

**Fall Term 2016**  
**Thurs: 2 pm – 5 pm**  
**SSW: 3752**

**Jeff Albanese**  
**Office Hours: Th. 12-2 or by app/rm 3832**  
**Email: [jsba@umich.edu](mailto:jsba@umich.edu)**

**Course Title:** Contemporary Cultures in the United States  
**Course Number:** SW 620 001 F16

### **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, queer, questioning, two-spirit; 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. The instructor also welcomes any innovative ideas from students as to other modalities. This course syllabus represents a guide for the course and does not preclude changes deemed necessary by the professor or faculty at large. Such changes could include: the introduction of additional content, changes in order of content, changes in assignment and exam due dates, etc. Likewise, **students are encouraged to act as critical reviewers of the course content throughout the semester and give comment and suggestions to the instructor for consideration.**

**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; (d) aging.

**Class Policies**

**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. The U of MI and the SSW are committed to providing equitable and accessible resources for all students. The University's Office of Services for Students with Disabilities (SSD) provides assistance regarding academic,

economic, social, and recreational activities for students who have documented disabilities. Students must register with SSD to be eligible for services. 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, 505 South State Street; (734) 763-3000; TDD: (734) 615-4461; VP: (734) 619-6661; Fax: (734) 936-3947. [ssdoffice@umich.edu](mailto:ssdoffice@umich.edu)

### **Health and Wellness Services/Self and Group Care**

The course topics and materials have the potential to elicit distress, anxiety, and other strong reactions. While these reactions are common and natural, they may be intense and may interfere with your personal and academic life. It is important to recognize your reactions (in other words, do not deny them, but explore and develop ways to process them). We as a group will acknowledge and address our reactions through class discussions, reflective writings and other means. I hope we can create a mutually supportive learning environment for all of us in the class. If you experience a persistent and increasing sense of distress, anxiety, or trauma, it is important to seek assistance. The following are some of the resources available on and off campus:

The SSW Office of Student Services offers health and wellness services. Contact Lauren Davis ([laurdavi@umich.edu](mailto:laurdavi@umich.edu)) or Nyshourn Price Reed ([ndp@umich.edu](mailto:ndp@umich.edu)); 734-936-0961; room 1748 SSW. <http://ssw.umich.edu/contact/oss.html>. This includes the 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)

Wellness Zone: A place to just drop in and relax, by yourself, or with others. To use the massage chairs, to take a nap in a safe place, to use the 'sun lamp', to study with others, to play an Xbox game, or to just "be".

<https://caps.umich.edu/mental-health>

UM Counseling and Psychological Services (CAPS). 734-764-8312; <http://www.umich.edu/~caps/>

UM Medical Center Psychiatric Emergency Services. 734- 996-4747; 734-936-5900 (Crisis phone service, 24 hour/7 days); <http://www.psych.med.umich.edu/pes/>

UM Sexual Assault Prevention & Awareness Center (SAPAC). 734-998-9368, 734-936-3333 (Crisis line); 800-649-3777 (MRC); <http://www.umich.edu/~sapac/>

UM Center for Education of Women. 734-764-6005; <http://www.umich.edu/~cew/>

### **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 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 Holidays**

Although the University of Michigan, as an institution, does not observe religious holidays, it has long been the University's policy that every reasonable effort should be made to help students avoid negative academic consequences when their religious obligations conflict with academic requirements. Absence from classes or examinations for religious reasons does not relieve students from responsibility for any part of the course work required during the period of absence. Students who expect to miss classes, examinations, or other assignments as a consequence of their religious observance shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious holidays on which they will be absent. Such notice must be given by the drop/add deadline of the given term. Students who are absent on days of examinations or class assignments shall be offered an opportunity to make up the work, without penalty, unless it can be demonstrated that a make-up opportunity would interfere unreasonably with the delivery of the course. Should disagreement arise over any aspect of this policy, the parties involved should contact the Department Chair, the Dean of the School, or the Ombudsperson. Final appeals will be resolved by the provost.

### **Intellectual Honesty and Plagiarism**

Be familiar with and abide by the School of Social Work's standards regarding intellectual honesty and plagiarism. These can be found in the MSW Student Handbook. These are taken from <http://www.ssw.umich.edu/studentGuide/2007/> Student Code of Academic and Professional Conduct.

