

SWK-S 102 Understanding Diversity in a Pluralistic Society (3 cr.)

Course Information

Semester Year:	XXXXXX	Instructor:	XXXX
Section Number:	XXXXXX	Office:	XXXX
Location:	XXXX	Email:	XXXX
Day:	XXXX	Phone:	XXXXX
Time:	XXXX	Office Hours:	XXXXX

Course Description

This course covers theories and models, which enhance understanding of our diverse society. It provides content about differences and similarities in the experiences, needs, and beliefs of selected minority groups and their relation to the majority group. These groups include, but are not limited to, people of color, women, and gay, lesbian, and bisexual persons. This course addresses self-socialization and analyses the working relationship and interrelationship of race, class, age, ethnicity, and gender and how these factors influence social values regarding economic and social justice. Course content will be integrated through student writing and experiential exercises.

This course, mandated for social work students, also fulfills the requirements for the General Education Core in the Cultural Understanding category as this course addresses human cultures based on an understanding of history, social situations, and social institutions. It prepares students for further study in the knowledge, skills, and competencies necessary for effective generalist social work practice.

Course Competencies

Council on Social Work Education (CWSE) 2015 EPAS Competencies addressed by this course.

Primary

- 2: Engage Diversity and Difference in Practice

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors included but not limited to age, class, color, culture, disability, and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim (CSWE, 2015 EPAS, p. 7).

Secondary

- 3: Advance Human rights and Social, Economic, and Environmental Justice.

Course Objectives

- S102-01:** Outline ideas about oneself which show current relationships of interacting in a diverse society
- S102-02:** Demonstrate knowledge of concepts of race, class, age, ethnicity and gender
- S102-03:** Illustrate the interrelationship among race, class, age, ethnicity, and gender from the influence of social values, economic, human, and social justice
- S102-04:** Identify the differences and similarities among minority and majority groups regarding experiences, needs, and beliefs
- S102-05:** Conduct value reflection and self-exploration of how to understand, appreciate, and be sensitive to the unique lifestyles, customs, value systems, aspiration, and experiences of minority and majority groups and persons from other backgrounds
- S102-06:** Compare and contrast moral and ethical ways of being objective in considering the means by which to change minority/majority relations and reduce conflict

Required Texts

Adams, M., et al. (2013). Readings for diversity and social justice. (3rd. Ed). New York: Routledge.

Course Content

This course fulfills the requirements for the General Education Core in the Cultural understanding category and addresses human cultures based on an understanding of history, social situations, and institutional oppression. It prepares students for further study in the knowledge, skills, and competencies necessary for any professional practice with diverse populations.

This course integrates ethics and professional behavior with an emphasis on understanding differences through a critical lens. A variety of teaching and learning activities will be use during class sessions. These include but are not limited to the following: lectures, class discussions and exercises, homework, small group work, and cultural experiences.

Resources

- Canvas email will also be used a way to communicate between instructor and students. You are expected to check the course announcements on Canvas before each class.
- Additional readings will be assigned throughout the semester and be posted on Canvas (Resource tab).

Course Outline

Due dates for assignments and readings are subject to change based on student learning needs. Review the syllabus every **Monday** to ensure you are current with the expectations and changes.

Note: This course is taught entirely through Canvas.

(Our weeks will always start at 12:00 am Mondays and end at 11:59pm on Sundays)

Log into Canvas.iu.edu and select Courses, scroll down to this course.

Module 1: Introductions/Expectations/Course Objectives/Identity

Dates:

Overview

1. Syllabus Review (module1)
2. Where does our identity come from?
3. The “looking glass self”
4. Exploring Culture & Diversity
5. Introduction to dominant & subordinate groups
6. Family of Origin: Who are we?

Assignments

Readings

All your readings are in your textbook unless otherwise noted- a copy of the textbook is on reserve at the library should you need it.

Special note: If you are still waiting on your textbook, this very first reading is available in full text online if you Google search it.

Readings: Adams et al, Section 1:

1. Tatum, B.,-The Complexity of Identity: Who am I?
2. Identities and Social Locations: Who Am I? Who Are my People?
3. The “looking glass self”
4. The Social Construction of Difference

Videos

1. Ted Talks: “The danger of a single story”
2. Video in files: Module 1 lecture video

Additional readings (under each module)

1. Course lecture supplement for Week 1
2. Guidelines when writing posts

Complete

(This week all assignments are due **Sunday by 11:59pm** since students may be dropping/adding.)

