SSS 326
Diversity in a Multicultural Society
(3 credits)

_Instructors: Eun Koh, MSW, PhD; Contact: koh@cua.edu_

©This course outline is the property of NCSSS and the Instructor and may be distributed only with written permission.

1. COURSE PURPOSE

This course examines social work’s historical and current commitment to diversity and social and economic justice within a global context. Grounded in theoretical perspectives on injustice and oppression, the course explores the relationship between the social construction of difference and persistent inequalities operating at personal, institutional, and societal levels. Utilizing a strengths perspective and principles of empowerment practice, the needs, experiences, and resilience of diverse and at-risk populations are addressed; including groups distinguished by race, ethnicity, immigration status, religion and spirituality, sex and gender, sexual orientation, age, disability, and socio-economic status. Course content, structure, and learning activities are designed to enhance personal and professional self-awareness in order to develop knowledge, values, and skills required for culturally-sensitive social work practice.
II. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered in this class are indicated by **bold**. Practice behaviors that are not covered in this class are indicated by grey.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>CSWE Suggested Practice Behaviors</th>
</tr>
</thead>
</table>
| Identify as a professional social worker and conduct oneself accordingly. | 1.1 advocate for client access to the services of social work  
1.2 practice personal reflection and self-correction to assure continual professional development  
1.3 attend to professional roles and boundaries  
1.4 demonstrate professional demeanor in behavior, appearance, and communication  
1.5 engage in career-long learning  
1.6 use supervision and consultation |
| Apply social work ethical principles to guide professional practice. | 2.1 recognize and manage personal values in a way that allows professional values to guide practice  
2.2 make ethical decisions by applying standards of the NASW Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles  
2.3 tolerate ambiguity in resolving ethical conflicts  
2.4 apply strategies of ethical reasoning to arrive at principled decisions |
| Apply critical thinking to inform and communicate professional judgments. | 3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom  
3.2 analyze models of assessment, prevention, intervention, and evaluation  
3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues |
| Engage diversity and difference in practice. | 4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power  
4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups  
4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences |
| **Advance human rights and social and economic justice.** | **4.4** view themselves as learners and engage those with whom they work as informants  
**5.1** understand the forms and mechanisms of oppression and discrimination  
**5.2** advocate for human rights and social and economic justice  
**5.3** engage in practices that advance social and economic justice  
**5.2** advocate for human rights and social and economic justice  
**5.3** engage in practices that advance social and economic justice |
|---|---|
| **Engage in research-informed practice and practice-informed research.** | **6.1** use practice experience to inform scientific inquiry  
**6.2** use research evidence to inform practice  
**6.1** use practice experience to inform scientific inquiry  
**6.2** use research evidence to inform practice |
| **Apply knowledge of human behavior and the social environment.** | **7.1** utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
**7.2** critique and apply knowledge to understand person and environment  
**7.1** utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  
**7.2** critique and apply knowledge to understand person and environment |
| **Engage in policy practice to advance social and economic well-being and to deliver effective social work services** | **8.1** analyze, formulate, and advocate for policies that advance social well-being  
**8.2** collaborate with colleagues and clients for effective policy action  
**8.1** analyze, formulate, and advocate for policies that advance social well-being  
**8.2** collaborate with colleagues and clients for effective policy action |
| **Respond to contexts that shape practice.** | **9.1** continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
**9.2** provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services  
**9.1** continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services  
**9.2** provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services |
<table>
<thead>
<tr>
<th><strong>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engagement</strong></td>
</tr>
</tbody>
</table>
| 10.1.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;  
10.1.2 use empathy and other interpersonal skills; and  
10.1.3 develop a mutually agreed-on focus of work and desired outcomes. |
| **Assessment** |
| 10.2.1 collect, organize, and interpret client data;  
10.2.2 assess client strengths and limitations;  
10.2.3 develop mutually agreed-on intervention goals and objectives; and  
10.2.4 select appropriate intervention strategies. |
| **Intervention** |
| 10.3.1 initiate actions to achieve organizational goals;  
10.3.2 implement prevention interventions that enhance client capacities;  
10.3.3 help clients resolve problems;  
10.3.4 negotiate, mediate, and advocate for clients; and  
10.3.5 facilitate transitions and endings. |
| **Evaluation** |
| 10.4.1 social workers critically analyze, monitor, and evaluate interventions. |
III. FURTHER EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. Articulate the linkages between the societal definitions of difference and the development of identity and worldviews among individuals and groups in a multicultural society.