### **Campus Commitment and "Expect Respect" Campaign**

A respectful, supportive, and welcoming environment are necessary for student learning. The U of MI has developed this campaign as 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 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.

### **Required Text**

Marsiglia, F. & Kulis, S. (2015). Diversity, oppression, and change: Culturally grounded social work. Chicago: Lyceum Books (Note: if you choose to use an older edition, please see Jeff)

### **Other Readings**

Articles and chapters are listed as readings for each week. They are in the "Files" tab in Canvas.

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

## **ASSIGNMENTS**

### **Assignment 1: Class Attendance and Participation (10 points)**

Participation includes being present, on time, active, and prepared for class and group discussions and is a professional responsibility. Active discussion includes asking questions or providing critical perspectives on the readings. Reading the assigned materials prior to class is required. Two class absences without permission of instructor results in a point reduction at the end of the term. To make up a session find out from other students what was covered in the missed sessions and develop a make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, and should involve three or more hours of effort.

### **Assignment 2: Inquiry Teams (25 points)**

You will be assigned to an inquiry team during the second 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 that 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 will be posted on Canvas.

### **Assignment 3: Recording Assignment Part 1 (5 Points) Due 9/22/16**

Please interview yourself, using the questions found in the Resources/Assignments/Recording Assignment folder on Ctools. 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 a copy of your recording on a flash drive, labelled with your name, to the 3rd 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 in the final class session.

### **Assignment 4: Arts in American Cultures (20 points) Due 11/3/16**

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 will be posted on Canvas. The final essay should be no more than 8 pages.

**Assignment 5: American Cultures and our Practice (20 points) Due 12/1/16**

The focus of this assignment will be to assess and document how you can 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 will be posted on Canvas. The final essay should be no more than 8 pages.

**Assignment 6: Recording Assignment Part 2 (20 points) Due 12/15/16**

This assignment is designed to use praxis (critical reflection combined with action) as the primary method for describing how your own behavior throughout the semester (in the classroom and in your field placement) 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 end of November. 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 8 pages, double spaced, APA style.

**Expectations for Papers**

All written assignments must be typed, double spaced, 12 point font (Times New Roman or Arial), one inch margins, have page numbers, and be edited for spelling and grammatical errors. Written assignments will be evaluated on both content and style. In particular, your demonstrated ability to apply and integrate course material is one aspect of the evaluation process and the other centers on professional writing (i.e., coherent, concise, comprehensive, and correct spelling, grammar, punctuation, sentence construction, paragraph construction and referencing). All assignments other than the primary recording must be submitted on Canvas.

Use APA style for references: <https://owl.english.purdue.edu/owl/resource/560/01/>

Be conscious of the 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. 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. If you have concerns papers see me at least one week before due dates. In fairness to other students, papers cannot be rewritten for a higher grade except when the initial grade is C or below. In that case the paper can be rewritten and the grade will be the average of the first and second paper. I am available to meet with you to discuss your papers and to suggest ways to strengthen your work. The page limit will be enforced so choose your words carefully.

| <b><u>Grading</u></b>                     | <b><u>Points</u></b> |
|---|----------------------|
| 1) Classroom Attendance and Participation | 10                   |
| 2) Inquiry Teams                          | 25 (Team)            |
| 3) Recording Assignment Part 1            | 5                    |
| 4) Arts in American Cultures              | 20                   |
| 5) American Culture and our Practice      | 20                   |
| 6) Recording Assignment Part 2            | 20                   |
| <b>Total</b>                              | <b>100 points</b>    |

**Grading Criteria**

Grades are earned by successfully completing the work on the assignments and by attending and participating in each class. A 100 point system is used. At the end of the term, the points earned for each assignment will be translated into letter grades according to the following formula.

|      |    |  |  |
|------|----|--|--|
| 100+ | A+ |  |  |
|------|----|--|--|

|              |           |              |           |
|--------------|-----------|--------------|-----------|
| <b>97-99</b> | <b>A</b>  | <b>82-86</b> | <b>B-</b> |
| <b>92-96</b> | <b>A-</b> | <b>80-81</b> | <b>C+</b> |
| <b>90-91</b> | <b>B+</b> | <b>77-79</b> | <b>C</b>  |
| <b>87-89</b> | <b>B</b>  | <b>72-76</b> | <b>C-</b> |

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit

**A Note on the Learning Environment**

While all of us come to this course with various experiences, skill sets, and values, it is important that we respect diverse opinions and perspectives. The class is designed as a co-learning environment and one where class members are encouraged to try new skills and take risks. Your contribution as a “teacher and a learner” in the class will enhance the learning for all class members. *Classroom Discussion:* Listen respectfully without interrupting, respect one another’s views, criticize ideas not individuals or people, commit to learning- not debating, avoid blame and speculation, and avoid inflammatory language.

