiérrez, Lorraine (2000). Multicultural perspectives on direct practice in social work. In P. Allen-Meares and C. Garvin (Eds.) The handbook of social work direct practice. Pp. 131-149. Thousand Oaks, CA: Sage.

Stevens, Joyce W. (2002) Smart and Sassy: The Strengths of Inner-City Black Girls. New York: Oxford.

United Nations Development Fund for Women (UNIFEM) (2005). Progress of the world's women 2005: Women, work and poverty. New York: UNIFEM.

Wessler, Seth F, (2011). Shattered Families: The perilous intersection of immigration enforcement and the child welfare system. Applied Research Center, www.arc.org.

Zetzer, H.A. (2005). White out: Privilege and its problems. In S. Anderson & V.A. Middleton (Eds.) Explorations in Privilege, Oppression and Diversity. Florence Kentucky: Cengage Learning.

### **Assignments and Grading:**

**All Assignments must be typed, double-spaced, use a clear, readable 12 point font, one-inch margin, page numbered, and edited for spelling and grammatical errors. UPON COMPLETION, ALL ASSIGNMENTS OTHER THAN THE PRIMARY RECORDING MUST BE SUBMITTED ON CTOOLS under the Assignments Section.**

**Points will be deducted from a paper that is difficult to read or one containing numerous spelling or grammatical errors. In addition to the stated criteria, papers will be graded for quality and clarity. Please be especially conscious of the appropriate methods for citing references so that inadvertent plagiarism does not occur. (If you didn't initially complete the analysis or write it, you should probably cite it!!) Remember that each submitted assignment should integrate course reading materials along**

with any other content. Two points per day are deducted from late assignments. Papers not received by the beginning of the class period are considered late. If you have any concerns about your paper, you should see the instructor before the paper is due.

**“How are my papers graded?”**

**A fully credited assignment would critically and succinctly cover all of the points in the original assignment description, use course or other readings to demonstrate an understanding of the main issues, and include personal reflections on the integration of this material in professional social work practice. The page limit will be enforced and will require you to choose your words carefully. No matter how brilliant you might be on page 10 of your assignments, the instructor will only read the number of pages cited below as the maximum. Your later brilliance will, therefore, not be included in the determination of your grade for that assignment.**

**Only those papers receiving failing grades may be revised and resubmitted for review. A contract between the instructor and student will be created in these cases.**

**Assignment 1: Attendance and small group participation**

These are required and will constitute 30% of your final grade. Two class absences without permission of instructor results in a letter grade reduction at the end of the term. The same reduction applies to non-participation in small group activities.

Participation includes being present, **on time**, active, and prepared for class and group discussions. Reading the assigned materials prior to class is also required. Active discussion includes asking questions or providing critical perspectives on the readings, but may also include involvement in the class CTools discussion group. You will be assigned to a small group during the first week of class, and will have at least one in-class, graded group assignment. . **Once during the term, each group will also lead the class in a half hour discussion of the subject for that week, drawing on the week’s assigned readings and those of previous sessions.** Feel free to bring in additional readings and/or media for your presentation that week. Given the brevity of your presentation, additional guest speakers are not encouraged, without prior approval. The main purpose of the small group activity is to generate questions and observations drawn from the conceptual model and readings, and to link those observations to a particular course session. These small group sessions examine the ways in which our own intersectionality alters an understanding of the subject matter. Recognize that the contemporary United States is part of a global village, and consider the ways in which the remedies you recommend may influence other parts of the world Students will be randomly assigned to these task groups.

## **ASSIGNMENT #2 Taping Assignment Part 1: (10 Points, Due May 21st)**

Please interview yourself, using the questions found on the Ctools site in the Resources Section and labeled “First Taping Assignment.” **This is your personal interview and while it will be collected by the instructor, it will be heard only by you.** Bring your completed tape/CD/other recording device to the May 21<sup>st</sup> class session. No recordings will be accepted after May 26th. **Further, no credit will be given for the final paper to those who have not submitted their recordings by the due date.**

## **ASSIGNMENT# 3: Annotated Bibliography (15 Points, Due June 4<sup>th</sup> )**

Please choose a topic among those included in this course and select three additional readings you would wish had been included among the requirements. Write an annotated bibliographic reference of no less than two paragraphs and no more than one page on the reference. Your choice should be a scholarly journal article, chapter, online journal, or book(no newspaper articles, please). Include the **full citation** for your reading. Your annotation should include a brief description of the selected reading, how it relates to intersectionality, and the forms of intersectionality excluded from its analysis or discussion.

