
	The University of Texas at Arlington School of Social Work Human Behavior and Diverse Populations SOCW 3317-001 Undergraduate Course 3 Credit Hours Spring 2013	
Instructor Information		
Instructor Information	Tracey M. Barnett, LGSW	
	Hello everyone and welcome to SOCW 3317-001 Human Behavior and Diverse Populations. My email address is below. The best way to reach me is through my UTA email account. If you wish to speak with me by phone, please email me and we will arrange a time to speak. If you need technical assistance, please contact the Help Desk at UTA at helpdesk@uta.edu or call 817-272-2208.	
E-mail	tracey.barnett@mavs.uta.edu (E-mails received during weekdays will be returned within 24 hours – E-mails received on Saturdays, Sundays, or Holidays may be returned the next business day).	
Office Hours	By Appointment	
Classroom/Day/Time	SWA 308/ Mondays and Wednesdays/ 4:00pm-5:20pm	
Course Description		

EPAS Requirements for HBSE: -

4.1 Diversity

Social work programs integrate content that promotes understanding, affirmation, and respect for people from diverse backgrounds. The content emphasizes the interlocking and complex nature of culture and personal identity. It ensures that social services meet the needs of groups served and are culturally relevant. Programs educate students to recognize diversity within and between groups that may influence assessment, planning, intervention, and research. Students learn how to define, design, and implement strategies for effective practice with persons from diverse backgrounds.

4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It

includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and **the ways social systems promote or deter people in maintaining or achieving health and wellbeing.**

In addition this course addresses 4.0 Values and Ethics:

Social work education programs integrate content about values and principles of ethical decision making as presented in the National Association of Social Workers Code of Ethics. The educational experience provides students with the opportunity to be aware of personal values; develop, demonstrate, and promote the values of the profession; and analyze ethical dilemmas and the ways in which these affect practice, services, and clients.

I. Description of Course

Introduction to theoretical, practical and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior. This course has content that promotes understanding, affirmation, and respect for people from diverse backgrounds. This content emphasizes the interlocking and complex nature of culture and personal identity.

Additional Course Content

This course is designed to introduce students to the practice and policy issues related to diverse populations including race, ethnicity, gender, sexual orientation, and disability. Since social workers play a vital role in the design and delivery of social welfare services, they must understand the historical, political, and socioeconomic forces that continue to maintain oppressive values, attitudes and behaviors in our society and profession. Concepts related to diverse populations include but are not limited to **sociopolitical processes** (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), **intrapersonal processes** (identity, and self concept/esteem), and **socio-cultural processes** (assimilation, cultural fusion, culture conflict, and acculturation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice will be examined in terms of **social work values and ethics, knowledge and skills.**

II. Student Learning Outcomes

SOCW 3317 addresses the following SSW foundation educational objectives:

Objective 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 3. Practice without discrimination and with respect, knowledge, and skills related to clients' age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status.
2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc.
3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups.
4. Examine self-identity and values as regards to social work values, ethics, and professional practice.
5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions.
6. Develop specific strategies that promote economic and social justice for populations at risk.

III. Teaching/Learning Strategies

This course is designed for active student involvement in the learning process. Both theoretical and experiential approaches are integrated in the course through lecture/discussion, films, activities, and work in small groups. **Out-of-class assignments are designed to increase awareness of and appreciation for diversity in the local community.**

One of the goals of the School of Social work is to promote student responsibility and engagement through a collaborative approach. A cohesive, respectful, and supportive classroom atmosphere helps students to feel safe in asking questions and contributing actively to discussions.

Professional social work practice demands a high degree of personal commitment and use of self. To begin to achieve this end, students are expected to demonstrate their understanding of concepts and the ability to use self by regular and constructive class attendance and participation.

IV. Classroom Policies

Academic Integrity:

All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

Instructors may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University.

Professionalism: It is every instructor's hope that when a student leaves his/her classroom, they will leave with a deeper understanding of the materials covered. This goal is no different in this course. I am hoping that each of you will have a better understanding of what "difference" means to you and what it means to others. This process can only happen if you approach this class with an open mind and a belief that only through critical exploration of the "self" can you truly understand others different from yourself.