2. Utilize theoretical perspectives to analyze the interlocking dynamics of discrimination and oppression as they operate at the personal, institutional, and societal levels.

3. Analyze the common characteristics and elements of oppression as they apply to diverse groups and at-risk populations.

4. Demonstrate an understanding of the impacts of oppression in the lives of individuals from diverse groups and at-risk populations, as well as the adaptive strategies and sources of resilience used to cope with such oppression.

5. Demonstrate appreciation of human diversity within oneself and others and its importance to both personal and professional development and the profession of social work.

6. Demonstrate increased critical self-awareness of personal and professional beliefs, attitudes, and values as they influence one’s practice with diverse groups and at-risk populations.

7. Demonstrate the knowledge, values, and skills required for culturally-sensitive and ethical social work practice, including a working knowledge of the NASW Standards for Cultural Competence in Social Work Practice and the NASW Code of Ethics.

8. Integrate theoretical and empirical knowledge of oppression and oppressed groups into social justice strategies relevant to practice with individuals, families, groups, organizations, and communities.

IV. COURSE REQUIREMENTS

A. Required Texts and Readings:


[Indicated in Course Schedule as “Text:”]

Supplemental Readings will also be assigned for most class sessions. Supplemental Readings will be available on BlackBoard (https://blackboard.cua.edu/). On the university Blackboard site, you will be prompted to type in your username and password. Your username is the last
two digits of your CUA student ID number followed by your last name, with no space inbetween (e.g. ##lastname). Your password is the same one that you use to access cardinal email. After login, go to “My Courses”; click on the name of the course; click on “Course Readings.” You must have a current ID to gain access to the articles.

[Indicated in Course Schedule as “SR:”]

B. **Recommended Readings**

Additional readings may be available on BB.

C. **Other Recommended Resources and Media:**

Additional resources and media may be available on BB.

D. **Course Assignments:**

The following lists the course assignments and the relative weights for each assignment. Detailed instructions for written assignments will be available on BB. Assignments are due on the dates designated by the beginning of the class period and will be marked down one-third of a letter grade for each day late unless alternative arrangements have previously been made with the instructor.

**Personal/Professional Learning Journal (20%)** - This assignment requires students to make four journal entries that focus on self-awareness of their reactions/responses to readings and class sessions.

**Cultural Genogram (20%)** – Students draw a cultural genogram and examine the development of their cultural values. Students will define their own culture of origin by identifying the major ethnic/racial/cultural group or groups from which they are descended and identify the organizing principles of each of the groups that comprise their culture of origin. They will then construct their family genogram, and reflect on their culture of origin and its impact on them.

**In-Class Group Presentation (25%)** – This in-class group presentation provides students with the opportunity to demonstrate their understanding of particular interest area in relation to core course concepts.

**Understanding Dimensions of Difference Paper (25%)** – This paper requires students to use library research and class materials to analyze the processes and consequences of oppression for a particular oppressed group.

**Attendance/Participation (10%)** – Students are expected to be engaged participants and co-learners in this course. Class participation will be assessed by attendance and active participation in class discussions and activities.

E. **Grading Policy:** The grade for this course will be based on the University Grading System.
F. Attendance and Participation

1. Students are expected to attend all class sessions, to arrive at classes on time, and to conduct themselves in an ethical and scholarly fashion. In the event that it is necessary for a participant to miss a class session or come late, s/he is expected to notify the instructor in advance. Students are responsible for obtaining any class notes or other materials distributed when they are absent. Unexcused or multiple absences may result in a reduction of the final grade.

2. The use of laptops or other devices should be used in such a manner that they do not disturb or distract other students. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

G. Course and Instructor Evaluation:

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at http://evaluations.cua.edu/evaluations using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. CLASS EXPECTATIONS

Scholastic Expectations:

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

Academic Honesty:

Joining the community of scholars at CUA entails accepting the standards, living by
those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

**Accommodations:**

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. If so, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.
CLASS SCHEDULE

CLASS 1  COURSE OVERVIEW & INTRODUCTIONS
THEORETICAL UNDERSTANDINGS OF DIVERSITY & OPPRESSION:
DEFINING DIFFERENCE IN SELF & OTHERS

Jan. 13  Course Overview and Introductions; Co-Creating a Learning Environment

Required Reading:


CLASS 2  THEORETICAL UNDERSTANDINGS OF DIVERSITY & OPPRESSION:
EXPERIENCING DIFFERENCE

Jan. 20  Experiencing Difference: Privilege, Power, Inequality & Stigma

Required Reading:
Text: Johnson. *The social construction of difference* (pp. 15-20).


