



# SYLLABUS

## SOWK 3321 Human & Cultural Diversity Social Work Spring 2024

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**Section # and CRN:** SOWK3213 Z01- 10784

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**Office Hours:** Mondays 11am , and By Appointment

**Mode of Instruction:** Online Asynchronous

**Course Location:** Canvas

**Class Days & Times:** Virtual

**Catalog Description:** Acquisition and application of methods, theories, and skills sensitive to a wide variety of human differences for competent social work practice with diverse populations. Effects of prejudice, discrimination, and stereotyping at individual and institutional levels. Advocacy for social and economic justice specific to race, ethnicity, gender, age, religion, disability, social class, nationality, and sexual orientation.

**Prerequisites:** n/a

**Co-requisites:** n/a

**Required Texts:** Appleby, G., Colon, E., & Hamilton J. (2011). *Diversity, Oppression, and Social functioning: Person-In-Environment Assessment and Intervention*. (3rd. ed.) Boston: Allyn and Bacon Association (APA) (2010) (6<sup>th</sup> Ed.). Washington, D.C.:

**Recommended Texts:** *American Psychological Association*. (Recommended Writing Manual)

**Student Learning Outcomes:**

	Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Social Work Competencies
1	Have the general knowledge, skills, and values to work with diverse		1, 2

	populations.		
2	Have an appreciation of the strengths of diverse populations.		2
3	Understand the connection between diversity and oppression and the need for social justice for diverse populations.		2, 3
4	Recognize that to be effective as social workers with diverse populations they must view themselves as lifelong learners		1, 2, 3, 4

**CSWE Social Work Competencies:** (<http://www.cswe.org/Accreditation.aspx>)

Competency 1: Demonstrate Ethical and Professional Behavior

Competency 2: Engage Diversity and Difference in Practice

Competency 3: Advance Human Rights and Social, Economic, and Environmental

Justice  
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Competency 5: Engage in Policy Practice

Competency 6: Engage in Individuals, Families, Groups, Organizations, and Communities

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

**Major Course Requirements**

This course will utilize the following instruments to determine student grades and proficiency of learning:

1. Exams-online and verbal tests to measure knowledge of readings, course material, and exploration assignments
2. Exercises- supplementary written assignments designed to reinforce course readings and material
3. Projects/Group Assignment-assignments which measure student ability to apply course material
4. Class Participation-daily attendance and participation in class discussions
5. Critical Thinking-assignments designed to measure student ability to critically analyze course content

\*\*To provide greater specificity about the manner in which all written work will be evaluated, it is important to know three criteria will be primarily employed: 1) organization of thought, 2) quality of analysis, 3) correct use of grammar and punctuation, and 4) the American Psychological Association (APA) citation style.\*\*

**Method of Determining Final Course Grade**

**Course Grade Requirement Value Total**

<b>Mid-Term Examination</b>	20
<b>Final Examination</b>	20
<b>Group Presentation</b>	20
<b>Paper</b>	20
<b>Attendance and Assignments</b>	20

**Total: 100**

2

**Grading Criteria and Conversion:**

- A = 100 – 90pts;
- B = 89 – 80pts;
- C = 79 – 70pts;
- D = 69 – 60pts;
- F = 59pts or below

**Detailed Description of Major Assignments:**

**Mid-Term Examination #1 Examination 1 will cover material in Units 1-7 Final Examination #2 Examination 2 will cover material in Units 8-15**

Group Presentation and Term Paper :

This assignment is a capstone project for the course. The assigned group will work throughout the semester on a real-world issue. Specifically, they will:1) choose a community 2) align with an agency that supports the community 3) identify a problem 4) generate 2-3 solutions to address the issue 5) implement one solution and 6) present a critique of the effort.

Class Exercises/Class Attendance:

Short quizzes, writings, and class exercises

## Course Procedures or Additional Instructor Policies

**Weekly Discussion & Class Participation:** Each student, in conjunction with their assigned group will review journal articles, internet sources, movies, or any other source that in some significant ways address issues relative to diversity.

