



SW 620, Section 1 Fall 2018

Contemporary Cultures in the United States
Thursday 2:00-5:00p.m.

Robert Joseph Taylor

Room 3752 SSWB

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 and historical 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 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.

4. Course Design:

The course format will include lectures, discussion, individual assignments, and class presentations.

5. Relationship of the Course to Four Curricular Themes:

Multiculturalism and Diversity issues will be central to this course. The course will cover non-Hispanic white ethnic groups, Muslims, African Americans, American Indians, Latinx, Chinese Americans, Japanese Americans, as well as women and gender issues.

Social Justice and Social Change issues will be discussed throughout this course. Immigration, discrimination and micro-aggressions are a major component of this course. 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, and ability constructs in research and practice.

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

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

7. Intensive Focus on Privilege, Oppression, Diversity and Social Justice (PODS): This course integrates PODS content and skills with a special emphasis on diversity. In particular, the course investigates ethnic and cultural diversity with regards to racial and ethnic groups (African Americans, Black Caribbeans, Mexican Americans, Puerto Ricans, Cubans and Native Americans, Chinese Americans, Japanese Americans), as well as religious denominations (Muslims).

Class Schedule

September 6 Overview of Course and Disability, Religion, Aging, Gender and Families

Required:

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.

Silverstein, M. & Giarruso, R. (2010). Aging and Family Life: A Decade Review. *Journal of Marriage and Family, 72*, 1039 – 1058. (Read pages 1039, 1042-1050).

Optional:

- Goncalves, D. C., Albuquerque, P. B., Byrne, G. J., & Pachana, N. A. (2009). Assessment of depression in aging contexts: General considerations when working with older adults. *Professional Psychology: Research and Practice*, 40(6), 609–616.
- Hodge, D. R. (2011). Using Spiritual Interventions in Practice: Developing Some Guidelines from Evidence-based Practice. *Social Work*, 56, 149-158.
- Thyer, B. A., & Myers, L. L. (2009). Religious discrimination in social work academic programs: Whither social justice? *Journal of Religion & Spirituality in Social Work: Social Thought*, 28, 144-160.

September 13 LGBT

Required:

- Wheeler, E. E., Horne, S. G., Maroney, M., & Johnson, T. (2018). “Everything That We Can Do”: A Content Analysis of the Protective Strategies Used by GLBTQ Parents. *Journal of GLBT Family Studies*, 14(3), 196-212.
- Russell, S. T., & Fish, J. N. (2016). Mental health in lesbian, gay, bisexual, and transgender (LGBT) youth. *Annual review of clinical psychology*, 12, 465-487.

Optional:

- Ghaziani, A., Taylor, V., & Stone, A. (2016). Cycles of Sameness and Difference in LGBT Social Movements. *Annual Review of Sociology*, 42, 165-183.
- Haas, A. P., Eliason, M., Mays, V. M., Mathy, R. M., Cochran, S. D., D’Augelli, A. R., ..., et al. (2011). Suicide and suicide risk in lesbian, gay, bisexual, and transgender populations: Review and recommendations. *Journal of Homosexuality*, 58, 10–51.
- Herek, G. M. (2009). Hate crimes and stigma-related experiences among sexual minority adults in the United States: Prevalence estimates from a national probability sample. *Journal of Interpersonal Violence*, 24(1), 54-74.
- Shelton, K., & Delgado-Romero, E. A. (2011). Sexual orientation microaggressions: The experience of lesbian, gay, bisexual, and queer clients in psychotherapy. *Journal of Counseling Psychology*, 58(2), 210–221.

September 20 Immigration and Non-Latino White Ethnic Groups

Required:

- Kerwin, D. (in press-2018). The US Refugee Resettlement Program—A Return to First Principles: How Refugees Help to Define, Strengthen, and Revitalize the United States. *Journal on Migration and Human Security*,

Inwood, J. F. (2018). "It is the innocence which constitutes the crime": Political geographies of white supremacy, the construction of white innocence, and the Flint water crisis. *Geography Compass*, 12(3), e12361.

Romero, M. (2018). Trump's Immigration Attacks, in Brief. *Contexts*, 17(1), 34-41.

Pick 1

Blodgett, B., & Salter, A. (2018). Ghostbusters is For Boys: Understanding Geek Masculinity's Role in the Alt-right. *Communication Culture & Critique*, 11(1), 133-146.

Bezio, K. M. (2018). Ctrl-Alt-Del: GamerGate as a precursor to the rise of the alt-right. *Leadership*,

Optional:

Pollard, T. (2018). Alt-Right Transgressions in the Age of Trump. *Perspectives on Global Development and Technology*, 17(1-2), 76-88.