**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; (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**

**1) 9/8/16**

Topic: Beginnings

Activities:

“Getting to Know You:” Introductions

Hopes and fears: What do we want to learn?

Review syllabus and course requirements

Readings: Syllabus

Assignment: Complete introductory survey and email Jeff by 9/12/2016

**2) 9/15/16**

Topic: Defining Our terms/Who are we? Theories and Conceptual Frameworks

Activities:

Cultural values in U.S. society

Power and oppression

What is identity?

Multilevel frameworks

Establish Inquiry Groups

Readings:

**Marsiglia & Kulis, Chapters 1 & 2**

**DuBois, W.E.B. (1903). *The Souls of Black Folk*. Ch 1. “Of Our Spiritual Strivings” (optional: Ch. 14 “Sorrow Songs” and “The Afterthought”)**

**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.**

**Young, I. M. (2000). Five faces of oppression. In M. Adams (ed) *Readings for diversity and social justice*. New York: Routledge.**

**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.**

**Davis, P. (1989). Law as micro aggression. *Yale Law Review*, 98 (8), 1559-1577.**

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.

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

Megivern, D. Supposed to know better. In S. Anderson & V.A. Middleton (Eds.) *Explorations in Privilege, Oppression and Diversity*. Florence Kentucky: Cengage Learning.

**3) 9/22/16**

**DUE: Assignment 3: First Recording Assignment-Bring your flash drive, of your 1st recording assignment, labelled with your name, to class.**

Topic: Recognizing our past, present and future

Activities:

Process readings

Video: The House we Live In

Readings:

**Alexander, M. (2011). *The New Jim Crow: Mass incarceration in the age of colorblindness*. The New Press, New York, NY. Chapters 1 and 5.**

**Goldstein, A. (2008). On the Internal Border: Colonial Difference, the Cold War, and the Locations of “Underdevelopment.” *Comparative Studies in Society and History*, 50(1): 26-56**

**Olson, L. (2001). *Freedoms Daughters: The unsung heroines of the Civil Rights Movement from 1830-1970*. Touchstone, New York, NY.**

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.

#### **4) 9/29/16**

Topic: Intersectionality and Identity

Activities:

The role of micro-aggressions in understanding U.S. contemporary cultures

The arts in contemporary cultures

Exercises on identity and intersectionality

Readings:

**Marsiglia & Kulis, chapters 3, 4 & 5.**

**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.**

**Fraser, N. (1995). From Redistribution to Recognition? Dilemmas of Justice in a "Post-Socialist" Age. *New Left Review*, 212.**

**Dhamoon, R. K. (2011). Considerations on mainstreaming intersectionality. *Political Research Quarterly*, 64, (1), 230-243.**

**Hulko, w. (2009). The time and context contingent nature of intersectionality and interlocking oppressions. *Affilia* (24), 44.**

Guitierrez, L. & Creekmore, M. (2008). Cultural Institutions and the Arts in Mizrahi, T. & Davis, L. (Eds) Encyclopedia of Social Work. New York: Oxford Press

Sue, D. W., et al. (2007). Racial micro-aggressions in everyday life. *American Psychologist*, 62 (4), 271-286.

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.

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.

#### **5) 10/6/16**

Topic: Citizenship, Immigration, and the Colonial Present

Activities:

Social oppression model

Readings

Reisch, M. (2010). **The democratic promise: The impact of German Jewish immigration on social work in the United States.**

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.

Walia, H. (2013). **Undoing Boarder Imperialism.** AK Press.

Goldstein, A. (2008). **Where the nation takes place: Proprietary Regimes, Anti-Statism, and US Settler Colonialism.** *South Atlantic Quarterly*, 107: 833-861

Gibbons, A. (2011). Changing the discourse on immigrants, culture, race and ethnicity among family scholars.