Many of the topics we will address can be very emotional to some. Individuals have strong thoughts, feelings, ideas, and experiences regarding the issues around which the meanings of differences are constructed in our society. We must approach one another from a point of understanding and good faith. Let active and reflective listening be the norm in this class. Let us be cautious of judging others, of making assumptions, of using linear, dichotomous, black/white thinking (there is much gray in this world), power, and right/wrong thinking. This is a forum of higher learning and we should it treat it as such.

Self-disclosure statement: The social worker uses the self as a tool in the helping process and must constantly examine the self to identify barriers to effectiveness. Self-awareness (the accurate perception of one's own actions and feelings, and the effects of one's behavior on others) is emphasized throughout the social work curriculum.

Students may be called upon, through exercises, written assignments, and in discussions, to identify and explore their values, beliefs, and life experiences in order to assess their effects on future worker/client interactions. Although students are encouraged, assisted, and expected to engage in the process of self exploration and personal growth, no student will be required to disclose information beyond what is considered by the student to be comfortable and appropriate.

UTA's Official Attendance Policy: Attendance Policy: Attendance to all seminars, lab days and critiques is required. Absences are only excused for participation in University-sanctioned events, significant and verifiable issues, or the observance of religious holidays. In the case of extended illness or injury, the doctor's notes will give justification for a possible grade of "Incomplete." More than four unexcused absences will lower your final grade 10%.

Drop Policy: To avoid receiving a failing grade due to absences, it is the student's responsibility to drop the class according to university guidelines and time frames.

Written Assignments: All assignments must be typed and double-spaced. Edit your papers carefully because spelling and grammar do count; but I am more concerned with making sure you understand the content . **APA 6th edition guidelines should be followed on ALL assignments.**

Late Assignments: All assignments that are late will result in a 5% deduction per day late. You will submit all assignments online in Blackboard through SafeAssign.

Religious Observances: Although Christian religious holidays are reflected to some extent in the academic calendar of the University, holidays of other religious groups are not. If you are a member of another religion and you wish to be excused from class for religious reasons, you are expected to provide me in writing before the end of the first week of classes with a schedule of religious holidays you intend to observe. **This deadline is January 18, 2013 by 5pm.**

Inclement Weather Policy: In the event classes are cancelled or postponed or University offices are closed or have a delayed opening due to bad weather, the very latest status is available on the UTA home page: <http://www.uta.edu> as soon as the decision is made. In addition to the home page, the information is posted on UTA cable channel 98.

Public Affairs notifies radio and local major television stations within minutes of the decision to close or delay. Radio stations called are WBAP (820 AM), KRLD (1080 AM), The Ticket, KERA (90.1 FM), KHVN (970 AM), KLUV (98.7 FM), The Merge (93.3 FM), KLIF (570 AM), and the Wolf (99.5 FM).

The University also notifies Metro Networks, a firm that notifies all area radio stations. The local metroplex television stations called are channels 4, 5, 8, 11, and 33. You may also call (972) 601-2049 for recorded message regarding class and office status. This information was taken from information provided by the UTA Public Affairs Office.

Electronic devices: Some students carry cell phones and/or pagers. Please set pagers so the "beeper" is not audible and **silence all** cell phones. The noise is distracting and it is impolite to take phone calls during class. Additionally, texting is also distracting to students and the instructor, please excuse yourself and leave the room if you need to text or take a call.

Americans with Disabilities Act: The University of Texas at Arlington is on record as being committed to both the spirit and letter of federal equal opportunity legislation; reference Public Law 93112-The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on

providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide reasonable accommodations to students with disabilities, so as not to discriminate on the basis of that disability. **Student responsibility primarily rests with informing faculty at the beginning of the semester (by the second week of class) and in providing authorized documentation through designated administrative channels.** Information regarding specific diagnostic criteria and policies for obtaining academic accommodations can be found at www.uta.edu/disability. Also, you may visit the Office for Students with Disabilities in room 102 of University Hall or call them at (817) 272-3364.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Librarian to Contact: John Dillard, (817) 272-7518, room A-111.

