

Instructors

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Office Hours	Every Other Wednesday from 8-9 am

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.

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 culturally-conscious 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.

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.

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.**

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.

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.

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

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. 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.

ASSIGNMENT #3 Recording Assignment Part 1: (5 Points)

Please interview yourself, using the questions found on the Ctools site in the Resources Section and labeled "First Recording Assignment." This is your personal interview and while it will be collected by the instructor, it will be heard only by you. You will need to bring copy your recording to a flash drive, labelled with your name, to the 2nd class session. No recordings will be accepted after that date. I will not listen to the recording, but will keep it and return it to you at our final class session. **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: Recording 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 margins, 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

Assignment	Points	Format
Class Participation	5	Individual
Inquiry Team	25	team
Taping Assignments (Total)	30	Individual
Arts and American culture	20	Individual
American Culture and our Practice	20	Individual
Total Points	100	

Grading Scale

A+ 97 -100	A 95 - 96	A- 90 - 94	B+ 87 - 89	B 83 - 86
B- 80 - 82	C+ 77 - 79	C 73 - 76	C- 70 - 72	D <69

Class 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) or Nyshourn Price-Reed (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. The MSW student Guide to Health and Wellness can be found at 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 UM 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

Student Code of Academic and Professional Conduct

All students should be familiar with the Student Code for Academic and Professional Conduct (<http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1>) which holds our students to the highest standards of academic and professional conduct. unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs, Michael Spencer.

Campus Commitment and "Expect Respect" campaign

A respectful, supportive, and welcoming environment are necessary for student learning. The University of Michigan has developed the Campus Commitment and Expect Respect campaign are a University-wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as well as contact information for University resources and ways to report concerns. Its goal is to

contribute to an environment of civility and respect in which all members of the University community can work and learn." For more information on this program please read <http://hr.umich.edu/oie/cc/index.html>. Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UM in general.

Schedule of Topics and Readings

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.

Course Schedule

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:	1/7/15
Topic:	Beginnings
Activities:	<p>"Getting to Know You:" Introductions</p> <p>What we call ourselves is important: On Terminology</p> <p>Ground rules</p> <p>Hopes and fears</p> <p>What is dialogue?</p> <p>Course and syllabus overview</p>
Readings:	<p>Course Outline SW 620 Winter 2014</p> <p>Complete The SW 620 Intro Survey by 1/10/2015</p> <p>https://www.surveymonkey.com/s/9P9RY9P</p>
Date:	1/14/14

Topic:	Defining Our terms/Who are we? Theories and Conceptual Frameworks
Activities:	Cultural Values in US society Power and oppression What is identity? Multilevel Frameworks
Readings:	<p>Marsiglia & Kulis, Chapters 1 & 2</p> <p>Prilleltensky, I. (2008). The role of power in wellness, oppression, and liberation: The promise of psychopolitical validity. Journal of Community Psychology, 36(2), 116-136.</p> <p>Young, I. M. (2000). Five Faces of Oppression. In M. Adams (ed) Readings for Diversity and Social Justice. New York: Routledge.</p> <p>Webb, S. A. (2009). Against difference and diversity in social work: The case of human rights. International Journal of Social Welfare, 18(3), 307 -- 316.</p> <p>Davis, P. (1989). Law as micro-aggression. Yale Law Review, 98 (8), 1559-1577.</p> <p>Simmons, C. S., Diaz, L., Jackson, V., & Takahashi, R. (2008). NASW cultural competence indicators: A new tool for the social work profession. Journal of Ethnic and Cultural Diversity in Social Work, 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. Sociological Perspectives, 42, 2, 249-278.</p> <p>Megivern, D. Supposed to know better. In S. Anderson & V.A. Middleton (Eds.) Explorations in Privilege, Oppression and Diversity. Florence Kentucky: Cengage Learning.</p>
1/21/14 - Due in Class	Bring your flashdrive of your 1st recording assignment, labelled with your name, to class. I will not accept this assignment after this class session.
Date	1/21/15
Topic:	Recognizing our past, present and future Dr. Martin Luther King Symposium
Activities:	<p>Establish Inquiry Groups</p> <p>On 1/19/2015 All students are required to attend one activity associated with the campus wide King Symposium, and be prepared to discuss it in 1/21 class</p> <p>All symposium activities are listed at http://mlksymposium.umich.edu/</p> <p>Share Symposium</p>