1. Post your brief Bio in the “class biographies” discussion group under module 1
2. Provide your electronic signature in the “class policies” discussion under module 1
3. Respond to Discussion Question 1 under module 2
4. Respond to Discussion Question #2 under module 2
5. Complete the course requirements quiz located on module 1 or under “Quizzes”

Module 2: Identity (continuation) & Immigrants & Immigration

Dates:

Overview

1. The “looking glass self” re-visited
2. Dominant and subordinate groups re-visited
3. Historical view of Immigration
4. Immigrant Identity

Assignments

Readings

The first two readings are located on Module 3

1. Fleming, M. The Strike for Three Loaves. *A Place at the Table*. Southern Poverty Law Center. (pp. 55-65)
2. Fleming, M. House on Lemon Street. *A Place at the Table*. Southern Poverty Law Center. (pp. 79-87)

Adams et al, Section 2

1. Chung, O., Finding My Eye-identity
2. Fayad, M., The Arab Woman and I

Additional readings/tasks (under each modules)

1. Week 2 Announcements and Topic Introduction
2. Guidelines when writing posts
3. Read Signature Assignment instructions in the syllabus. This information will also be included in module 3.
4. Prepare for the completion of Signature Assignment/Part 1 on your Reflection paper "On being a member of a Dominant and a Subordinate Group". Start researching and identifying academic sources that inform your understanding of the concepts of dominant vs. subordinate group and use the information to support your ideas in the final assignment. You will need to submit an annotated bibliography.

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments"
4. **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under "Assignments."

Module 3: Immigrants & Immigration (cont.) & Socioeconomic Status

Dates:

Overview

1. Current Immigration Issues
2. Social Work Code of Ethics and Immigration Issues
3. Introduction to Economic Inequality

Assignments

Readings

The first three readings are located on Module 4:

1. Cota, G., Hamilton, K., Haynie, K., & Montero, D. (2012). Immigration in the United States and What Social Workers Should Know. *Journal of Human Behavior in the Social Environment*, 22: pp. 789-800.
2. Furman, R. et al. (2007) A Qualitative Study of Immigration Policy and Practice Dilemmas for Social Work Students. *Journal of Social Work Education*, 43(1): pp. 133-146.
3. National Network for Immigrant and Refugee Rights. *The Rise of the U.S. Immigration Policing Regime*, (#15, pp. 102-109)

Readings: Adams et al, Section 3

4. Introduction (Stop before “Contents of the Section.”)

Watch

Non-lecture videos can be accessed under Modules Class Videos.

1. *A Class Divided* (watch all 5 parts) (55 min)
2. Theories of Diversity lecture

Additional readings/tasks (under each modules)

1. Week 3 Announcements and Topic Introduction

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments.”
4. **Peer Responses:** Post a response to two of your classmate’s “Area of Interest” or “Discussion Posts.” One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under “Assignments.”

Module 4: Socioeconomic Status (cont.) & Race and Ethnicity

Dates:

Overview

1. How does economic inequality affect us?
2. Where did the concept of race come from?
3. Is racial and/or ethnic identity important?

Assignments

Readings

Readings: Adams et al, Section 4

1. Collins, C. & Yeskel, F., The Dangerous Consequences of Growing Inequality (#26, pp. 157-164)
2. Adams, M., Section 3: Classism Introduction (pp. 141-145 – stop before “Contents of this Section”)

3. Bell, L.A., Castaneda, C., & Zuniga, X., Section 2: Racism Introduction (pp. 57-61 – stop before “Contexts”)
4. Johnson, A., The Social Construction of Difference (#3, pp. 15-16 – stop before “What is privilege?”)
5. Dalmage, H., Patrolling Racial Borders: Discrimination Against Mixed Race People (#14, pp. 96-101)

Watch

Non-lecture videos can be accessed under Modules Class Videos.

1. YouTube video: Does this bothers you?
2. Following the definition of race Over time lecture
3. Ted Talks:

Additional readings/tasks (under each modules)

1. Week 4 Announcements and Topic Introduction

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments”
4. **Peer Responses:** Post a response to two of your classmate’s “Area of Interest” or “Discussion Posts”. One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under “Assignments”

Module 5: Race and Ethnicity (cont.)

Dates:

Overview

1. What is racism?
2. What are some specific types of racism?
3. Identifying types of racism

Assignments

Readings

Readings: Adams et al, Section 2

1. Tatum, B., Defining Racism: Can we talk? (#8, pp. 65-68)
2. Williams, P., The Emperor’s New Clothes (#20, pp. 119-124)

Watch

Non-lecture videos can be accessed under Modules Class Videos.

1. Exploring Types of Racism lecture
2. Good hair (96 minutes)
3. TED talk: “A Celebration of Natural Hair”

4. TED Talk: “My road trip through the whitest towns in America” by Rich Benjamin

Additional readings/tasks (under each modules)

1. Week 5 Announcements and Topic Introduction
2. Prepare for the completion of your Cultural Event/Movie Paper assignment.