E-Culture Policy: The University of Texas at Arlington has adopted the University email address as an official means of communication with students. Through the use of email, UT-Arlington is able to provide students with relevant and timely information, designed to facilitate student success. In particular, important information concerning registration, financial aid, payment of bills, and graduation may be sent to students through email.

All students are assigned an email account and information about activating and using it is available at www.uta.edu/email. New students (first semester at UTA) are able to activate their email account 24 hours after registering for courses. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. Students are responsible for checking their email regularly.

For this course, however, email shall NOT be considered the only official means of communication for this class. *Changes in the syllabus and or class schedule will only be made with 100% agreement.*

Expectations for Out-of-Class Study: Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week (3hrs/per credit hour) of their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

Student Feedback Survey: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database

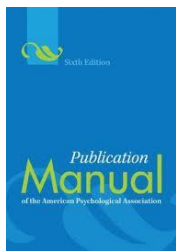
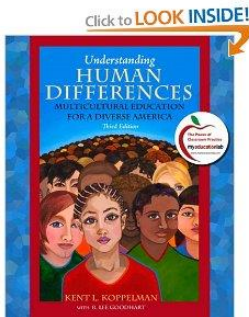
anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

Make-up Exam Policy: It is strongly suggested that the exams not be missed as they build upon each other and missing any assignment will put the student behind in the course. No make-up exams will be given unless a true, verifiable, emergency exists at the time of the quiz.

Grade Grievance Policy: See Graduate Catalogue and Social Work Handbook.

Note: Please also consider conserving paper by formatting and two-sided printing of syllabi with ½ inch margins rather than the traditional 1 inch margins. Please help our fragile environment by recycling all paper when finished, as well as plastic bottles, cans, etc., in the many recycling stations available in the Social Work Complex. Thank you.

Required & Recommended Classroom Materials



Required Textbooks

Koppelman, K. L. & Coodhart R. L. (2011). 3rd. Edition *Understanding human differences: Multicultural education for a diverse America*. Pearson: Boston.

Recommended


APA Manual, 6th Edition if you have not already purchased this manual.

Resources for APA formatting:

- Margins, page numbers, and font:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Cover Page, running head:
<http://owl.english.purdue.edu/owl/resource/560/01/>
- Formatting of Headings:
<http://owl.english.purdue.edu/owl/resource/560/16/n>
- Citations (in-text and reference page)
 - When to cite: <http://libraries.uta.edu/ebarker/flashPlag/>
 - In-text: <http://owl.english.purdue.edu/owl/resource/560/03/>
 - Reference page: <http://owl.english.purdue.edu/owl/resource/560/01/>
 - Electronic resources:
<http://owl.english.purdue.edu/owl/resource/560/10/>
- Properly formatted quotations where applicable:
<http://owl.english.purdue.edu/owl/resource/560/02/>

Class Schedule

Readings should be completed prior to the class they are listed beneath.

Dates/Readings/Exams/Assignments/Due Dates				
Week	Date	Class Discussions on Readings	Reading Assignments	Assignments Due
Mon. Week 1	January 14	Introductions	Review Syllabus and Course Assignments	None
Wed. Week 1	January 16	Paradigms	<u>Read Chapter 1</u> Understanding Ourselves and Others: Clarifying Values and Language	Discuss Chapter 1
Mon. Week 2	January 21 MLK Holiday- NO CLASS 	No Class	No Class	No Class
Wed. Week 2	January 23 *you should have your book by now	Prejudice, Stereotyping, + Discrimination	<u>Read Chapters 2&5</u> Understanding Prejudice and Its Causes	Discuss chapters 2&5 Quiz 1 on ch. 1,2,&5
Mon. Week 3	January 28	Cross-cultural Communication	<u>Read Chapter 3</u> Communication, Conflict and Conflict Resolution	Discuss chapter 3 Possible Quiz 2 on ch. 3
Wed. Week 3	January 30	Affirmative Action Discussion	<u>Read Chapter 3</u> Communication, Conflict and Conflict Resolution	Discuss chapter 3 Possible Quiz 2 on ch.3

