

**INSTRUCTOR:**

Lorraine Gutierrez

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3828 Social Work Building

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Email: [lorraing@umich.edu](mailto:lorraing@umich.edu)**COURSE ASSISTANT:**

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Email: [vailmarg@umich.edu](mailto:vailmarg@umich.edu)**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:

- ❖ Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States by:
  - evaluating social science frameworks for the discussion of culture;
  - 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;
  - reviewing one's own social group memberships and how they have influenced opportunities and challenges.
- ❖ Discuss the influences of discrimination, oppression, and privilege on life experiences of diverse cultural groups by:
  - 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;
  - identifying sources of intragroup and intergroup conflict stemming from cultural group membership;
  - describe the forces that create and maintain individual, group, organizational, and community differences in power, privilege, and oppression.
  - demonstrate skills in negotiating differences and conflicts at system interfaces.
- ❖ 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:
  - examining historical, social, and political forces influencing the construct of family for these groups;
  - locating the intersections of race, ethnicity, class, gender, sexual orientation, religion/spirituality, and ability status for these groups;
  - critiquing the social science literature on social identity groups;
  - 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:

Our class is organized around principles of andragogy (adult learning), empowerment, and collaboration. We will develop a co-learning environment that will include presentations, skill building activities and exercises, speakers, and different media.

**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.

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. 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 connections to practice; and (d) aging.

8. Readings:Required Text:

Marsiglia, F. & Kulis, S. (2009). **Diversity, oppression, and change : culturally grounded social work.** Chicago : Lyceum Books

Other Readings:

Articles and chapters are listed as readings for each week. They are in the "Readings" folder on ctools.

Links to the online readings are also on ctools in the Readings folder as well as in the course outline

*All readings in **BOLD** are required. Students should also read at least one additional reading each week from the list.*

Assignments and Grading:Assignment 1: Class Participation (5 points)

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. Two class absences without permission of instructor results in a point reduction at the end of the term.

Assignment 2: Inquiry Teams (25 points)

You will be assigned to an inquiry team during the first week of class that will work together to present and lead the class discussion on the subject for one week during the term. Students will be assigned to these teams based on interests and background. Each presentation and discussion should be 60 minutes long. The presentation should draw on all of the week's assigned readings and can reflect material from previous sessions. The main purpose of the presentation and discussion is to generate questions and observations drawn from the readings and to link those observations to the topic for the particular course session. One theme should be 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.

These presentations will be evaluated by the instructor and students in the course. More information about this assignment is in the Inquiry Team folder on ctools.

**Written Assignments:****ASSIGNMENT #3 Taping Assignment Part 1: (5 Points)**

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.** Email to me or bring your completed audiofile/CD/DVD/other recording device to 2<sup>nd</sup> class session. No recordings will be accepted after that date. **Further, no credit will be given for the final paper to those who have not submitted their recordings by the due date.**

**ASSIGNMENT# 4: Arts in American Cultures (20 points)**

Cultural production through visual, performing, and literary arts can play a significant role in the life of individuals, families and communities. They can be a powerful way for expressing history, cultural identity, and building and mobilizing communities. The purpose of this paper is to explore how the arts can be an effective vehicle for expressing and understanding one or more concepts from our course. More specific information on this assignment is in the Arts and American Cultures folder in the Resources section of Ctools.

The final essay should be no more than 8 pages, double spaced, APA style.

**ASSIGNMENT #5: American Cultures and our Practice (20 Points)**

The focus of this assignment will be to assess and document how can you use the themes from this class to understand and work with a "case assignment" in your field placement. This "case" can be an individual, family, group, community, research, or policy project. More specific information on this assignment is in the American Cultures and our Practice folder in the Resources section of Ctools.

The final essay should be no more than 8 pages, double spaced, APA style.

**ASSIGNMENT #6: Taping Assignment Part 2 (25 Points)**

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 April. 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.

The final essay should be no more than 10 pages, double spaced, APA style.

All Written 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 appropriate Assignments Section.

Papers should include references in APA style. 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, then a work should be cited. Remember that each assignment should integrate course reading materials along with any other content. If you have any concerns about your paper, see me at least one week before the paper is due.

A fully credited assignment will 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. Only those papers receiving on time may be revised and resubmitted for review.

**GRADING**

Grades are determined by summing up the number of points earned for each assignment and will be converted to letter grades using the following scale.