Mayda, A. M., & Peri, G. (2017). The economic impact of US immigration policies in the Age of Trump. *Economics and Policy in the Age of Trump*, 69-77 (**Only**)

Hogan, J., & Haltinner, K. (2015). Floods, Invaders, and Parasites: Immigration Threat Narratives and Right-Wing Populism in the USA, UK and Australia. *Journal of Intercultural Studies*, 36(5), 520-543.

Rebhun, U. (2014). Correlates of experiences and perceptions of anti-Semitism among Jews in the United States. *Social Science Research*, 47, 44-60.

September 27 American Indians

Required:

Gone, J. P. (2013). Redressing First Nations historical trauma: Theorizing mechanisms for indigenous culture as mental health treatment. *Transcultural Psychiatry*, 50, 683-706

Optional:

Gone, J. P., & Trimble, J. E. (2012). American Indian and Alaska Native mental health: Diverse perspectives on enduring disparities. *Annual review of clinical psychology*, 8, 131-160.

Mays, V. M., Gallardo, M., Shorter-Gooden, K., Robinson-Zanartu, C., Smith, M., McClure, F., ..., Ahhaitty, G. (2009). Expanding the circle: Decreasing American Indian mental health disparities

through culturally competent teaching about American Indian mental health, *American Indian Culture and Research Journal*, 33(3), 61–83.

October 4 American Indians 2

Required:

Keith, J. F., Stastny, S. N., & Brunt, A. (2016). Barriers and Strategies for Success for American Indian College Students: A Review. *Journal of College Student Development*, 57(6), 698-714.

Walters, K. L., Mohammed, S. A., Evans-Campbell, T., Beltrán, R. E., Chae, D. H., & Duran, B. (2011) Bodies don't just tell stories, they tell histories: Embodiment of Historical Trauma among American Indians and Alaska Natives, *Du Bois Review*, 8, 179–189.

October 11 African Americans, Racism and Health

Required:

Williams, D. R. & Mohammed, S. A. (2013). Racism and health I: Pathways and scientific evidence. *American Behavioral Scientist*, 57, 1152-1173.

Williams, D. R. & Mohammed, S. A. (2013). Racism and health II: A needed research agenda for effective interventions. *American Behavioral Scientist*, 57, 1200-1226.

Optional:

Dominguez, T. P. (2008). Race, racism, and racial disparities in adverse birth outcomes. *Clinical Obstetrics and Gynecology*, 51(2), 360–370.

October 18 African Americans continued

Required:

Wakefield, S., Lee, H., & Wildeman, C. (2016). Tough on Crime, Tough on Families? Criminal Justice and Family Life in America. *Annals of the American Academy of Political and Social Science*, 665, 8-21.

Optional:

Sue, D. W., Nadal, K. L., Capodilupo, C. M., Lin, A. I., Torino, G. C. & Rivera, D. P. (2008). Racial microaggressions against Black Americans: Implications for counseling. *Journal of Counseling & Development, 86*, 330-338.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L. & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist, 62*(4), 271–286.

October 25 Latinx

Required:

Juarez, M., Gomez-Aguinaga, B., & Bettez, S. P. (2018). Twenty years after IIRIRA: The rise of immigrant detention and its effects on Latinx communities across the nation. *Journal on Migration and Human Security, 6*, 74-96

Kerwin, D., & Warren, R. (2018). DREAM Act-Eligible Poised to Build on the Investments Made in Them. *Journal on Migration and Human Security, 6*, 61-73

Cervantes, W., & Walker, C. (2017). Five reasons Trump’s immigration orders harm children. Center for Law and Social Policy.

Optional:

Gándara, P. (2010). The Latino Education Crisis, *Educational Leadership, 75*(5).

Guerrero, E.G., Marsh, J. C., Khachikian, T., Amaro, H., Vega, W. A. (2013). Disparities in Latino substance use, service use, and treatment: Implications for culturally and evidence-based interventions under health care reform. *Drug and Alcohol Dependence, 133*, 805-813.

Guarnaccia, P. J., Pincay, I. M., Alegría, M., Shrout, P. E., Lewis-Fernández, R. & Canino, G. J. (2007). *Assessing Diversity Among Latinos : Results From the NLAAS Hispanic Journal of Behavioral Sciences, 29*, 510

Bauer, A. M., Chen, C., & Alegría, M. (2010). English Language Proficiency and Mental Health Service Use Among Latino and Asian Americans With Mental Disorders, *Medical Care, 48*, 1097-1014.

Tienda, M. & Mitchell, F. (2006). *Multiple origins, uncertain destinies: Hispanics and the American future*. Washington: National Academies Press.