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments.”
4. **Peer Responses:** Post a response to two of your classmate’s “Area of Interest” or “Discussion Posts”. One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under “Assignments.”

Module 6: Native Americans

Dates:

Overview

1. History of Native American treatment
2. Native American Mascots

Assignments

Readings

1. Native American PowerPoint presentation
2. Gansworth, E., (#17, pp. 111-114)
3. Echo-Hawk, W., Native American Religious Liberty: Five Hundred Years after Columbus (#50, pp. 277- 280)
4. Grinde, D., Taking the Indian Out of the Indian (#51, pp. 281-282)
5. Roppolo, K., The Real Problem with Indian Mascots (#10, pp.73-77)

Watch

Non-lecture videos can be accessed under Modules Class Videos.

1. You Tube video: Indian Boarding School plans
2. You Tube video: Indian Boarding School Abuse
3. You Tube video: Canadian Government send body bags to First Nations for Swine Flu
4. You Tube video: 1950’s Blackface Performance: Vernon and Ryan
5. You Tube video: Chief’s Last Dance on ESPN

Additional readings/tasks (under each modules)

1. Week 5 Announcements and Topic Introduction.
2. Midterm study guide will be available on this module. Students can start reviewing and ask instructor any questions via Zoom the upcoming week.

Complete

1. Discussion Question 1

2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments."
4. **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under "Assignments."
5. Cultural Event/Movie Assignment

Module 7: Sexual Orientation & Heterosexism

Dates:

Overview

1. Sexual Orientation defined
2. Homophobia and Heterosexism
3. Kinsey Scale

Assignments

Readings

Readings: Adams et al, Sections 5, 6, 7: Pgs. 323-332, 34-341, 358-360, 379-390, 398-401, 404-406, 432-434, 437-442

1. Blumenfeld, W., *Section 6 Heterosexism Introduction* (pp. 373-375 – stop before Reading Selections in this Section)
2. Blumenfeld, W., *How Homophobia Hurts Everyone* (#77, pp. 379-387)
3. Carbado, D.W., *Privilege* (#79, pp. 391-397)
4. Clinton, H., *United Nations Address on Global GLBT Rights* (#85, pp. 420-424)

Additional readings/ tasks (under each module)

1. Read Event/Movie Assignment instructions in the syllabus.
2. Prepare for the Midterm next week by reviewing the study guide. Instructor will be available this week for questions and discussion about the guide.
3. Read instructions and prepare for "In the News" assignment due next week along with the midterm exam.

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments."
4. **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under "Assignments."

Module 8: Midterm

Dates:

Overview

The midterm exam will become available on Canvas under Quizzes at 12:00am Monday and will be available until 11:59pm Sunday night. You will have 1 hour and 15 minutes to complete the exam. The exam is open book/open note. You may use your study guide. You may not consult with any other student while completing the exam.

Assignment

1. In the News #1 (last day open for this assignment).

Module 9: Gender & Gender Roles

Dates:

Overview

1. Sex vs. Gender
2. Socialization and Applying Social Construction to Gender
3. Exploring Gender Roles
4. How Power and Sexism Manifest in Society
5. Feminism & Feminist Movement

Assignments

Readings

Adams et al, Section #5

1. Hackman, H., Section 5: Sexism Introduction (pp. 317-320)
2. Harro, B., The Cycle of Socialization (#6, pp. 45-51)
3. Lorber, J., Night to His Day: The Social Construction of Gender (#60, pp. 323-328)
4. Bernstein, A., Women's Pay: Why the Gap Remains a Chasm (#66, pp. 349-350)
5. Kirk, G. & Okazawa, M., He Works, She Works, but What Different Impressions They Make (#69, p. 355)
6. Hooks, B., Feminism: A Movement to End Sexist Oppression (#63, pp. 340-341)
7. Hurdis, R., Heartbroken: Women of Color Feminism and the Third Wave (#73pp.361-364)
8. Russo, A. & Spatz, M., *Stop the False Race/Gender Divide* (#74, pp. 365-366)

Additional Readings/Watch

1. Socialization & Gender lecture
2. You Tube Video: Gender Remix
3. Prepare for Completing Signature assignment, Part 2 next week

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments."

4. **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under "Assignments."