## **ASSIGNMENT #4: Annotated Bibliographic Review (15 Points, Due June 18th )**

From the list of annotated bibliographic references compiled by your classmates, **choose two citations** you have not read before on a topic you wish to learn more about. Read the two citations and write a one page summary for each, noting: (a) something new you have learned about your own intersectionality as a result of reading the article/chapter/book; (b) how this new knowledge affects your social work practice and; (c) the implications of the article for understanding current social, political and/or economic issues around the world.

## **ASSIGNMENT #5: Taping Assignment Part 2 (30 Points, Due July 16th )**

This assignment is designed to use praxis as the primary method for describing how your own behavior throughout the semester (in and outside of class) has promoted or inhibited your understanding of an aspect of culture you were unfamiliar with before the term began. You will receive a set of questions to guide this paper at the beginning of July. You will be asked to describe your personal struggles and accomplishments this term regarding this aspect and the ways in which they have been moderated by intersectionality. It will include your analysis of how specific information from at least two of the four topic areas



discussed in depth this term might be incorporated in your practice. There is a nine page limit for the final paper. **COMPLETE CITATIONS MATTER**

GRADING	100-95	A	75-79	B-
	90-94	A-	74-70	B-
	85-90	B+	64-69	C+
	80-84	B	60-63	C

### **Schedule of Topics and Readings for the Term:**

#### **Week 1. May 7, 2012 - Beginnings**

“Getting to Know You”: Introductions  
What we call ourselves is important: On Terminology  
The role of Theories and Conceptual Frameworks  
Contextualizing Our Discussion: “The Story of Stuff”  
MCDM: A Primary Organizing Framework for the Course  
Course and syllabus overview  
Ground rules  
Hopes and fears

#### **Reading:**

- Peck, Don (2010). How a new jobless era will transform America. The Atlantic, 205(2), March, pp.42-56.

#### **Week 2. May 14<sup>th</sup> - Intersection 1: Social Class - Lost and Found**

Taping Assignment Due

- Group 1 Leads Discussion of Readings
- Video: People Like Us
- “We don’t have class in the United States”
- Readings
  - Zinn, Chapters 1,2 and Afterword for 20<sup>th</sup> Century Edition
  - McGrath, Charles (2005). In Fiction, a long history of fixation on the social gap. Class Matters, New York Times Series June 8

- Zinn: 13,15,25
- Peck, Don (2010). How a new jobless era will transform America. The Atlantic, 205(2), March, pp.42-56.
- Domhoff, G. William (2010). Who rules America? Santa Cruz, CA: University of California Department of Sociology.
- Gertner, Jon (2006). What is a living wage? New York Times, January 15.
- Parrish (2006) The Measure of Meritocracy. Dollars and Sense.Downloaded from <http://www.alternet.org/story/33671/>

### **Week 3 May 21<sup>rd</sup> - Intersection 2: Implications of U.S. Values for its Residents**

- Group 2 Leads Readings Discussion
- **Assignment 2 Due: Bring your recordings to the class session**
- Intersectionality: Has the term outlived its usefulness?
- The role of microaggressions in understanding U.S. contemporary cultures
- Relationship of Social Group Memberships to Rates of Incarceration
- Readings:
  - Hulko, Wendy (2009). The time and context-contingent nature of intersectionality and interlocking oppressions. Affilia, 24 (44), 44-55.
  - Mehotra, Gita (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. Affilia, 25 (417), 417-430.
  - Choo, Hae Yeon, and Feree, Myra Marx (2010). Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions and institutions in the study of inequalities. Sociological Theory, 28 (2), 129-149.
  - Vos Savant, Marilyn (2002). How to have a classic American childhood. Parade Magazine, August, pp. 18-19.
  - Coleman, Trevor (2010). Correcting Corrections. BLACDetroit.com, April, 29-31.
  - Davis, Peggy C. (1989). Law as microaggression. Yale Law Review, 98 (8), 1559-1577.
  - Graham, Mekada and Schiele, Jerome H.(2010) 'Equality-of-oppressions and anti-discriminatory models in social work:

reflections from the USA and UK', European Journal of Social Work, 13: 2, 231 — 244, First published on:

- 09 June 2010 (iFirst)
- Pfeffer, Carla A. (2010). "Women's work"? Women partners of transgender men doing housework and emotion work. Journal of Marriage and Family, 72 (1) (February): 165-183.
- Calhoun, Ada (2012). The criminalization of bad mothers. The New York Times, April 12, 2012. Downloaded April 25, 2012 from: <http://www.nytimes.com/2012/04/29/magazine/the-criminalization-of-bad-mothers.html?pagewanted=2&hp&pagewanted>