	Process Weeks Readings
Readings	<p>Alexander, M. (2011). The New Jim Crow: Mass Incarceration in the Age of Colorblindness. The New Press, New York, NY.</p> <p>Olson, L. (2001). Freedoms Daughters: The Unsung Heroines of the Civil Rights Movement from 1830-1970. Touchstone, New York, NY.</p> <p>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.</p>
Date:	1/28/15
Topic:	Intersectionality and Identity
Activities:	<p>The role of microaggressions in understanding U.S. contemporary cultures</p> <p>The arts in contemporary cultures</p>
Readings:	<p>Marsiglia & Kulis, chapters 3, 4 & 5</p> <p>Gutierrez, L. & Creekmore, M. (2008). Cultural Institutions and the Arts in Mizrahi, T. & Davis, L. (Eds) Encyclopedia of Social Work. New York: Oxford Press</p> <p>Hulko, w. (2009). The Time and Context Contingent Nature of Intersectionality and Interlocking Oppressions. Affilia (24). 44.</p> <p>OR</p> <p>Holder, A., Nadal, K., Esquilin, M. (2007). Racial microaggressions in everyday life. American Psychologist, 62 (4), 271 - 286.</p> <p>Choo, H. and Feree, M. (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.</p> <p>Graham, M. and Schiele, J.(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.</p> <p>Lloyd, S. A., Few, A. L., & Allen, K. A. (2007). Feminist theory, methods, and praxis in family studies. Journal of Family Issues, 28, 447-451.</p>
Date	2/4/14
Topic	Intersection 5: citizenship and Immigration
Activities	Team 1 presentation and discussion

	Social Oppression Model Video: TBD
Readings	<p>Walia, H. (2013). Undoing Boarder Imperialism. AK Press.</p> <p>Sakamoto, I. (2007). A critical examination of immigrant acculturation: Toward an anti-oppressive social work model with immigrant adults in a pluralistic society. British Journal of Social Work, 37, 515–535.</p> <p>Gibbons, A. (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</p> <p>Reisch, M. (2010). The democratic promise: The impact of German-Jewish immigration on social work in the United States. Downloaded from http://leobaeck.oxfordjournals.org on July 9, 2010.</p> <p>U.S. House of Representatives (1921). Immigration Restrictions 1921.</p> <p>Ives, N., Sinha, J., Cnaan, R. (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.</p> <p>Pitt, R. & Marsiglia, F. F. (2000). Like oil floating in water: The narrative of an undocumented worker. Reflections, 6(4) 18-23.</p> <p>Mata, A. & Herrerías, C. (2003). Immigrant bashing and nativist political movements.</p> <p>Tumlin, K., Joachin, L., Natajan, R. (2009). Executive Summary - A broken system: Confidential reports reveal failures in U.S. immigrant detention centers. 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. AnnArbor.com, April 15. Downloaded April 25, 2012 from: http://annarbor.com/news/undocumented-immigrants-losing-the-fight-to-keep-their-us-citizen-children/</p> <p>Fernandez, M. (2012). Base serves as home for children caught at the border. New York Times, April 28, 2012.</p>
Date	2/11/14
Topic	Intersection 2: Gender
Activities	Team 2 presentation and discussion
Readings	<p>Marsiglia & Kulis, Chapter 8.</p> <p>McPhail, B. (2004). Questioning gender and sexuality binaries: What queer theorists, transgendered individuals, and sex researchers can teach social work. Journal of Gay & Lesbian Social Services, 17(1), 3-21.</p> <p>Pfeffer, C. (2010). "Women's work"? Women partners of transgender men doing housework and emotion work.</p>

	<p>Journal of Marriage and Family, 72 (1) (February): 165-183.</p> <p>McKerl, M. (2007). Multiculturalism, gender and violence: Multiculturalism—is it bad for women? Culture and Religion, 8(2), 187-217.</p> <p>Calhoun, A. (2012). The criminalization of bad mothers. The New York Times, April 12, 2012.</p> <p>Kulis, S., Marsiglia, F.F., & Hecht, M.L. (2002). Gender labels and gender identities as predictors of drug use among ethnically diverse middle school students. Youth and Society, 33, 3, 442-475.</p>
Date	2/18/14
Topic	Intersection 3: Racial/ Ethnic/Multiracial?
Activities	<p>Team 3 presentation and discussion</p> <p>“whiteness” as a social construct in the U.S.</p> <p>Levels of Power and Privilege</p> <p>Confounds of Race and Class, Ethnicity and Class</p>
Readings	<p>Marsiglia & Kulis, Chapter 7</p> <p>Sleeter, C. E. (2011). Becoming white: Reinterpreting a family story by putting race back into the picture. Race Ethnicity and Education 14 (4), 421-433.</p> <p>Barrios, P. & Marcia E. (2002). Living in a bicultural world and finding the way home: Native women’s stories. Affilia, 17(2), 206-228.</p> <p>Schmitz, D. (2010) Developing an awareness of white privilege. Reflections: Narratives of Professional Helping, 18 (1) Winter, 15-20.</p> <p>Sue, D., Capodilupo, C., Torino, G., Bucceri, J., Sue, D., Capodilupo, C., Torino, G., Bucceri, J., Duanne-Cascio, C. (2010) White identity development in a multicultural age. Reflections: Narratives of Professional Helping 18(1), 21-30.</p> <p>Gordon, Linda (2010) Who is white? New York Times, March 28th.</p> <p>Saulny, S. (2011). Black? White? Asian? More young Americans choose all of the above. New York Times, Jan 29.</p>
DUE 2/25/14	Assignment 4: Arts in American Cultures
Date	2/25/14
Topic	Intersection 4: “Dis”Ability
Activities	<p>Team 4 presentation and discussion</p> <p>Social Security Disability and Supplemental</p> <p>Security Income</p>