Module 10: Gender Identity & Transgender Issues

Dates:

Overview

1. Transgender gender Identity vs. Sexual Orientation
2. Introduction to Transgender Issues
3. Transgender: The "Umbrella" term
4. Intersex Individuals

Assignments

Readings

Adams et al., section 7

1. Catalano, C. & Shlasko, D., Section 7: Transgender Oppression Introduction (pp. 425-427. Stop at Introduction to the Readings)
2. 2) Meyerowitz, J., Introduction—How Sex Changed: A History of Transsexuality in the United States (#86, pp. 432- 433)
3. Spade, D., Mutilating Gender (#88, pp. 437-442)
4. Serano, J., Trans Woman Manifesto (#89, pp. 443-446)
5. Green, J., Look! No, Don't! The Invisibility Dilemma for Transsexual Men (#92, pp. 453-454)
6. Colligan, S., Why the Intersexed Shouldn't Be Fixed (#100, pp. 489-493)

Additional readings/tasks (under each module)/watch:

1. Transgender 101 Lecture
2. YouTube videos: *20/20 My Secret Self* (Parts 1-3) (Approx. 45min)
3. YouTube videos: *Intersex* (Parts 1-3) (Approx. 45 min)

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments."
4. **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under "Assignments."
5. Signature Assignment, Part 2: Reflections of Being a Subordinate Group Member.

Module 11: Religious Diversity

Dates:

Overview

1. Introduction to Religious Diversity & Social Work
2. Five Faces of Oppression & Religious
3. Is religion identity or ideology

Assignments

Readings

Readings: Adams et al, Section 3

1. Krieglstein, M. (2006). Spirituality and Social Work. *Dialogue & Universalism*, 16(5/6): pp. 21-29
2. Adams, M. & Joshi, K., Section 4: Introduction to Religious Oppression (pp. 229-236).
3. Lippy, C., Christian Nation or Pluralistic Culture: Religion in American Life (#43, pp. 237-242)
4. Eck, D., *Working it Out* (#49, pp. 270-272) – Eck, D. *See You in Court* (#49 continued, pp. 272-277)
5. Blumenfeld, W., Christian Privilege and the Promotion of “Secular” and Not-So “Secular” Mainline Christianity in Public Schooling and Larger Society (#45, pp: 244-249)
6. Williams, D., From Pearl Harbor to 9/11: Lessons from the Internment of Japanese American Buddhists (#52, pp. 283-285)
7. Kantrowitz, M., Jews in the U.S.: The Rising Cost of Whiteness (#54, pp. 289-293)

Watch

Non-lecture videos can be accessed under Modules Class Videos.

1. Religious Diversity

Additional readings/tasks (under each modules)

1. Week 11 Announcements and Topic Introduction.
2. Prepare for the completion of your Signature assignment: Reflection paper “On being a member of a Dominant and a Subordinate Group” Part 3.

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments.”
4. **Peer Responses:** Post a response to two of your classmate’s “Area of Interest” or “Discussion Posts”. One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under “Assignments.”

Module 12: People with Disabilities

Dates:

Overview

1. Types of disabilities
2. Treatment of people with disabilities over time

3. People with disabilities rights movement

Assignments

Readings

Readings: Adams et al, Section 8

1. Castaneda, C., Hopkins, L., & Peters, M., *Section 8: Ableism Introduction* (pp. 461-465, Stop before Readings in this Section)
2. Davis, L., *Go to the Margins of the Class* (#99, pp. 485-488)
3. Murphy, E., *Post-Traumatic Stress Disorder Leaves Scars 'on the inside,' Iraq Veteran Says* (#104, pp. 501)
4. Kingsley, J., *What I'd Tell That Doctor* (#107, pp. 510)
5. Pelkey, L., *The LD Bubble* (#108, pp. 511-513)
6. Bryan, W., *Struggle for Freedom: Disabilities Rights Movement* (#95, pp. 461-467)

Watch

Non-lecture videos can be accessed under Modules Class Videos.

1. *Disabilities 101* Narrated PowerPoint (Under **Modules>Narrated PowerPoints**) Download or open PowerPoint to your computer and hit F5 to play from beginning with narration.

Additional readings/tasks (under each modules)

1. Week 12 Announcements and Topic Introduction

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week's discussions. Please read the guidelines about this requirement in the syllabus under "Assignments."
4. **Peer Responses:** Post a response to two of your classmate's "Area of Interest" or "Discussion Posts". One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under "Assignments."
5. Signature assignment, Part 3: Reflections of being a dominant group member.

Module 13: Becoming an Ally

Dates:

Overview

1. What is an Ally?
2. What are roles of allies?
3. What impact can allies have?
4. Process of becoming an Ally

Assignments

Readings

Readings: Adams et al

1. Evans, N. & Washington, J., *Becoming An Ally: A New Examination* (#84, pp.411-419)
2. Peters, M, et al., Recognizing Ableist Beliefs and Practices and Taking Actions as an Ally (#113, pp. 532– 534)
3. Anzaldua, G., *Allies* (#133, pp. 627-629)
4. Martinez, E., Unite and Rebel!: Challenges and Strategies in Building Alliances (#136, pp. 638-640)

Additional readings/tasks (under each modules)

1. Prepare for the Signature Assignment Final (part 4) assignment ***“On being a member of a Dominant and Subordinate group.”***

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments.”
4. **Peer Responses:** Post a response to two of your classmate’s “Area of Interest” or “Discussion Posts”. One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under “Assignments.”

