Course title: Contemporary Cultures in the United States
Course #/term: SW 620, Section 1 Fall 2010
Time and place: Thursday 2:00-5:00 p.m.
Online
Credit hours: 3
Instructor: Robert Joseph Taylor
Pronouns: He, him, his
Email: rjtaylor@umich.edu
Office: SSW 4712
Office hours: By appointment and After Class

Course Statement

a. Course description and content
This is one of the CSS courses that meet the advanced HBSE requirement. This course will explore the origins and development of selected social variables characterizing the diversity dimensions (ability, age, class, color, culture, ethnicity, family structure, gender (including gender identity and gender expression), marital status, national origin, race, religion or spirituality, sex, and sexual orientation) 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.
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.

b. Course objectives and competencies

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<tr>
<th>Competency</th>
<th>Practice Behavior</th>
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<tr>
<td>7.CO</td>
<td>Synthesize and differentially applies theories of human behavior and the social environment such as theories of social change to guide community practice decisions</td>
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<tr>
<td>7.IP</td>
<td>Synthesize and differentially applies theories of human behavior and the social environment to guide clinical practice decisions</td>
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<tr>
<td>7.MHS</td>
<td>Synthesize and differentially apply theories of human behavior and the social environment to guide management practice</td>
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<tr>
<td>7.SPE</td>
<td>Apply theories of human behavior and the social environment to guide policy and evaluation practice decisions</td>
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Upon completion of the course, students will be able to: 1. Identify the historical, social, and political forces influencing the social constructions of diverse cultural groups in the United States (Practice

c. Course design

The course format will include lectures, discussion, small group discussion, small group exercises and individual assignments.

d. 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.

e. Relationship 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.
f. 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 3 Overview of Course and Disability, Religion, Aging, Gender and Families

Lectures:
Disability
Families and Social Support
Religious Participation

Readings:

Required:
None

Optional:


**September 10 LGBT**

**Lecture:**

The Gay Rights Movement in the United States

**Video Required:**

Stonewall Uprising (2 discussion points required)

https://www.youtube.com/watch?v=MIbAVS-cDBs

The True Story Behind the Stonewall Riots (0 discussion points required)

https://www.youtube.com/watch?v=zHK2WwINSic

**Readings:**

**Required:**


**Optional:**


**September 17  Immigration and Non-Latino White Ethnic Groups**

**Lecture:**

Whiteness and Irish and Italian Immigration

White Privilege and the Accumulation of Wealth

**Video Required:**

Chicago Segregation (1 discussion point required)

https://www.youtube.com/watch?v=LN_8KIpmZxs

Redlining: The Jim Crow Laws of the North (1 discussion point required)

https://www.pbs.org/video/redlining-jim-crow-laws-north/

History of the Suburbs (1 discussion points required)

https://www.youtube.com/watch?v=ETR9qrVS17g

**Video Optional:**

Irish Immigrants: Emerald Isle to Ellis Island

https://www.pbs.org/video/irish-immigrants-emerald-isle-to-ellis-island-nd134n/

**Readings**

**Required:**


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

September 24  American Indians  1

Lecture:
American Indians Part 1

Video Required:
Unspoken: Native American Boarding Schools  (2 discussion points required)
https://www.youtube.com/watch?v=Yo1bYj-R7F0

Readings:
Required:

Optional:

October 1  American Indians 2

**Lecture:**

American Indians Part 2

Native American Voter Suppression

**Video Required:**

The Daily Show - The Redskins' Name - Catching Racism (1 discussion point required)

https://www.youtube.com/watch?v=loK2DRBnk24

**Readings:**

**Required:**


October 8  African Americans, Racism and Health

**Lecture:**

Black American Population Part 1

**Video Required:**

David Williams: Social Inequities and Health (2 discussion points required)
Readings

Required:


Optional:


October 15 African Americans 2

Lecture
Black American Population Part 2
Microagressions and Everyday Discrimination

Video Required:
TOUCH THE SKY: Black America Since MLK and Still I Rise (2 discussion points required)

KEEP YOUR HEAD UP: Black America Since MLK and Still I Rise (2 discussion points required)

Readings:
Required:


Optional:


October 22  Latinx 1

Lecture:

Latinos in the United States Part 1

Video:

Latino Americans: Episode 5: Prejudice and Pride (2 discussion points required)


Required:


Optional:


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.