U.S. House of Representatives (1921). Immigration Restrictions 1921.

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.

Pitt, R. & Marsiglia, F. F. (2000). Like oil floating in water: The narrative of an undocumented worker. *Reflections*, 6(4) 18-23.

Mata, A. & Herrerías, C. (2003). Immigrant bashing and nativist political movements, pgs. 137-172.

**Tumlin, K., Joachin, L., Natajan, R. (2009). A broken system: Confidential reports reveal failures in U.S. immigrant detention centers. Los Angeles, CA. National Immigration Rights Center. (\*\*only Executive Summary, Introduction, and Recommendations are required\*\*)**

**Asadian, C. (2012). Analysis: Undocumented immigrants losing fight to keep children who are U.S. citizens. AnnArbor.com, April 15.**

**Fernandez, M. (2012). Base serves as home for children caught at the border. New York Times, April 28, 2012.**

**6) 10/13/16**

Topic: Gender

Activities:

TBD

Readings:

**Marsiglia & Kulis, Chapter 8.**

**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.**

**Pfeffer, C. (2010). “Women’s work”? Women partners of transgender men doing housework and emotion work. Journal of Marriage and Family, 72 (February), 165-183.**

McKerl, M. (2007). Multiculturalism, gender and violence: Multiculturalism—is it bad for women? *Culture and Religion*, 8(2), 187-217.

Calhoun, A. (2012). The criminalization of bad mothers. *The New York Times*, April 12, 2012.

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.

## 7) 10/20/16

Topic: Racial/Ethnic/Multi-Racial?

Activities:

“whiteness” as a social construct in the U.S.

Levels of power and privilege

Confounds of race and class, ethnicity and class

Readings

**Marsiglia & Kulis, Chapter 7.**

**Gordon, L. (2010) Who is white? *New York Times*, March 28th.**

**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.**

**Barrios, P. & Marcia E. (2002). Living in a bicultural world and finding the way home: Native women’s stories. *Affilia*, 17(2), 206-228.**

**Schmitz, D. (2010) Developing an awareness of white privilege. *Reflections: Narratives of Professional Helping*, 18(1) Winter, 15-20.**

Sue, D. et al. (2010). White identity development in a multicultural age. *Reflections: Narratives of Professional Helping* 18(1), 21-30.

Saulny, S. (2011). Black? White? Asian? More young Americans choose all of the above. *New York Times*, Jan 29.

## 8) 10/27/16

Topic: “Dis”Ability

Activities:

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 level.

National and international responses

Readings:

O'Brien, Gerald V., Bundy, Meghan E. (2009) Reaching Beyond the Moron: Eugenic Control of Secondary Disability Groups. *Journal of Sociology & Social Welfare* 36, 153-172.

Atlas, M. & Selke, D. (2003). Disabilities as a dimension of diversity: Learning to access a unique pool of talent. *Workforce Diversity Reader*, 73-86.

Ralph, Laurence. (2012). What Wounds Enable: The Politics of Disability and Violence in Chicago. *Disabilities Studies Quarterly*, 32(3).

Gilson, S., Cramer, E., DePoy, D. (2001). Redefining abuse of women with disabilities: A paradox of limitation and expansion. *Affilia*, 16 (2) (220-236).

Meldrum, B.K. (1999). Bringing the darkness into light: A disability rights struggle. *Reflections*, 5(4), 33-41.

Kors, J. (2010). Disposable soldiers: How the Pentagon is cheating wounded vets. *The Nation*, April, 11-18.

Allison, C. E. (1999). Disability and diversity. *Reflections*, 5(4), 47-52.

Social Security Online: Disability Programs. <http://www.ssa.gov/disability/>

9) 11/3/16

**DUE-Assignment 4: Arts in American Cultures**

Topic: Class and Poverty

Activities:

Arts in US Culture mini-symposium

Capitalism, Rights, and the (Post-)Welfare State

Readings:

**Marsiglia & Kulis, chapter 6**

Abramovitz, M. (2001). Everyone is still on welfare: The role of redistribution in social policy. *Social Work*, 46 (4), 297-308.

Domhoff, G. William (2010). Who rules America? Santa Cruz, CA: University of California Department of Sociology.