Module 14:

Dates:

Assignments

1. Prepare for the Signature Assignment Final (part 4) assignment ***“On being a member of a Dominant and Subordinate group.”***
2. Access the study guide in preparation for the final exam.

Module 15: Becoming an Ally

Dates:

Overview

1. Steps in Action Planning
2. Identifying Advocacy Organizations
3. Opportunities for Involvement

Assignments

Readings

Readings: Adams et al:

1. Collins, P., Toward a New Vision: Race, Class, and Gender” (#129, pp. 606-611)
2. Johnson, A. “What Can We Do?” (#130, pp. 612-617)
3. Zuniga, X. “Bridging Differences through Dialogue” (#135, pp. 635-637)
4. Wire Tap “Top 10 Youth Activism Victories of 2009” (#137, pp. 641-645)

Watch

Non-lecture videos can be accessed under Modules Class Videos.

1. Steps in Action Planning lecture.

Additional readings/tasks (under each modules)

1. Complete the Signature Assignment Final (part 4) assignment ***“On being a member of a Dominant and Subordinate group”*** by Sunday.
2. Complete the study guide. Contact Instructors with any questions by Friday, December 1st at 4pm.

Complete

1. Discussion Question 1
2. Discussion Question 2
3. **Area of Interest:** Discuss and area that caught your attention in the assigned activities for the week, or bring a related idea or topic that is in line with the week’s discussions. Please read the guidelines about this requirement in the syllabus under “Assignments.”
4. **Peer Responses:** Post a response to two of your classmate’s “Area of Interest” or “Discussion Posts”. One will be selected and assigned to you by Canvas and you can select the second one. Please read the guidelines about this requirement in the syllabus under “Assignments.”
5. Complete the Signature Assignment Final (part 4) assignment ***“On being a member of a Dominant and Subordinate group.”***

Module 16: Final Week/Exam

Dates:

Overview

1. Final Exam

Complete

The final exam will become available on Canvas under **Quizzes** at 12:00am Monday and will be available until 11:59pm Saturday night. You will have **2 hours** to complete the final exam, as this is the standard time block for a final exam. The exam is open book/open note and you can use your study guide. You may not consult with any other student while completing the exam.

Assignments and Grading

More specific instructions for each assignment will be posted on Canvas. Instructor also will discuss details or answer any questions related to assignment during the class and office hours.

All assignments should be produced using Microsoft Word (or typed), double spaced, with one-inch margins on all sides, carefully edited and proofed, using no smaller than a 12 point font, and conforming to APA style (6th ed.)

Assignments

1. Discussion posts
 - a. DUE:

- b. Final Grade Percentage:25%
- 2. Area of Interest
 - c. DUE:
 - d. Final Grade Percentage:10%
- 3. Signature Assignment
 - a. Part 1 DUE:
 - b. Part 2 DUE:
 - c. Part 3 DUE:
 - d. Part 4 DUE:
 - e. Final Grade Percentage:25%
- 4. Cultural Event/Movie Assignment
 - a. DUE:
 - b. Final Grade Percentage:5%
- 5. "In the News"
 - a. DUE:
 - b. Final Grade Percentage:5%
- 6. Midterm
 - a. DUE:
 - b. Final Grade Percentage:15%
- 7. Final
 - a. DUE:
 - b. Final Grade Percentage:15%

Assignment Details

Please Note: ALL written assignments will be turned in through the **Assignments** link on Canvas. All documents must be submitted in **Microsoft Word** format (.doc, .docx, .rtf). Canvas will not allow you to submit assignments in any other format. If you have difficulty with Canvas while submitting an assignment, immediately email me and attach your assignment to indicate that it was completed on time. **Internet and/or computer issues are not an acceptable excuse for a late/missed assignment. Planning ahead so that you can access one of the many computer labs on campus, if needed, is expected.**

Course Requirement Quiz

This quiz will test your understanding of the course requirements. It is important that you thoroughly read the syllabus and all other notes on Canvas since you don't have the benefit of seeing me in class each week.