Tienda, M., & Fuentes, N. (2014). Hispanics in metropolitan America: New realities and old debates. *Annual Review of Sociology, 40*, 499-520.

November 1 Latinx continued and Asian Americans

Required:

Lee, J. C., & Kye, S. (2016). Racialized Assimilation of Asian Americans. *Annual Review of Sociology*, 42, 253-273.

Optional:

Sue, D. W., Bucceri, J., Lin, A. I., Nadal, K. L., & Torino, G. C. (2009). Racial microaggressions and the Asian American experience. *Asian American Journal of Psychology*, 13(1), 72-81.

Kim, I., Chen, J., & Spencer, M. S. (2012). Social determinants of health and mental health among Asian Americans in the United States. *Journal of the Society for Social Work and Research*, 3, 346-361.

Spencer, M. S., Chen, J., Gee, G. C., Fabian, C. G., & Takeuchi, D. T. (2010). Discrimination and mental health–related service use in a National Study of Asian Americans. *American Journal of Public Health*, 100(12), 2410-2417.

November 8 Asian Americans Continued

Required:

Poon, O., Squire, D., Kodama, C., Byrd, A., Chan, J., Manzano, L., Furr, S. & Bishundat, D., (2016). A critical review of the model minority myth in selected literature on Asian Americans and Pacific Islanders in higher education. *Review of Educational Research*, 86(2), 469-502.

Optional:

Sue, S., Ka, J., Cheng, Y. & Saad, C. S. (2012). Asian American mental health: A call to action. *American Psychologist*, 67(7), 532–544.

November 15 No Class

November 22 Thanksgiving

Nov 29 Muslim Americans

Required:

Zainiddinov, H. (2016). Racial and ethnic differences in perceptions of discrimination among Muslim Americans. *Ethnic and Racial Studies*, 39(15), 2701-2721.

Optional:

Ciftci, A., Jones, N. & Corrigan, P. W. (2013). Mental health stigma in the Muslim community. *Journal of Muslim Mental Health*, 7(1), 17-32.

Nadal, K. L., Griffin, K. E., Hamit, S., Leon, J., Tobio, M., & Rivera, D. P. (2012). Subtle and overt forms of Islamophobia: Microaggressions toward Muslim Americans. *Journal of Muslim Mental Health*, 6(2), 15-37.

Al-Krenawi, A., & Graham, J. R. (2000). Culturally sensitive social work practice with Arab clients in mental health settings. *Health & Social Work*, 9-22.

Amri, S., Bemak, F. (2013) Mental Health Help-Seeking Behaviors of Muslim Immigrants in the United States: Overcoming Social Stigma and Cultural Mistrust. *Journal of Muslim Mental Health*, 7, 43-63

December 6 Wrap-Up Poster Session

December 9 Submit final paper (by 5 p.m.)

December 13 Wrap-Up Poster Session

Course Administrative Tasks

Attendance:

You are expected to attend and to be prepared to take part in each class session. Attendance is important for you to keep up with course work. Missing 2 unexcused classes will reduce your final grade (e.g. an A will be reduced to an B) and each additional absence will reduce your final grade an additional half grade. As adult learners, I expect you to make appropriate decisions about

attending class. Please notify me as soon as possible if you must miss a class. It is your responsibility to get materials, handouts, or class notes from one of your classmates if you are unable to be in class. Please be aware of the disruptive nature of coming to class late; enter the classroom as quietly as possible and wait until break to catch up with what is going on. If you anticipate that you will be absent for religious observances, please let me know ahead of time so that we can plan accordingly.

Laptops and Electronic Devices:

This class involves both lecture and discussion. As such, laptops, and tablets can only be used for taking notes. They cannot be used for e-mail, social media or other use during class time. Cell phones are not permitted in the classroom. Use of these devices can be a distraction to both the user and their fellow classmates. Students are asked to refrain from their use in order to promote a more engaged classroom environment.

Phones and Pagers:

In consideration of your classmates, and due to their disruptive nature, I request that all telephones and pagers are turned off while you are in class. This is your time and I want you to be able to protect it. If you are required to carry a pager, please set it to vibrate only.

Accommodations for Students With Disabilities:

If you think you need an accommodation for a disability, please let me know early in the term. Some aspects of this course, the assignments, the in-class activities, and the way the course is usually taught may be modified to facilitate your participation and progress. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate academic accommodations. SSD (734-763-3000; <http://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. Any information you provide is private and confidential and will be treated as such. If there are any circumstances and/or adaptations that are required for instruction or the classroom situation, please consult me.

Religious Holidays and Academic Conflicts: From the Provost's Office:

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.

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