Mon. Week 4	February 4	Privilege	<u>Read Chapter 8</u> Racism: Confronting a Legacy of White Domination in America	Discuss chapter 8 Possible quiz 3 on ch.8
Wed. Week 4	February 6	Privilege.....Continued	<u>Read Chapter 8</u> Racism: Confronting a Legacy of White Domination in America	Discuss chapter 8 Possible Quiz 3 on ch.8
Mon. Week 5	February 11	Immigration	<u>Read Chapter 4</u> Immigrants and Oppression: The assault on Cultural and Language Diversity	Discuss chapter 4 Possible Quiz 4 on ch. 4
Wed. Week 5	February 13	Immigration, Continued...	<u>Read Chapter 4</u> Immigrants and Oppression: The assault on Cultural and Language Diversity	Discuss chapter 4 Possible Quiz 4 on ch. 4
Mon. Week 6	February 18	Sexism + Gender Diversity	<u>Read: Chapter 9</u> Sexism: Where the personal becomes political	Discuss Chapter 9 Possible Quiz 5 on ch. 9
Wed. Week 6	February 21	Sexism + Gender Diversity Continued...	<u>Read: Chapter 9</u> Sexism: Where the personal becomes political	Discuss Chapter 9 Possible Quiz 5 on ch.9
Mon. Week 7	February 25	Heterosexism	<u>Read: 10</u> Heterosexism: Transforming Homosexuality from Deviant to Different	Discuss Chapter 10 Possible Quiz 6 on ch.10
Wed. Week 7	February 27	Heterosexism	<u>Read: 10</u> Heterosexism: Transforming Homosexuality from Deviant to Different	Discuss chapter 10 Possible Quiz 6 on ch. 10
Mon. Week 8	March 4	Midterm Review	Midterm Review	Midterm Review
Wed. Week 8	March 6	Midterm Exam	Midterm Exam	Midterm Exam
Mon.	Spring Break	Spring Break	Spring Break	None
Wed.	Spring Break	Spring Break	Spring Break	None
Mon. Week 9	March 18	Abelism	<u>Read Chapter 12</u> Abelism: Disability Does not Mean	Discuss Chapter 12 Possible Quiz 7 on ch.12

			Inability	
Wed. Week 9	March 20	Abelism	<u>Read Chapter 12</u> Abelism: Disability Does not Mean Inability	Discuss Chapter 12 Possible Quiz 7 on Ch. 12 ***Out of Comfort Zone Paper Due***
Mon. Week 10	March 25	Ageism	Robinson et al pdf	Discuss Readings Possible Quiz 8 on readings
Wed. Week 10	March 27	Ageism	Robinson et al pdf continued..	Discuss Readings Possible Quiz 8 on readings
Mon. Week 11	April 1	Classism	<u>Read Chapter 11</u> Misperceptions and Myths About Income, Wealth and Poverty	Discuss Chapter 11 Possible Quiz 9 on ch. 11
Wed. Week 11	April 3	Classism Continued...	<u>Read Chapter 11</u> Misperceptions and Myths About Income, Wealth and Poverty	Discuss Chapter 11 Possible Quiz 9 on ch. 11
Mon. Week 12	April 8	Religious Intolerance	<u>Read Chapter 6</u> Religion and Oppression: The Struggle for Religious Freedom	Discuss Chapter 6 Possible Quiz 10 on ch.6
Wed. Week 12	April 10	Religious Intolerance Continued....	<u>Read Chapter 6</u> Religion and Oppression: The Struggle for Religious Freedom	Discuss Chapter 6 Possible Quiz 10 on ch. 6
Mon. Week 13	April 15	Cultural Plurism	<u>Read Ch. 7</u> Rejecting Oppressive Relationships: The Logic of Cultural	Discuss Chapter 7 Possible Quiz 11 on ch. 7