	A+ 97-100	A 95-96	A- 90-94	B+ 87-89	B 83-86
<b>Assignment</b>	<b>Point value</b>	<b>Individual or team</b>			
<b>Class participation</b>	5	Individual	C 73-76	C- 70-72	D <69
<b>Inquiry team</b>	25	Group			
<b>Taping assignments (total)</b>	30	Individual			
<b>Arts in American Culture</b>	20	Individual			
<b>Organizational Scan</b>	20	Individual			
<b>Total points</b>	100				

## Course Policies

### Accommodations for students with disabilities

If you need an accommodation for a disability please let me know as soon as possible. Many aspects of this course, the assignments, the in-class activities, and teaching methods can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 763-3000 or go to <http://www.umich.edu/~sswd/>

### Health and Wellness Services

Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis ([laurdavi@umich.edu](mailto:laurdavi@umich.edu)) or Nyshourn Price-Reed ([ndp@umich.edu](mailto:ndp@umich.edu)); 734-936-0961, regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Also contact Health and Wellness using [ssw.wellness@umich.edu](mailto:ssw.wellness@umich.edu). The MSW student Guide to Health and Wellness can be found at [http://www.ssw.umich.edu/current/Health\\_Wellness\\_Guide.pdf](http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf)

### Dependent Care Resources

For students with child- or parenting/elder-care responsibilities, feel free to consult the Students with Children website (<http://www.studentswithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (<http://www.hr.umich.edu/worklife/>) and the U-M Child Care gateway (<http://www.hr.umich.edu/childcare/>).

### Religious Observances

Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

### Electronic Devices

In consideration of your classmates and your own learning **please turn off all telephones and pagers during class**. If you must be on call for an emergency set your device to vibrate only. Laptops can be used in class for note taking purposes or other course related activities only.

Each misuse of electronic devices (i.e. texting, messaging, web surfing) will result in a 1 point reduction in class participation.

**Office Hours and Location**

I am available for individual conferences by appointment. My office hours are Mondays, 2 – 4 pm in 3828 SSWB. Please email me at [lorraing@umich.edu](mailto:lorraing@umich.edu) if you would like to schedule a particular time. I can also be reached by phone (936-1450) or through email if you would like to set up an appointment outside of office hours.

**Academic Integrity**

I assume that all students in this course will adhere to principles of academic integrity. This includes following all procedures and expectations for this course. If I suspect anyone of academic misconduct I will set up a private meeting with you. For more information about standards for academic integrity, please read <http://ssw.umich.edu/studentGuide/2012/page.html?section=14.01&volume=1>



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

**Getting Started**

Look over the schedule for each class. These: (1) provide details of the content areas to be covered; (2) specify the readings to be done in advance of the session; and (3) indicate which tools or problem-solving activities are to be included. Also look over the course objectives and brief descriptions of written/graded assignments.

Date	Topic	Activities	Readings	Due
Class1 1/14/13	<b>Beginnings</b>	<b>"Getting to Know You:" Introductions</b> What we call ourselves is important: On Terminology Ground rules Hopes and fears What is dialogue? Course and syllabus overview	Course Outline SW 620 Winter 2013	
1/21/13	<b>Recognizing our past, present and future</b>	<b>Dr. Martin Luther King Symposium</b>	Marsiglia & Kulis, Chapters 1 All students are required to attend one activity associated with the campus wide King Symposium, and be prepared to discuss it in our next class All symposium activities are listed at <a href="http://mlksymposium.umich.edu/">http://mlksymposium.umich.edu/</a>	
Class 2 1/28/13	<b>Defining Our terms/Who are we?</b>	Theories and Conceptual Frameworks Cultural Values in US society Power and oppression	<b>Marsiglia &amp; Kulis, Chapters 2 &amp; 3</b> <b>Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. <i>Journal of Community Psychology, 36(2), 116-136.</i></b>	<b>Bring your recordings to the class session or send it to</b>