CLASS 3  THEORETICAL UNDERSTANDINGS OF DIVERSITY & OPPRESSION:
THE MEANING OF DIFFERENCE

Jan. 27  The Meaning of Difference: The Dynamics and Consequences of Oppression
**Required Reading:**
Text: Bell. *Theoretical foundations* (pp. 21-25).
Hardiman, Jackson & Griffin. *Conceptual Foundations* (pp. 26-34).
Young. *Five Faces of Oppression* (pp. 35-44).


**CLASS 4 THEORETICAL UNDERSTANDINGS OF DIVERSITY & OPPRESSION: THE NORMALIZATION OF OPPRESSION**

Feb. 3 The Normalization of Oppression: Cycle of Socialization

**Required Reading:**
Text: Harro. *The Cycle of Socialization* (pp. 45-51).
Edginton. *Moving Beyond White Guilt* (pp. 127-129).

** Personal/Professional Learning Journal #1 Due**

**CLASS 5 DIMENSIONS OF DIVERSITY & OPPRESSION: RACE, ETHNICITY, & IMMIGRANT STATUS**

Feb. 10

**Required Reading:**
Text: Section 2 on *Racism* (pp. 59-139).


** Student Presentation: Race, Ethnicity, & Immigrant Status**

**CLASS 6 DIMENSIONS OF DIVERSITY & OPPRESSION: RELIGION & SPIRITUALITY**

Feb. 17
**Required Reading:**
**Text:** Section 4 on *Religious Oppression* (pp. 227-313).


**Student Presentation: Religion & Spirituality**

---

**CLASS 7**
**DIMENSIONS OF DIVERSITY & OPPRESSION: SEX & GENDER**
**Feb. 24**

**Required Reading:**
**Text:** Section 5 on *Sexism* (pp. 315-369) & Section 7 on *Transgender Oppression* (pp. 423-456).


**Personal/Professional Learning Journal #2 Due**

**Student Presentation: Sex & Gender**

**SPRING BREAK RECESS: 2-29-16 TO 3-6-16**

---

**CLASS 8**
**DIMENSIONS OF DIVERSITY & OPPRESSION: SEXUAL ORIENTATION**
**Mar. 9**

**Required Reading:**
**Text:** Section 6 on *Heterosexism* (pp. 371-421).

**Cultural Genogram Due**

**Student Presentation: Sexual Orientation**
CLASS 9  DIMENSIONS OF DIVERSITY & OPPRESSION: DISABILITY  
Mar. 16  
**Required Reading:**  
Text: Section 8 on *Ableism* (pp. 457-529).  

**Student Presentation: Disability**

CLASS 10  DIMENSIONS OF DIVERSITY & OPPRESSION: AGE  
Mar. 23  
**Required Reading:**  
Text: Section 9 on *Ageism and Adultism* (pp. 533-585).  


**Personal/Professional Learning Journal #3 Due**  

**Student Presentation: Age**

CLASS 11  DIMENSIONS OF DIVERSITY & OPPRESSION: SOCIO-ECONOMIC STATUS  
Mar. 30  
**Required Reading:**  
Text: Section 3 on *Classism* (pp. 141-226).  

**Student Presentation: Socio-Economic Status**

CLASS 12  IMPLICATIONS FOR GENERALIST SOCIAL WORK PRACTICE: SOCIAL WORK’S COMMITMENT TO SOCIAL JUSTICE  
Apr. 6  
Social Work’s Commitment to Social Justice: Origins and Current Commitment
**Required Reading:**


**Personal/Professional Learning Journal #4 Due**

---

**CLASS 13**  IMPLICATIONS FOR GENERALIST SOCIAL WORK PRACTICE: SOCIAL WORK STRATEGIES FOR SOCIAL JUSTICE

**Apr. 13**  Social Work Strategies for Social Justice: The Strengths Perspective and Empowerment Practice

**Required Reading:**


Collins. Toward a new vision: Race, class, and gender as categories of analysis and connection (pp. 604-609).


---

**CLASS 14**  IMPLICATIONS FOR GENERALIST SOCIAL WORK PRACTICE: BECOMING A SOCIAL JUSTICE ALLY

**Apr. 20**  Becoming a Social Justice Ally; Course Summary and Closure
**Required Reading:**

Text: Section on *Next Steps* (pp. 620-639).

**UNDERSTANDING DIMENSIONS OF DIFFERENCE PAPER DUE**