Discussion Question responses

There will be two discussion questions posted each week based on the readings and topics that we are covering. Your answers should reflect the specific knowledge you gained from completing the assigned

readings or watching the assigned videos. Responses to these questions must be a minimum of 200 words, though some responses may require significantly more to clearly address the question asked. Posting is still considered academic work, so please proofread for proper spelling and grammar. **All responses must specifically reference and use information from the class readings for support. You will not be able to view others' responses until you have posted yours.**

Area of Interest Posts

You will make one area of interest post each week. This is an opportunity to focus in on something that caught your attention in the assigned activities for the week, or bring up a related idea or topic that is in line with the week's discussions. This post each week is your chance to talk about your ideas and opinions on the topic(s) we are discussing outside of the thoughts and opinions of the authors you are reading or the lectures I am giving. These posts should be thoughtful, not repeat what you posted in response to discussion questions for the week and must be a minimum of 200 words. These are the only requirements. You will never be graded based on the opinions you share.

Participation Posts

The discussion question, area of interest and participation posts take the place of the "class discussion" I would normally facilitate face to face in the classroom. Each week you will be required to **respond to two** of your classmates' posts by 11:59pm each Sunday. You may respond to your classmates' discussion question responses or area of interest posts for the week. Please choose two different classmates within a given week. Participation posts must be 150-300 words in length.

In order to earn full participation points, you must add something of substance to the discussion. Simply saying, "I agree" is not substantive. Adding something of substance would consist of new ideas, your perspectives, pointed follow-up questions, real life examples, etc.

Cultural Event/Movie Social Justice Paper

(55 points in 4 assignments)

Students must identify a socio/political/religious/cultural group different than their own in which to experience through one of two options. Each student individually will select one of the below options in which to complete the assignment.

2. Students may engage with the selected group at an event. Selection of this option requires the following:
 - a. The event must occur prior to the 3rd week of class.
 - b. Participation in the event must sustain for a minimum of 2 hours.
 - c. Students must have a verbal exchange with at least 3 people at the event.
 - d. Quotations and citations by those with which you engage must be obtained.
 - e. Students may not inform others that you are doing this for a class assignment, unless it is to seek permission to attend from a representative of the event.
 - f. **Use good judgment;** do not put yourself in a situation, which is likely to become dangerous for you, confrontational or disrespectful to others.
 - g. Students must gather any material that provides advertising, discussion or information about the event and the representative group for which the event is held.
 - h. Citation of the sponsoring agencies must be obtained.

3. Students may choose to watch a movie in which the selected group is examined and a social justice issue is depicted. Selection of this option requires the following:
 - a. The movie must be watched by the 3rd week of class.
 - b. The movie may be non-fiction (True and factual account) or may be a documentary.
 - c. If non-fiction, it must be current within the last 15 years.
 - d. The movie may be fictitious.
 - e. If you select a fictitious movie, you must identify 5 scholarly works in which the true and factual accounts of the selected group are identified.
 - f. You will need to do a comparison and contrast between the movie and scholarly accounts of the selected group's real experiences.
 - g. The movie must be a minimum of 60 minutes in length.
 - h. Students must watch the entirety of the movie and obtain the citation for the movie.
 - i. Students must state where they obtained the movie for viewing (i.e. Netflix, Redbox, etc).

In planning for this assignment, each student should read course and/or other materials regarding the selected group.

- The purpose of these assignments is for you to associate with a group of people with whom you would not normally interact. You may not participate in an event or watch a movie about a group you have formerly experienced.
- The purpose of this assignment is to become immersed in the culture and norms of the social group, analyze the oppression experienced, assess your own stereotypes and reactions, conduct empirical research to understand the cultural, institutional and social oppression and gains of the group and enhance social justice.

This is an experience in which you may be as creative as you like, but you must write about in detail. Attempt to try to physically, mentally and emotionally move yourself into an all-new world.

Examples for the event option:

- Attend an African American, Hispanic, Native American, Asian church, or Buddhist service.
- Interact with or assist individuals with disabilities.
- Attend a Native American Cultural event
- Spend a day in a nursing home interacting with the residents and learning about their interests and needs.
- Attend the local Mosque/Islam, Jewish Temple service, Buddhist Temple.
- Participate in LGBTQ centered activities/events/groups/clubs/marches.
- Participate in Asian clubs on campus.
- Engage with individuals who are homeless at a local shelter.

Examples for the movie option:

- Gold Star Children, Directed by Mitty Friffis Mirrer
- Body of War, Directed by Phil Donahue and Ellen Spiro
- Boyz in the hood.
- The Color of Honor

- The War between Us
- The Muslim Americans: America at a cross roads
- The Hajj: One American's Pilgrimage to Mecca
- Higher Learning by John Singleton
- Selma
- Hotel Rawanda
- The Help
- Schindler's list
- I am not your negro
- Fences
- Hidden Figures
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After attending your chosen event, write a 2-3 page report on the event that includes:

- What did you learn about the cultural group by attending?
 1. Why would what you learned be useful for someone to know?
 2. What most surprised you or what did you find most interesting?
 3. What was your reaction to the event as a whole?