		<p>What is identity Multilevel Frameworks</p>	<p>Young, I. M. (2000). <i>Five Faces of Oppression</i>. In M. Adams (ed) <i>Readings for Diversity and Social Justice</i>. New York: Routledge.</p> <p>Webb, S. A. (2009). Against difference and diversity in social work: The case of human rights. <i>International Journal of Social Welfare</i>, 18(3), 307-316.</p> <p>Davis, P. (1989). Law as microaggression. <i>Yale Law Review</i>, 98 (8), 1559-1577.</p> <p>Simmons, C. S., Diaz, L., Jackson, V., &amp; Takahashi, R. (2008). NASW cultural competence indicators: A new tool for the social work profession. <i>Journal of Ethnic and Cultural Diversity in Social Work</i>, 17(1), 4-20</p> <p>Downey, D. (1999). From Americanization to multiculturalism: political symbols and struggles for cultural diversity in twentieth-century American race relations. <i>Sociological Perspectives</i>, 42, 2, 249-278.</p> <p>Zetzer, H.A. (2005). White out: Privilege and its problems. In S. Anderson &amp; V.A. Middleton (Eds.) <i>Explorations in Privilege, Oppression and Diversity</i>. Florence Kentucky: Cengage Learning.</p>	<p><a href="mailto:lorraing@umich.edu">lorraing@umich.edu</a> as an attachment.</p>
<p>Class 3 2/4/13</p>	<p><b>Intersectionality: Has the term outlived its usefulness?</b></p>	<p>The role of microaggressions in understanding U.S. contemporary cultures Relationship of Social Group Memberships to Rates of Incarceration The arts in contemporary cultures</p>	<p><b>Marsiglia &amp; Kulis, chapters 4 &amp; 5</b></p> <p>Hulko, w. (2009). The Time- and Context-Contingent Nature of Intersectionality and Interlocking Oppressions. <i>Affilia</i> (24). 44.</p> <p>Gutierrez, L. &amp; Creekmore, M. (2008). Cultural Institutions and the Arts in Mizrahi, T. &amp; Davis, L. (Eds) <i>Encyclopedia of Social Work</i>. New York: Oxford Press</p> <p>Holder, A., Nadal, K., Esquilin, M. (2007). Racial microaggressions in everyday life. <i>American</i></p>	

			<p><b>Psychologist, 62 (4), 271-286.</b>                  Choo, H. and Feree, M. (2010). Practicing intersectionality in sociological research: A critical analysis of inclusions, interactions and institutions in the study of inequalities. <u>Sociological Theory, 28 (2), 129-149.</u>                  Graham, M. and Schiele, J.(2010) 'Equality-of-oppressions and anti-discriminatory models in social work: reflections from the USA and UK', <u>European Journal of Social Work, 13: 2, 231 — 244,</u> First published on: 09 June 2010 (iFirst)                  Lloyd, S. A., Few, A. L., &amp; Allen, K. A. (2007). Feminist theory, methods, and praxis in family studies. <i>Journal of Family Issues, 28, 447-451.</i></p>	
Class 4 2/11/13	<b>Intersection 1: Social Class - Lost and Found</b>	Team 1 presentation and discussion Video: People Like Us "We don't have class in the United States"	<p><b>Marsiglia &amp; Kulis, chapter 6</b>  <b>Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. <i>Social Work, 46 (4), 297-308.</i></b>                  McGrath, C. (2005). In Fiction, a long history of fixation on the social gap. <u>Class Matters, New York Times Series June 8</u>                  Domhoff, G. William (2010). <i>Who rules America?</i> Santa Cruz, CA: University of California Department of Sociology.                  Gertner, J. (2006). What is a living wage? <u>New York Times, January 15.</u>                  Parrish (2006) The Measure of Meritocracy. <u>Dollars and Sense.</u> Downloaded from <a href="http://www.alternet.org/story/33671/">http://www.alternet.org/story/33671/</a></p>	