## **MAY 28th MEMORIAL DAY OBSERVED**

### **Week 4 – June 4: Intersection 3: The Social Construction of Whiteness**

#### **Assignment 3 Due**

- Group 3 Leads Discussion
- Understanding "whiteness" as a social construct in the U.S.
- Levels of Power and Privilege
- Confounds of Race and Class, Ethnicity and Class
- Readings:
  - 
  - Gordon, Linda (2010) Who is white? New York Times, March 28<sup>th</sup>. Downloaded from: <http://www.nytimes.com/2010/03/28/books/review/Gordon-t.html?pagewanted=2&ref=general&src=me>
  - Schmitz, Diane S. (2010) Developing an awareness of white privilege. Reflections: Narratives of Professional Helping, 18 (1) Winter, 15-20.
  - Duanne-Cascio, Colleen A. (2010) White identity development in a multicultural age. Reflections: Narratives of Professional Helping 18(1), 21-30.
  - Sue, Derald Wing, Christina M. Capodilupo, Gina C. Torino, Jennifer M. Bucceri, Aisha M. B. Holder, Kevin L. Nadal, and Marta Esquilin. (2007). Racial microaggressions in everyday life. American Psychologist, 62 (4), 271-286.
  - Schacht, Thomas E. (2008). A broader view of racial microaggression in psychotherapy. American Psychologist, 63(4), 273.

## **Week 5 June 11<sup>th</sup> Intersection 4: Racial/ Ethnic/Multiracial?**

- Video The Color of Fear
- Fishbowl Discussions
- Readings:
  - Zinn: Chapters 5,6,9, & 10
  - Zinn: Ch. 17,19– A catastrophic silence. Editorial, New York Times, November 26, 2008
  - Piereson, James, (2005) The Left University. The Weekly Standard, 11(3)
  - Saulny, Susan (2011). Black? White? Asian? More young Americans choose all of the above. New York Times, Jan 29. Downloaded March 20, 2011 from <http://www.nytimes.com/2011/01/30/us/30mixed.html?ref=us>

## **Week 6. June 18<sup>th</sup> - “Dis”Ability**

**Guest Speaker: Marc Sussman, M.S.W., J.D.**

- Group 4 leads the discussion
- Social Security Disability and Supplemental Security Income
- The Role of Attorneys and Social Work Professionals
- We are all temporarily abled
- Differences among “dis” abilities
- How “dis”ability impacts the individual, family, group, community, societal and international levels
- National and International Responses
- Readings
  - Social Security Online: Disability Programs. <http://www.ssa.gov/disability/>
  - Teaching Tolerance: The ABCs of Disability Rights
  - Allison, C. E. (1999). Disability and Diversity. Reflections, 5(4), 47-52.
  - Atlas, Michelle, and Selke, Deborah (2003). Disabilities as a dimension of diversity,: Learning to access a unique pool of talent. Workforce Diversity Reader, as retrieved from [www.workforcediversity.org](http://www.workforcediversity.org), 73-86.
  - Meldrum, B.K. (1999). Bringing the darkness into light: A disability rights struggle. Reflections, 5(4), 33-41.

- Gilson, Stephen French, Elizabeth P. Cramer, Elizabeth DePoy (2001). Redefining abuse of women with disabilities: A paradox of limitation and expansion. Affilia, 16 (2) (220-236).
- Kors, Joshua (2010). Disposable soldiers: How the Pentagon is cheating wounded vets. The Nation, April, 11-18.

### **Week 7. June 25<sup>th</sup> - Intersection: Immigration**

- Group 5 Leads Readings Discussion
- Social Oppression Model
- Video: A Beautiful Blend
- PNI
- Readings
  - Zinn: Ch. 7 ,8, 13
  - Grant, Karen G. (2003). The influence of English on cross-linguistic counseling. Downloaded November 2004 from <http://www.oise.utoronto.ca/depts/aecdcp/CMPCConf/papers/Grant.html>
  - Mata, Alberto G., and Herrerías, Catalina (2003). Immigrant bashing and nativist political movements.
  - Ives, Nicole, Sinha, Jill W., and Cnaan, Ram (2010). Who is welcoming the stranger? Exploring faith-based service provision to refugees in Philadelphia. Journal of Religion & Spirituality in Social Work Social Thought, 29(1), 71-89.
  - Tumlin, Karen, Joachin, Linton, and Natajan, Rajana (2009). A broken system: Confidential reports reveal failures in U.S. immigrant detention centers. Los Angeles, CA. National Immigration Rights Center.
  - Gibbons, Allison (2011). Changing the discourse on immigrants, culture, race and ethnicity among family scholars. Downloaded May 5, 2011 from: <http://www.ncfr.org/ncfr-report/changing-discourse-immigrants-culture-race-and-ethnicity-among-family-scholars>.
  - U.S. House of Representatives (1921). Immigration Restrictions 1921.