This assignment is to be typed in 12 pt Times New Roman font, with 1 inch margins on all sides, and DOUBLE SPACED.

"In the News" Assignment

Students will choose **5 weeks out of the semester during Weeks 2-12**, to identify a news article in a local (which can include the IDS), national, or international newspaper which relates in some way to a specific concept we have discussed in class. You may not write on the same concept more than once. Articles MUST come from a newspaper. They may not come from magazines or internet sites that are not specific newspaper's websites, such as television news sites or the Huffington Post. Paper copies of the newspaper must be available if you wanted to purchase one. The article may not be more than 2 weeks old.

Once you have chosen an article, write a 1-2 page response, which includes:

1. **1 paragraph summary** of the article, which includes the name of the article, the newspaper it came from, and the date of the article.
2. An explanation of what class concept the article relates to and how it relates. Your connections to concepts must be **specific**. Example: to say an article is related to racism is too broad. To make it more specific, you could talk about how it is related to covert racism (a specific type of racism we will discuss) and why. This is the difference between a Topic and a specific Concept. You can make connections to ANY concept we have covered to that point in the class.
3. Your reaction to the content of the article. If there is an argument in the article, did you agree or disagree and why?

Article responses must be submitted by 11:59pm on Friday night. If submitted after that day/time, it will count toward the following week.

Note: Many newspaper articles can be access through the web; however, all students have free access to USA Today, the New York Times, and the Indiana Daily Student around campus. News channel websites and news blog websites, such as “Huffington Post” are NOT acceptable for these assignments.

This assignment is to be typed in 12 pt Times New Roman font, with 1 inch margins on all sides, and DOUBLE SPACED. On the top Left side of your first page, please include Your Name, Course Number, and Date – THIS SHOULD BE SINGLE SPACED.

Reflection Paper: “On Being a Member of a Dominant and a Subordinate Group” (Signature Assignment)

In thinking about the various groups that we are or identify ourselves as being part of, we realize that we can be members of both dominant (privileged) and subordinate (oppressed or disadvantaged) groups at the same time. This assignment asks you to focus on two particular social identity groups that are dominant in this society, and the other, a group that is subordinate. {For example; white male (dominant), who is gay (subordinate)}.

BEFORE completing this assignment:

Part 1: Research and identify academic sources that inform your understanding of the concepts of dominant vs. subordinate group and use the information to support your ideas in the reflection. Complete an Annotated bibliography. Please go to Purdue OWL online writing lab to learn how to prepare this type of bibliography.

Link: [Purdue Online Writing Lab](#)

You are expected to have a minimum of **5 academic resources**. Acceptable sources include:

- Books
- Academic Peer Reviewed Journal Articles (if you are unfamiliar with how to identify these articles, librarians at the Help Desks in the Wells Library are happy to help you!)
- YOU MAY NOT USE Dictionaries, encyclopedias, magazines, newspapers, and websites.
- The questions that follow are guidelines for framing your thinking. You are expected to fully explore these questions/ideas and to apply them to your own experiences, which are to be reflected in your paper.
- Please use your experiences and our class discussion/lectures/readings if they are helpful in completing this assignment.
- Think about specific events or critical incidents in your life that have contributed to your awareness of your place as a subordinate and dominant group member.
- Think about historical incidents in society that also influence your membership in and understanding of the subordinate and dominant groups.
- The assigned course readings will be helpful in this assignment.
- As you reflect and write about your memberships, think about how your experience being dominant and subordinate at both individual and institutional levels.

Part 2: REFLECTIONS OF BEING A SUBORDINATE GROUP MEMBER:

- What is the subordinate group of which you are a member? What is the dominant group in relation to this? What kind of feelings do you experience as a member of a subordinate group?

- Relate your experience(s) in terms of facets of subordinate group membership, including:
 1. In what ways have you felt/do you feel powerless?
 2. In what ways is your group made visible or invisible? In what circumstances?
 3. What stereotypes exist about your group?
 4. What kind of prejudices have you experienced?
 5. What forms of discrimination, marginalization, and/or exploitation have you been exposed to?

INCLUDE EXAMPLES OF YOUR OWN EXPERIENCES TO ANSWER THE FOLLOWING QUESTIONS:

- How do your experiences of discrimination, marginalization, and/or exploitation affect the way you live your life on a daily basis? For example, how it affect your sense of both group identity and self-identity? What are some costs and benefits of being a subordinate group member? What are some of the joys and struggles you experience being a member of a subordinate group?
- What are the parts of today's society (such as institutions, organizations, events) that you do not view yourself as having access or entry to as a member of your subordinate group?
- What are some of the issues of difference and/or conflict between your group and the dominant one?
- What parts of this dominant-subordinate relationship would you like to see changed? How would the changes occur? Who would be involved in this change process?