October 29 Latinx 2

Lecture:

Latinos in the United States Part 2
Immigration and Detention

Video Required:

Living Conditions At A Migrant Detention Center (1 discussion point required)
https://www.youtube.com/watch?v=hNH2w0XOeCM

How ICE Helped Spread the Coronavirus (1 discussion point required)

Dolores Huerta (1 discussion point required)
https://www.youtube.com/watch?v=bBt5au1caD0&list=PL5qpEftF3CSSN4NSXWM-aR2HQ4Bwklf1_O&index=4

Video Optional:

Portrait in Minute: Dolores Huerta (0 discussion point required)
Readings:


November 5  Asian Americans 1

Lecture:

Asian Americans in the United States Part 1

Videos Required:

Vincent Who  (Watch Chapters 1-8 Roughly 40 minutes) (2 discussion points required)

https://www.youtube.com/playlist?list=PL3F74C2EF67CCECD1

Required:


Optional:


November 12  Asian Americans 2

Lecture:
Asians in the United States Part 2

Video Required:
Chinese Exclusion Act (1 discussion point required)
https://www.youtube.com/watch?v=FbBatK7JWYc

United States v. Wong Kim Ark (1 discussion point required)
https://www.youtube.com/watch?v=6y487b7mQj0

Reading:

Required:

Optional:


Nov 19  Muslim Americans

Lecture:
Muslim Americans

**Video Required:**
China Undercover (2 Discussion Points)
https://www.pbs.org/video/china-undercover-zqcoh2/

**Readings**

**Required:**

**Optional:**

**November 26 Thanksgiving**

**December 3  John Lewis, Diane Nash, CT Vivian, Z. Alexander Looby and Civil Rights**
Lecture

Civil Rights

Video Required:

https://www.youtube.com/watch?v=aXG9lqr6qk4

“Who the Hell is Diane Nash” (2 discussion points required)
https://www.youtube.com/watch?v=GIffL6KplzQ&list=PL5qpEftF3CSSN4NSXWM-aR2HQ4Bwkfl_O

Video Optional:

Diane Nash Bio (0 discussion points required)
https://www.youtube.com/watch?v=iAG9kABlWaQ&list=PL5qpEftF3CSSN4NSXWM-aR2HQ4Bwkfl_O&index=2

December 7 Take home final available

December 9 Submit take home final (by 5 p.m.)

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 a 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.

Class Recording and Course Materials:

Audio and video recording of in-class lectures and discussions is prohibited without the advance written
permission of the instructor. Students with an approved accommodation from the Office of
Services for Students with Disabilities permitting the recording of class meetings must present
documentation to the instructor in advance of any recording being done. The instructor reserves
the right to disallow recording for a portion of any class time where privacy is a special concern.
If the instructor chooses to record a class, they will decide which classes, if any, are recorded,
what portion of each class is recorded, and whether a recording is made available on the course
management website. On days when classes are recorded, students will be notified a recording is
occurring. Class recordings and course materials may not be reproduced, sold, published or
distributed to others, in whole or in part, without the written consent of the instructor.

COVID-19 Statement

For the safety of all students, faculty, and staff on campus, it is important for each of us to be mindful of
safety measures that have been put in place for our protection. By returning to campus, you have
acknowledged your responsibility for protecting the collective health of our community. Your
participation in this course on an in-person/hybrid basis is conditional upon your adherence to all
safety measures mandated by the state of Michigan and the University, including maintaining
physical distancing of six feet from others, and properly wearing a face covering in class. Other
applicable safety measures may be described in the Wolverine Culture of Care and the
University’s Face Covering Policy for COVID-19. Your ability to participate in this course in-
person/hybrid may be impacted by failure to comply with campus safety measures. Individuals
seeking to request an accommodation related to the face covering requirement under the
Americans with Disabilities Act should contact the Office for Institutional Equity. If you are
unable or unwilling to adhere to these safety measures while in a face-to-face class setting, you
will be required to participate on a remote basis. I also encourage you to review the Statement of
Student Rights and Responsibilities and the COVID-related Addendum to the Statement of
Student Rights and Responsibilities.

Health-Related Class Absences
Please evaluate your own health status regularly and refrain from attending class and coming to campus if you are ill. You are encouraged to seek appropriate medical attention for treatment. School of Social Work students who miss class due to illness of any kind will be given opportunities to access course materials online or provided with alternative learning opportunities. Please notify me by email about your absence as soon as practical, so that I can make accommodations. Please note that documentation (a Doctor’s note) for medical excuses is not required.

**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 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.