			Pluralism from a Diverse Society	
Wed. Week 13	April 17	Cultural Plurism	Read Ch. 7 Rejecting Oppressive Relationships: The Logic of Cultural Pluralism from a Diverse Society	Discuss Chapter 7 Possible Quiz 11 on Ch. 7
Mon. Week 14	April 22	Wrap-Up	Wrap-up	Wrap-up
Wed. Week 14	April 24	Final Review	Final Review	Vision Paper Due
Mon. Week 15	April 29	Final Exam Review	Final Exam Review	Final Review
Wed. Week 15	May 1	Final Exam	Final Exam	Final Exam

Grading

- **Quizzes= 100 points: 1 Quiz you may drop**
- **Midterm= 100 points**
- **Comfort Zone Paper= 100 points**
- **Final Exam Test= 100 points**
- **Final Exam Vision Paper= 100 points**

Total Points

500

450-500	A
400-449	B
350-399	C
300-349	D
Below 300	F

Assignments/Grades in Detail

- **Quizzes= 100 points**
 - Each week, on Monday or Wednesday you will have a pop quiz. You will have a total of 11 quizzes during the semester. Questions will come from all assigned readings, powerpoints lectures, videos, small group discussions and class discussion. Possibly 10 questions (1pt each) and/or 5 questions (2pts each)(Assesses Learning Outcomes #1-4)
- **Midterm= 100 points**
 - Multiple choice, T/F, Fill in the Blank, Short Answer and Essay (Assesses Learning Outcomes #1-4)
- **Out of Comfort Zone Paper= 100 points**
 - One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (3-5 pages) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); white, black, or Hispanic meeting; a gay, lesbian, bisexual, and transgendered (gltb) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. You must include the following sections in your paper: 1) Introduction—include why you chose this particular experience that you're writing about as well as the details of when and where it took place, 2) Your thoughts, feelings, apprehensions, and preconceived notions prior to the experience, 3) A detailed description of the experience, including your thoughts and feelings throughout, interactions with others, etc., 4) Any –isms you noticed or experienced, 5) What you learned from the experience, 6) Conclusion. This assignment is due Wednesday, March 20th, the Wednesday after you return from Spring Break. You may also submit this **any time** before this date. Here is a link to UTA events to give you some ideas. The event you attend does not have to take place on campus <http://www.uta.edu/events/main.php?view=month&timebegin=2013-01-01+00%3A00%3A00&sponsorid=all&categoryid=0&keyword> ((Assesses Learning Outcomes #1-4)
- **Final Exam Test= 100 points**
 - Multiple choice, T/F, Fill in the Blank, Short Answer and Essay (Assesses Learning Outcomes #1-5)
- **Final Exam Vision Paper= 100 points**

The purpose of this paper is to get you to consider how you can take the information from this class and use it to be more active as an ally for social change. This is an opportunity for students to reflect on their personal development in the course as well as how they will be able to use the information they have learned. Papers should be 7 to 8 pages long (typed). The cover page does not count as part of the 7-8 pages. Please use the following outline to help you write a successful paper. Additionally, please remember that page count means nothing without depth.

- **Introduction:** Describe two major things you've learned in class this semester (new insights, skills, and awareness). Be as specific as you can in your description of what you learned as well as the source of this new learning. (i.e. – reading, films, class discussions, presentations, guest speakers, etc.)
- **Part One: Select an Issue:** Select an “ism” that you are open to doing more work on. It must be one of the “isms” we have discussed in class and should be something that you are committed to. Discuss thoroughly why you have chosen this “ism”. Explain its connection to your life (or people in your life that you care about).
- **Part Two: Action Steps:** Describe what next steps you will be taking in terms of addressing/creating change around this “ism”. In class we have discussed oppression as well as concepts such as Internalized Oppression, Privilege, Cultural Competence, etc. I expect that you include a number of concepts from this course when describing what you are going to be doing. I have found it most useful to break action steps into time periods (i.e. – 3 months, 6 months, and 12 months) to help you do what you say you are going to do.
- **Part Three: Obstacles and Strategies:** Consider what might get in the way of you being able to carry out the action steps listed above and describe how you might address/overcome these obstacles. For example, one obstacle might be your own fear, so in this section you would describe what the fear is and what you can do to overcome it and move through it. (Assesses Learning Outcome #5)

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