<p>Class 5 2/18/13</p>	<p><b>Intersection 2: Gender</b></p>	<p>Team 2 presentation and discussion</p>	<p><b>Marsiglia &amp; Kulis, Chapter 8.</b>  <b>McPhail, B. (2004).</b> Questioning gender and sexuality binaries: What queer theorists, transgendered individuals, and sex researchers can teach social work. <i>Journal of Gay &amp; Lesbian Social Services, 17(1), 3-21.</i>  <b>Pfeffer, C. (2010).</b> "Women's work"? Women partners of transgender men doing housework and emotion work. <i>Journal of Marriage and Family, 72 (1) (February): 165-183.</i>  <b>McKerl, M. (2007).</b> Multiculturalism, gender and violence: Multiculturalism—is it bad for women? <i>Culture and Religion, 8(2), 187-217.</i>  <b>Calhoun, A. (2012).</b> The criminalization of bad mothers. <i>The New York Times</i>, April 12, 2012. Downloaded April 25, 2012 from: <a href="http://www.nytimes.com/2012/04/29/magazine/the-criminalization-of-bad-mothers.html?pagewanted=2&amp;hp&amp;pagewanted">http://www.nytimes.com/2012/04/29/magazine/the-criminalization-of-bad-mothers.html?pagewanted=2&amp;hp&amp;pagewanted</a>  <b>Kulis, S., Marsiglia, F.F., &amp; Hecht, M.L. (2002).</b> Gender labels and gender identities as predictors of drug use among ethnically diverse middle school students. <i>Youth and Society, 33, 3, 442-475.</i></p>	
<p>Class 6 2/25/13</p>	<p><b>Intersection 3: Racial/Ethnic/Multiracial?</b></p>	<p>Team 3 presentation and discussion          "whiteness" as a social construct in the U.S.          Levels of Power and Privilege          Confounds of Race and</p>	<p><b>Marsiglia &amp; Kulis, Chapter 7</b>  <b>Barrios, P. &amp; Marcia E. (2002).</b> Living in a bicultural world and finding the way home: Native women's stories. <i>Affilia, 17(2), 206-228.</i>  <b>Schmitz, D. (2010)</b> Developing an awareness of white privilege. <i>Reflections: Narratives of Professional Helping, 18(1) Winter, 15-20.</i></p>	<p><b><u>Assignment 4: Arts in American Cultures</u></b></p>

		<p>Class, Ethnicity and Class</p>	<p>Sue, D., Capodilupo, C., Torino, G., Bucceri, J., Duanne-Cascio, C. (2010) White identity development in a multicultural age. <i>Reflections: Narratives of Professional Helping</i> 18(1), 21-30.                  Gordon, Linda (2010) Who is white? <i>New York Times</i>, March 28<sup>th</sup>. Downloaded from: <a href="http://www.nytimes.com/2010/03/28/books/review/Gordon-t.html?pagewanted=2&amp;ref=general&amp;src=me">http://www.nytimes.com/2010/03/28/books/review/Gordon-t.html?pagewanted=2&amp;ref=general&amp;src=me</a>                  Saulny, S. (2011). Black? White? Asian? More young Americans choose all of the above. <i>New York Times</i>, Jan 29. Downloaded March 20, 2011 from <a href="http://www.nytimes.com/2011/01/30/us/3omixed.html?ref=us">http://www.nytimes.com/2011/01/30/us/3omixed.html?ref=us</a></p>	
<p>Class 7 3/11/13</p>	<p>Intersection 4: "Dis"Ability</p>	<p>Team 4 presentation and discussion                  Teaching Tolerance: The ABCs of Disability Rights   <b>Guest Speaker -</b>                  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,</p>	<p>O'Brien, Gerald V., Bundy, Meghan E. (2009) Reaching Beyond the Moron: Eugenic Control of Secondary Disability Groups. <i>Journal of Sociology &amp; Social Welfare</i> 36. 153 to 172                  Atlas, M. &amp; Selke, D. (2003). Disabilities as a dimension of diversity: Learning to access a unique pool of talent. <i>Workforce Diversity Reader</i>, as retrieved from <a href="http://www.workforcediversity.org">www.workforcediversity.org</a>, 73-86.                  Gilson, S., Cramer, E., DePoy, D. (2001). Redefining abuse of women with disabilities: A paradox of limitation and expansion. <i>Affilia</i>, 16 (2) (220-236).                  Meldrum, B.K. (1999). Bringing the darkness into light: A disability rights struggle. <i>Reflections</i>, 5(4), 33-41.                  Kors, J. (2010). Disposable soldiers: How the Pentagon is cheating wounded vets. <i>The Nation</i>, April, 11-18                  Allison, C. E. (1999). Disability and</p>	