	<p>The Role of Attorneys and Social Work Professionals</p> <p>We are all temporarily abled</p> <p>Differences among "dis" abilities</p> <p>How "dis"ability impacts the individual, family, group, community, societal and international level</p> <p>National and International Responses</p>
Readings	<p>O'Brien, Gerald V., Bundy, Meghan E. (2009) Reaching Beyond the Moron: Eugenic Control of Secondary Disability Groups. Journal of Sociology & Social Welfare 36. 153 to 172</p> <p>Atlas, M. & Selke, D. (2003). Disabilities as a dimension of diversity: Learning to access a unique pool of talent. Workforce Diversity Reader, as retrieved from www.workforcediversity.org, 73-86.</p> <p>Gilson, S., Cramer, E., DePoy, D. (2001). Redefining abuse of women with disabilities: A paradox of limitation and expansion. Affilia, 16 (2) (220-236).</p> <p>Meldrum, B.K. (1999). Bringing the darkness into light: A disability rights struggle. Reflections, 5(4), 33-41.</p> <p>Kors, J. (2010). Disposable soldiers: How the Pentagon is cheating wounded vets. The Nation, April, 11-18</p> <p>Allison, C. E. (1999). Disability and Diversity. Reflections, 5 (4), 47-52.</p> <p>Social Security Online: Disability Programs. http://www.ssa.gov/disability/</p>
DATE	3/11/14
TOPIC	Intersection 1: Social Class - Lost and Found
ACTIVITIES	<p>Video: People Like Us</p> <p>"We don't have class in the United States"</p>
READINGS	<p>Marsiglia & Kulis, chapter 6</p> <p>Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. Social Work, 46 (4), 297-308.</p> <p>Domhoff, G. William (2010). Who rules America? Santa Cruz, CA: University of California Department of Sociology.</p> <p>DeParle, J. (2012). Harder for Americans to Rise From Lower Rungs. New York Times. January 4.</p> <p>Beller, E., & Hout, M. (2006). Intergenerational social mobility: The United States in comparative perspective. The Future of Children, 16(2), 19-36.</p> <p>Gertner, J. (2006). What is a living wage? New York Times, January 15.</p>

	Parrish (2006) The Measure of Meritocracy. Dollars and Sense. Downloaded from http://www.alternet.org/story/33671/
DATE	3/18/14
TOPIC	Intersection 6: LGBTQ Communities
ACTIVITIES	Team 6 presentation and discussion
READINGS	<p>Marsiglia & Kulis, Chapter 9.</p> <p>Nagoshi, J. L., Adams, K. A., Terrell, H. K., Hill, E. D., Brzuzy, S., & Nagoshi, C. T. (2008). Gender differences in correlates of homophobia and transphobia. <i>Sex Roles</i>, 59, 521-531.</p> <p>O'Neill, B. (2002). ". . . We Didn't Connect at All . . .": The Experiences of a Gay Client. <i>Journal of Gay & Lesbian Social Services</i>, 14, 75-91.</p> <p>Woodford, M. R., Krentzman, A. R., & Gattis, M. N. (2012). Alcohol and drug use among sexual minority college students and their heterosexual counterparts: the effects of experiencing and witnessing incivility and hostility on campus. <i>Substance Abuse and Rehabilitation</i>, 3, 11-23.</p> <p>Grant, J., Mottet, L., Tanis, J., Harrison, J., Herman, Keisling, H., Keisling, M. . 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.</p> <p>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</p> <p>LGBT Families of Color, Facts at a Glance.</p>
DATE	3/25/14
TOPIC	Intersection 7: Religion and spirituality
ACTIVITIES	<p>Team 7 presentation and discussion</p> <p>Religiosity Vs. Spirituality</p> <p>Sources of strength, privilege, or oppression?</p> <p>Dimensions of spiritual well-being</p> <p>The Role of Rituals</p> <p>Judge Your Neighbor Exercise</p>
READINGS	<p>Berman, G. (2002). A spiritually sensitive social work response following a traumatic event. <i>Reflections</i>, 8 (2), 14-17.</p> <p>Faiver, C., Ingersoll, E., O'Brien, E., McNally, C. (2001). Introduction. In <i>Explorations in Counseling and</i></p>