DeParle, J. (2012). Harder for Americans to rise from lower rungs. *New York Times*. January 4.

Gertner, J. (2006). What is a living wage? *New York Times*, January 15.

Parrish (2006) The Measure of Meritocracy. Dollars and Sense.

## 10) 11/10/16

Topic: LGBTQQ2-S Communities

Activities:

TBD

Readings:

**Marsiglia & Kulis, Chapter 9.**

**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. *Sex Roles, 59*, 521-531.**

**O’Neill, B. (2002). “. . . We Didn’t Connect at All . . .”: The Experiences of a Gay Client. *Journal of Gay & Lesbian Social Services, 14*, 75-91.**

**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. *Substance Abuse and Rehabilitation, 3*, 11-23.**

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. 29, 2013, 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.

LGBT Families of Color, Facts at a Glance. (January 2012).

## 11) 11/17/16

Topic: Religion and spirituality

Activities:

Religiosity vs. Spirituality

Sources of strength, privilege, or oppression?

Dimensions of spiritual wellbeing

The role of rituals

Exercise: Judge your neighbor

Readings:

**Berman, G. (2002). A spiritually sensitive social work response following a traumatic event. *Reflections, 8* (2), 14-17.**

**Faiver, C., Ingersoll, E., O’Brien, E., McNally, C. (2001). Introduction. In *Explorations in Counseling and Spirituality*. Belmont, CA: Thomson Learning (1-17).**

**Nadal, K., Issa, A., Griffin, K., Hamit, S., & Lyons, O. (2010). Religious micro aggressions in the United States. Mental health implications for religious minority groups, 287-312 (Chapter 13).**

Pew Forum on Religion & Public Life /U.S. Religious Landscape Survey  
<http://religions.pewforum.org/pdf/report2religiouslandscapestudykeyfindings.pdf>

Hodge, D. R. (2001). Spiritual assessment: A review of major qualitative methods and a new framework for assessing spirituality. *Social Work, 46*(3), 203.

**Balkin, R. S. Schlosser, L.Z., & Levitt, D. H. (2009). Religious identity and cultural diversity: Exploring the relationship between religious identity, sexism, homophobia, and multicultural competence. *Journal of Counseling and Development, 87*(4), 420-427.**

Hodge, D. R. (2011). Using spiritual interventions in practice: Developing some guidelines from evidence-based practice. *Social Work 56*, 149-158.

**Reese, D. (1999). Psychosocial and Spiritual Issues in death and dying: A view from Hong Kong.**

**12) 12/1/16**

Topic: Aging and Ageism

Activities:

Perspectives on aging in the U.S.

Privileges vs Rights

Autonomy and the social dynamics of home health-care workers

Readings:

**Nelson, T. D. (2005). Ageism: Prejudice against our feared future self. *Journal of Social Issues, 61*(2), 207-221.**

**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 28*(3), 553-563.**

**Nystrom, N., & Jones, T. (2003). Community building with aging and older lesbians. *American Journal of Community Psychology, 31*(3/4), 293-300.**

**Gross, J. (2007), Aging and gay and facing prejudice in twilight. *New York Times, October 9.***

**Buch, E. (2013). Senses of Care: Embodying Inequality and Sustaining Personhood in the Home Care of Older Adults in Chicago. *American Ethnologist, 40*(4): 637-650.**

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* (3), 220-229.

Davidson, S. (2007). A longer better life: The new middle ages. *New York Times, May 6.*

13) 12/8/16

**DUE-Assignment 5: American Cultures and our Practice**

Topic: Being an advocate and ally

Activities:

Being an effective, ethical ally

Wrap-up

Readings:

**Marsiglia & Kulis, Chapter 15**

**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.**

**Wernick, L. (2012) Leveraging privilege: Organizing young people with wealth to support social justice. *Social Service Review*, 86(2). 323-345.**

**Dreikosen, D. (2009) Radical social work: A call to link arms. *Journal of Progressive Social Services*, 20(2), 107-109.**

**Wagner, D. (2009). Radical social work as conceit. *Journal of Progressive Social Services*, 20(2) 104-106.**

**Thompson, A. (2009), Radical social work in these contemporary times. *Journal of Progressive Social Services* 20(2) 110-111.**

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.

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.

**14) 12/15/16 DUE: 2nd Recording Assignment (No Class)**