**Guest Speakers & Lecturers:** Social work practitioners respect others. Therefore, differences in values, opinions, and feelings of class members and guest speakers will be respected. Be mindful of the experiences others may have experienced throughout their life.

**Taskstream:** Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is REQUIRED to be submitted as an “artifact,” an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

**Formatting Documents:** Microsoft Word is the standard word processing tool used at PVAMU. If you use other word processors, be sure to use the “save as” tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

**Exam Policy:** Exams should be taken as scheduled. In event an exam needs to be rescheduled, you should notify your instructor immediately and provided the proper emergency documentation (See Student Handbook).

**Class Attendance:** This class meets in person. Attendance is expected.

**Class Participation:** Students are expected to actively participate in a positive manner in the learning process. Participation includes: demonstrating critical thinking, active learning, development and use of listening and 3 speaking skills needed for career success, and the ability to join a discipline’s conversation. Such participation will include asking questions, active listening, seeking out and valuing the opinion of others, and showing respect for peers and the instructor. Participation also includes evidence that the student has read the assigned material prior to class and by contributing to class discussions, and asking questions about the readings and lectures. 4

### Semester Calendar

<b>Week One:</b> <b>Topic Description</b> Readings: Class Begins/Introductions/Overview of syllabus DuBois, W. B. (1904). The development of a people. <i>The International Journal of Ethics</i> , 14(3), 292-311. Assignment (s): Module 1 Prepare for discussion of text Discussion/Mini Quiz	<u>Introduction, overview of course, review of syllabus</u>
<b>Week Two:</b> <b>Topic Description</b> Readings: Chapter 1: Appleby Reading: Social Dominance Orientation Assignment (s): Module 2 Discussion/Mini Quiz	<b><u>Framework for practice with diverse and oppressed clients.</u></b>
<b>Week Three:</b> <b>Topic Description</b> Readings: Chapter 2: Appleby Chapter 3, Appleby Assignment (s): Module 3 Discussion/Mini Quiz	<b><u>Culture, Social Class, and Social Identity Development &amp; Ethnic Identity Development</u></b>

<p><b>Week Four:</b></p> <p style="text-align: center;"><b><u>Risk and Resilience</u></b></p> <p>Topic <b>Description</b>  Readings: Review Chapter 1-3: Appleby</p> <p>Assignment (s):</p>
<p><b>Week Five:</b></p> <p style="text-align: center;"><b><u>Oppression and Discrimination</u></b></p> <p>Topic <b>Description</b>  Readings: Chapter 5: Appleby</p> <p>Assignment (s): Module 5  Discussion/Mini Quiz</p>
<p><b>Week Six:</b></p> <p style="text-align: center;"><b><u>African Americans and Discrimination</u></b></p> <p>Topic <b>Description</b>  Readings: Chapter 6: Appleby  Schaefer Richard T. (1996). <i>Racial and Ethnic Groups</i> (6th ed.) Chapter 8 African Americans Today. Family, Socialization environment, and identity development in Black Americans.</p> <p>Assignment (s): Module 6  Discussion/Mini Quiz  <b>EXAM 1 (Weeks 1-6) – Due by Sunday, March 14 11:59pm</b></p>
<p><b>Week Seven:</b></p> <p>Topic <b>Description</b> <b><u>Women and Oppression</u></b>  Readings: Lorber, J., (1998). The social construction of gender. In P.S. Rothenberg (Ed.) <i>Race class and gender in the United States: An integrated study</i> (4th edition) pp. 33-45.</p> <p>Assignment (s): Module 7  Discussion/Mini Quiz</p>