Part 3: BEING A DOMINANT GROUP MEMBER:

- With what dominant group do you identify?
- What are the groups that are subordinated in relation to yours?
- What feelings do you experience as a member of your dominant group?

IN WHAT WAYS ARE SOME DOMINANT GROUP CHARACTERISTICS PARTS OF YOUR EXPERIENCE? FOR EXAMPLE:

- How is your group powerful?
- What forms of power does your group hold?
- Who are some agents of this power?
- What institutions are used to exert this power? In what ways?
- At what level (individual or group) do you primarily define/identify yourself?
- What privileges do you have as a member of the dominant group?
- In what ways do you see the culture of the dominant group setting the norms/standards for others' behavior?

INCLUDE EXAMPLES OF YOUR OWN EXPERIENCES TO ANSWER THE FOLLOWING QUESTIONS:

- How do your experiences as a dominant group member affect the way you live your life on a daily basis? For example, how does it affect your sense of both group identity and self-identity? What are some costs and benefits? What are some of the joys and struggles you experience being a member of a dominant group?

- What parts of this dominant-subordinate relationship would you like to see changed? How would the changes occur? Who would be involved in this change process?

Part 4: QUESTIONS TO REFLECT ON AT THE END OF THIS PAPER:

- What did you learn about yourself in doing this assignment?
- What insight did you gain from the journal articles?
- How does this assignment add to your understanding of yourself, dominant-subordinate relationships, and society?
- What issues did this assignment raise for you?

The assignment will be graded in accordance with your ability to address key aspects of the assignment.

Grading Standards

Papers are graded on the quality of the final product not on the effort you extended completing them. The grade of A is reserved for truly outstanding work that goes beyond basic requirements.

Grades of A reflect Excellence. Excellent scholarly products and academic or professional performances are substantially superior to the “good,” “the high quality,” “the competent,” or the “satisfactory.” They are unusual, exceptional, and extraordinary. Criteria for assignments are not only met, they are exceeded by a significant margin. Excellence is a rare phenomenon. As a result, relatively few BSW students earn A grades.

Grades of B signify good or high quality scholarly products and academic or professional performance. Grades in the B range reflect work expected of a conscientious student in a professional program. Criteria for assignments are met in a competent, thoughtful, and professional manner. However, the criteria are not exceeded and the quality is not substantially superior to other good quality products or performances. There is a clear distinction between the good and the excellent. We expect that most BSW students will earn grades in the B range—reflecting the good or high quality work expected of competent future helping professionals.

Grades of C and C+ signify work that is marginal in nature. The scholarly products or professional performances meet many but not all of the expected criteria. The work approaches but does not quite meet the standards of quality expected of a student in a professional school. Satisfactory in many respects, its quality is not consistently so and cannot be considered of good or high quality. We anticipate that a minority of BSW students will earn C and C+ grades.

Grades of C- and lower reflect work that is unsatisfactory. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a student and a future BSW-level professional. We anticipate that a small percentage of BSW students will earn unsatisfactory grades of C-, D, and F.

All Paper assignments for this course

All written assignments must adhere to APA formatting, guidelines, and citations, and meet the School of Social Work requirements for papers. All papers should be typed, double-spaced, with one inch margins around, in 12 pt. Times New Roman font. All papers require a separate title page, all text pages include a running header and pagination, and a separate reference page with APA citation. APA adherence, paper

structure and grammar/spelling will contribute to at least 10% of the paper grade. Use APA citations in-text and on the reference page. Go to [Purdue Online Writing Lab](#) for assistance with APA and citations.

Grading scale

Grade minimums are as follows:

A	93%	Excellent, Exceptional Quality
A-	90%	Superior Quality
B+	87%	Very Good, Slightly Higher Quality
B	83%	Good, High Quality
B-	80%	Satisfactory Quality
C+	77%	Marginal, Modestly Acceptable Quality
C	73%	Marginal, Minimally Acceptable Quality
C-	70%	Unsatisfactory Quality

[Note: grades below **C** are **Unsatisfactory** in the BSW Program.] Grades of C and C+ signify work that is *marginal* in nature. The scholarly products or professional performances meet many but not all of the expected criteria. Grades of C- and lower reflect work that is *unsatisfactory*. The products or performances do not meet several, many, or most of the criteria. The work fails to approach the standards of quality expected of a future BSW-level professional.