		<p>group, community, societal and international level National and International Responses</p>	<p>Diversity. <i>Reflections</i>, 5(4), 47-52. Social Security Online: Disability Programs. <a href="http://www.ssa.gov/disability/">http://www.ssa.gov/disability/</a></p>	
<p><b>Class 8</b> <b>3/18/13</b></p>	<p><b><u>Intersection</u></b> <b>5: citizenship and Immigration</b></p>	<p>Team 4 presentation and discussion Social Oppression Model Video: A Beautiful Blend PNI</p>	<p><b>Sakamoto, I. (2007). A critical examination of immigrant acculturation: Toward an anti-oppressive social work model with immigrant adults in a pluralistic society. <i>British Journal of Social Work</i>, 37, 515–535.</b> <b>Gibbons, A. (2011). Changing the discourse on immigrants, culture, race and ethnicity among family scholars. Downloaded May 5, 2011 from: <a href="http://www.ncfr.org/ncfr-report/changing-discourse-immigrants-culture-race-and-ethnicity-among-family-scholars">http://www.ncfr.org/ncfr-report/changing-discourse-immigrants-culture-race-and-ethnicity-among-family-scholars</a></b> <b>Reisch, M. (2010). The democratic promise: The impact of German-Jewish immigration on social work in the United States. Downloaded from <a href="http://leobaeck.oxfordjournals.org">http://leobaeck.oxfordjournals.org</a> on July 9, 2010. <u>U.S. House of Representatives (1921). Immigration Restrictions 1921.</u></b> <b>Ives, N., Sinha, J., Cnaan, R. (2010). Who is welcoming the stranger? Exploring faith-based service provision to refugees in Philadelphia. <i>Journal of Religion &amp; Spirituality in Social Work Social Thought</i>, 29 (1), 71-89.</b> <b>Pitt, R. &amp; Marsiglia, F. F. (2000). Like oil floating in water: The narrative of an undocumented worker. <i>Reflections</i>, 6(4) 18-23.</b> <b>Mata, A. &amp; Herrerías, C. (2003). <u>Immigrant bashing and nativist political movements.</u></b></p>	

			<p>Tumlin, K., Joachin, L., Natajan,R. (2009).<u>Executive Summary - A broken system: Confidential reports reveal failures in U.S. immigrant detention centers.</u> Los Angeles, CA. National Immigration Rights Center.</p> <p>Asadian, C. (2012). Analysis: Undocumented immigrants losing fight to keep children who are U.S. citizens. <u>AnnArbor.com</u>, April 15. Downloaded April 25, 2012 from:  <a href="http://annarbor.com/news/undocumented-immigrants-losing-the-fight-to-keep-their-us-citizen-children/">http://annarbor.com/news/undocumented-immigrants-losing-the-fight-to-keep-their-us-citizen-children/</a></p> <p>Fernandez, M. (2012). Base serves as home for children caught at the border. New York Times, April 28, 2012. Downloaded April 29, 2012 from  <a href="http://www.nytimes.com/2012/04/29/us/some-question-use-of-temporary-shelter-for-children-in-country-illegally.html?_r=1&amp;n">http://www.nytimes.com/2012/04/29/us/some-question-use-of-temporary-shelter-for-children-in-country-illegally.html?_r=1&amp;n</a></p>	
<p><b>Class 9</b>  <b>3/25/13</b></p>	<p><b><u>Intersection</u></b>  <b>6: LGBTQ</b>  <b>Communities</b></p>	<p>Team 6 presentation and discussion                  Guest Speaker</p>	<p><b>Marsiglia &amp; Kulis, Chapter 9.</b>  <b>Nagoshi, J. L., Adams, K. A., Terrell, H. K., Hill, E. D., Brzuzny, S., &amp; Nagoshi, C. T. (2008). Gender differences in correlates of homophobia and transphobia. <i>Sex Roles, 59, 521-531.</i></b>  <b>O’Neill, B. (2002). “. . . We Didn’t Connect at All . . .”: The Experiences of a Gay Client. <i>Journal of Gay &amp; Lesbian Social Services, 14, 75-91.</i></b>                  Grant, J., Mottet, L., Tanis, J., Harrison, J., Herman, Keisling, H., Keisling, M. . <u><i>Injustice at Every Turn: A Report of the National Transgender Discrimination Survey.</i></u> Washington: National Center for Transgender Equality and National Gay and Lesbian Task Force,</p>	