<p><b>Week Eight:</b></p> <p style="text-align: center;"><b><u>Ableism</u></b></p> <p>Topic <b>Description</b>  Readings: Chapter 12 &amp; 13 Appleby</p> <p>Assignment (s): Module 8  <b>Service-Learning and Critique: Due by Sunday, March 28<sup>th</sup> 11:59pm</b></p>
<p><b>Week Nine:</b></p> <p style="text-align: center;">Summary Discussion</p> <p>Topic <b>Description</b></p> <p>Assignment (s):  Module 9  Discussion/Mini Quiz</p>

<p><b>Week Ten:</b></p> <p style="text-align: center;"><u><b>Bias based on appearance</b></u></p> <p>Topic <b>Description</b>  Readings: Chapter 15, Appleby</p> <p>Assignment (s): Module 10  Discussion/Mini Quiz</p>
<p><b>Week Eleven:</b></p> <p>Topic <b>Description</b> <u><b>Working with Culturally Diverse Clients</b></u>  Readings:  Assignment (s): Module 11  Discussion/Mini Quiz</p>
<p><b>Week Twelve:</b></p> <p style="text-align: center;"><u><b>Working with Latino/a Clients</b></u></p> <p>Topic <b>Description</b>  Readings: Chapter 9, Appleby</p> <p>Assignment (s): Module 12  Review for exam  <b>Exam 2</b></p>
<p><b>Week Thirteen:</b></p> <p style="text-align: center;"><u>Student Presentations</u></p> <p>Topic <b>Description</b>  Readings: Chapter 13 Farley text</p> <p>Assignment (s): Module 13  Discussion/Mini Quiz</p>
<p><b>Week Fourteen:</b></p> <p style="text-align: center;"><u>Student Presentations</u></p> <p>Topic <b>Description</b>  Readings:  Assignment (s): Module 14</p>
<p><b>Week Fifteen:</b></p> <p style="text-align: center;">Review Material for the Final Exam</p> <p>Topic <b>Description</b>  Readings: Module 15</p>
<p><b>Week Sixteen:</b></p> <p style="text-align: center;"><b>Final Exam</b></p>

## Student Support and Success

### John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.

<https://www.pvamu.edu/library/> Phone: 936-261-1500

### The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

**The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)** The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-261- 1040

### Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

### Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and provides assistance to students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

### Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

### Office of Diagnostic Testing and Disability Services

As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include: learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

### Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall Rm. 323. Phone: 936-261-3563

### **Office for Student Engagement**

The Office for Student Engagement delivers comprehensive programs and services designed to meet the curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development and campus governance. Location: Memorial Student Center Rm. 221. Phone: 936-261-1340

### **Career Services**

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Evans Hall Rm. 217. Phone: 936-261-3570

### **University Rules and Procedures**

#### **Disability Statement (Also See Student Handbook):**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

#### **Academic Misconduct (See Student Handbook):**

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

#### **Forms of Academic Dishonesty:**

1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

#### **Nonacademic Misconduct (See Student Handbook)**

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

#### **Sexual Misconduct (See Student Handbook):**

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

#### **Title IX Statement**

Prairie View A&M University (PVAMU) is committed to supporting students and complying with the Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination,



and harassment. If you experience an incident of sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

### **Class Attendance Policy (See Catalog for Full Attendance Policy)**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **Student Academic Appeals Process**

Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

## **TECHNICAL CONSIDERATIONS**

### **Minimum Recommended Hardware and Software:**

- Intel PC or Laptop with Windows 7; Mac with OS X; Smartphone or iPad/Tablet with Wi-Fi
- High speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, Internet Explorer or Firefox

**Note:** Be sure to enable Java & pop-ups in the Web browser preferences

### **Participants should have a basic proficiency of the following computer skills:**

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word)
- Proficiency in the Acrobat PDF Reader
- Basic knowledge of Windows or Mac O.S.

### **Netiquette (online etiquette):**

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussions boards. Foul or abusive language will not be tolerated.

### **Technical Support:**

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Office of Distance Learning at 936-261-3283

### **Communication Expectations and Standards:**

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

***Discussion Requirement:***

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

**It is strongly suggested** that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it/they should be copied and pasted to the discussion board.

## Bibliography

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