- Asadian, Chris (2012). Analysis: Undocumented immigrants losing fight to keep children who are U.S. citizens. Ann Arbor News, April 15. Downloaded April 25, 2012 from: <http://annarbor.com/news/undocumented-immigrants-losing-the-fight-to-keep-their-us-citizen-children/>
- Fernandez, Manny (2012). Base serves as home for children caught at the border. New York Times, April 28, 2012. Downloaded April 29, 2012 from [http://www.nytimes.com/2012/04/29/us/some-question-use-of-temporary-shelter-for-children-in-country-illegally.html?\\_r=1&n](http://www.nytimes.com/2012/04/29/us/some-question-use-of-temporary-shelter-for-children-in-country-illegally.html?_r=1&n)

**Week 8 July 2<sup>th</sup>: Intersection: Practice Within LGBT Communities**  
**Guest Speaker Rosemary Linares, Cross Movement Social Justice Consulting**

- Assignment 4 Due
- Readings:
  - Grant, Jaime M., Lisa A. Mottet, Justin Tanis, Jack Harrison, Jody L. Herman, and Mara Keisling. Injustice at Every Turn: A Report of the National Transgender Discrimination Survey. Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force, 2011, pp. 2-9, 20-31, 178-181.
  - Movement Advancement Project, Family Equality Council and Center for American Progress (2011). All Children Matter: How Legal and Social Inequalities Hurt LGBT Families (Condensed Version). Denver, Colorado: October 2011
  - Applied Research Center (ARC) And The Arcus Foundation (2010). Better Together: Research Findings on the Relationship between Racial Justice Organizations and LGBT Communities. September.
  - Movement Advancement Project, Family Equality Council and Center for American Progress. LGBT Families of Color, Facts at a Glance.

**Week 9 July 9<sup>th</sup> Intersection : Religion and spirituality**

- Religiosity Vs. Spirituality
- Sources of strength, privilege, or oppression?
- Dimensions of spiritual well-being
- The Role of Rituals
- Judge Your Neighbor Exercise as Praxis

- Readings:
  - Faiver, Christopher, R. Elliott Ingersoll, Eugene O'Brien, Christopher McNally (2001). Introduction. In Explorations in Counseling and Spirituality. Belmont, CA.: Thomson Learning (1-17).
  - Raines, Jim (1997). Spiritual Assessment – An initial framework. Society for Spirituality and Social Work 4(1), 6
  - Reese, Dona J. (1999). Psychosocial and Spiritual Issues in death and dying: A view from Hong Kong. Society for Spirituality in Social Work, 6 (2),(4-5. 9-10)
  - Allen, Lita (2011). Equipping Social Workers to deal with issues of spirituality and religion in times of disaster. Powerpoint presentation, The University of the West Indies, Mona Campus.
  - Katie, Byron (2009) Judge Your Neighbor Worksheet.

**Week 10. July 16<sup>th</sup>**  
**Intersection: Aging**

- Assignment 5 Due
- Perspectives on aging in the U.S.
- Privileges Versus Rights
- Who Shall Live?
- Readings:
  - Davidson, Sara (2007). A longer better life: The new middle ages. New York Times, May 6.
  - Gross, Jane (2007), Aging and Gay and Facing Prejudice in Twilight. New York Times, October 9.
  - Sabrina Haugebrook, Kristen M. Zgoba, Tina Maschi, Keith Morgen and Derek Brown (2010). Trauma, Stress, Health and Mental Health Issues among ethnically diverse older adult prisoners. Journal of Correctional Health Care, 16:220. Downloaded May 5, 2011 from: <http://jcx.sagepub.com/content/16/3/220>
  - Lee, Geum-Yong; and Ronald J. Angel (2010). Living arrangements and Supplemental Security Income use among elderly Asians and Hispanics in the United States: the role of nativity and citizenship. Journal of Ethnic and Migration Studies. 6 August, 2010. Downloaded May 5, 2011 from: <http://dx.doi.org/10.1080/13691830220146608>

**Week 11 July 23<sup>rd</sup> : Wrapup, Unanswered Questions, and Closing Exercise**

- Sphere of Influence
- Being an Effective, Ethical Ally
- Readings:
  - Dreikosen, Denise (2009) Radical social work: A call to link arms. Journal of Progressive Social Services, 20(2), 107-109.
  - Wagner, David (2009). Radical social work as conceit. Journal of Progressive Social Services, 20:104-106
  - Thompson, Allison (2009), Radical social work in these contemporary times. Journal of Progressive Social Services 20(2)110-111.
  - Nybell, Lynn M.. and Sims Gray, Sylvia (2009). Everyday dramas, possible plots: On assessing cultural competency in a child welfare agency. Reflections: Narratives of Professional Helping, 15(3) (Summer) 74-86.
  - Guererro, Julio (2009) Strategies and Tactics.