			<p>2011, pp. 2-9, 20-31, 178-181.                  Movement Advancement Project, Family Equality Council and Center for American Progress (2011). <u>All Children Matter: How Legal and Social Inequalities Hurt LGBT Families (Condensed Version)</u>. Denver, Colorado: October 2011                  Applied Research Center (ARC) And The Arcus Foundation (2010). <u>Better Together: Research Findings on the Relationship between Racial Justice Organizations and LGBT Communities</u>. September.                  Movement Advancement Project, Family Equality Council and Center for American Progress. <u>LGBT Families of Color, Facts at a Glance</u>.</p>	
<p><b>Class 10</b>                  4/1/13</p>	<p><b>Intersection 7: Religion and spirituality</b></p>	<p>Team 7 presentation and discussion                  Religiosity Vs. Spirituality                  Sources of strength, privilege, or oppression?                  Dimensions of spiritual well-being                  The Role of Rituals                  Judge Your Neighbor                  Exercise as Praxis</p>	<p><b>Berman, G. (2002). A spiritually sensitive social work response following a traumatic event. <i>Reflections</i>, 8 (2), 14-17.</b>  <b>Faiver, C., Ingersoll, E., O'Brien, E., McNally, C. (2001). Introduction. In <i>Explorations in Counseling and Spirituality</i>. Belmont, CA.: Thomson Learning (1-17).</b>  <b>Pew Forum on Religion &amp; Public Life / U.S. Religious Landscape Survey</b>  <a href="http://religions.pewforum.org/pdf/report2religious-landscape-study-key-findings.pdf">http://religions.pewforum.org/pdf/report2religious-landscape-study-key-findings.pdf</a>  <b>Raines. Jim (1997). Spiritual Assessment – An initial framework. <i>Society for Spirituality and Social Work</i> 4(1), 6</b>                  Reese, D. (1999). Psychosocial and Spiritual Issues in death and dying: A view from Hong Kong. <i>Society for Spirituality in Social Work</i>, 6 (2),(4-5. 9-10)..</p>	
<p><b>Class 11</b></p>	<p><b><u>Intersection</u></b></p>	<p>Team 8 presentation and</p>	<p><b>Haugebrook, S., Zgoba, K., Maschi, T., Morgen. K.,</b></p>	<p>Assignment 5</p>



<p>4/8/13</p>	<p><b>8: Aging and Agism</b></p>	<p>discussion                  Perspectives on aging in the U.S.                  Privileges Versus Rights                  Who Shall Live?</p>	<p><b>Brown, D. (2010). Trauma, Stress, Health and Mental Health Issues among ethnically diverse older adult prisoners. <u>Journal of Correctional Health Care</u>, 16:220. Downloaded May 5, 2011 from:<a href="http://jcx.sagepub.com/content/16/3/220">http://jcx.sagepub.com/content/16/3/220</a></b>  <b>Lee, G. &amp; Angel, R. (2010). Living arrangements and Supplemental Security Income use among elderly Asians and Hispanics in the United States: the role of nativity and citizenship. <u>Journal of Ethnic and Migration Studies</u>. 6 August, 2010. Downloaded May 5, 2011 from: <a href="http://dx.doi.org/10.1080/13691830220146608">http://dx.doi.org/10.1080/13691830220146608</a></b>                  Davidson, S. (2007). A longer better life: The new middle ages. <u>New York Times</u>, May 6.                  Gross, J. (2007), Aging and Gay and Facing Prejudice in Twilight. <u>New York Times</u>, October 9.</p>	<p>Due:</p>
<p>Class 12                  4/15/13</p>	<p><b>Being an advocate and ally</b></p>	<p>Sphere of Influence                  Being an Effective, Ethical Ally</p>	<p><b>Marsiglia &amp; Kulis, Chapter 15</b>  <b>Nybell, L. &amp; Sims Gray, S. (2009). Everyday dramas, possible plots: On assessing cultural competency in a child welfare agency. <u>Reflections: Narratives of Professional Helping</u>, 15(3). 74-86.</b>  <b>Morelli, P. &amp; Spencer, M. (2000). Use and support of multicultural and antiracist education: Research-informed interdisciplinary social work practice. <u>Social Work</u>, 45 (2), 167-175.</b>  <b>Wernick, L. (2012) Leveraging Privilege: Organizing Young People with Wealth to Support Social Justice. <u>Social Service Review</u>, 86(2). 323-345</b>                  Dreikosen, D. (2009) Radical social work: A call to link arms. <u>Journal of Progressive Social Services</u>, 20 (2), 107-109.</p>	

			<p>Wagner, D. (2009). Radical social work as conceit. <u>Journal of Progressive Social Services</u>, 20 (2) 104-106</p> <p>Thompson, A. (2009), Radical social work in these contemporary times. <u>Journal of Progressive Social Services</u> 20(2) 110-111.</p>	
<b>Class 13</b> <b>4/22/13</b>	<b>Wrapup,</b> <b>Unanswered</b> <b>Questions</b>	<p>Reflecting on our learning</p> <p>1 Hour paintings</p> <p>Closing activity – Creating our cultural mosaic</p>		
<b>4/26/13</b>				Assignment 6 due