	<p>Spirituality. Belmont, CA.: Thomson Learning (1-17).</p> <p>Nadal, K., Issa, A., Griffin, K., Hamit, S., & Lyons, O. (2010). Religious Microaggressions in the United States. Microaggressions and Marginality: Manifestation, Dynamics, and Impact, 287-312.</p> <p>Pew Forum on Religion & Public Life /U.S. Religious Landscape Survey http://religions.pewforum.org/pdf/report2religious-landscape-study-key-findings.pdf</p> <p>Hodge, D. R. (2001). Spiritual assessment: a review of major qualitative methods and a new framework for assessing spirituality. <i>Social work, 46</i>(3), 203.</p> <p>Reese, D. (1999). Psychosocial and Spiritual Issues in death and dying: A view from Hong Kong. <i>Society for Spirituality in Social Work, 6</i> (2),(4-5. 9-10)</p>
DATE	4/1/14
TOPIC	Intersection 8: Aging and Agism
ACTIVITIES	<p>Team 8 presentation and discussion</p> <p>Perspectives on aging in the U.S.</p> <p>Privileges Versus Rights</p> <p>Who Shall Live?</p>
READINGS	<p>Haugebrook, S., Zgoba, K., Maschi, T., Morgen. K., Brown, D. (2010). Trauma, Stress, Health and Mental Health Issues among ethnically diverse older adult prisoners. Journal of Correctional Health Care, 16:220.</p> <p>Lee, G. & 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. Journal of Ethnic and Migration Studies. 6 August, 2010.</p> <p>Nelson, T. D. (2005). Ageism: Prejudice against our feared future self. Journal of Social Issues, 61(2), 207-221.</p> <p>Nystrom, N., & Jones, T. (2003). Community building with aging and older lesbians. American Journal of Community Psychology, 31(3/4), 293-300.</p> <p>Davidson, S. (2007). A longer better life: The new middle ages. New York Times, May 6.</p> <p>Gross, J. (2007), Aging and Gay and Facing Prejudice in Twilight. New York Times, October 9.</p>
DUE 4/4/14	ASSIGNMENT #5: American Cultures and our Practice
DATE	4/8/14
TOPIC	Being an advocate and ally
ACTIVITIES	Sphere of Influence

	Being an Effective, Ethical Ally
READINGS	<p>Marsiglia & Kulis, Chapter 15</p> <p>Brown, K. & Ostrove, J. (2013) What does it mean to be an ally?: The perception of allies from the perspective of people of color. Journal of Applied Social Psychology 43.11: 2211-2222.</p> <p>Morelli, P. & Spencer, M. (2000). Use and support of multicultural and antiracist education: Research-informed interdisciplinary social work practice. Social Work, 45 (2), 167-175.</p> <p>Wernick, L. (2012) Leveraging Privilege: Organizing Young People with Wealth to Support Social Justice. Social Service Review, 86(2). 323-345</p> <p>Nybell, L. & Sims Gray, S. (2009). Everyday dramas, possible plots: On assessing cultural competency in a child welfare agency. Reflections: Narratives of Professional Helping, 15(3). 74-86.</p> <p>Dreikosen, D. (2009) Radical social work: A call to link arms. Journal of Progressive Social Services, 20 (2), 107-109.</p> <p>Wagner, D. (2009). Radical social work as conceit. Journal of Progressive Social Services, 20 (2) 104-106</p> <p>Thompson, A. (2009), Radical social work in these contemporary times. Journal of Progressive Social Services 20(2) 110-111.</p>
DATE	4/15/14
TOPIC	Wrap up, Unanswered Questions
ACTIVITIES	<p>Reflecting on our learning</p> <p>Arts activity</p> <p>Closing activity – Creating our cultural mosaic</p>
DUE 4/22/14	2nd Recording assignment