FSU Policy on Electronic Mail: Fayetteville State University provides to each student, free of charge, an electronic mail account (username@broncos.+uncfsu.edu) that is easily accessible via the Internet. The university has established FSU email as the primary mode of correspondence between university officials and enrolled students. Inquiries and requests from students pertaining to academic records, grades, bills, financial aid, and other matters of a confidential nature must be submitted via FSU email. Inquiries or requests from personal email accounts are not assured a response. The university maintains open-use computer laboratories throughout the campus that can be used to access electronic mail. Rules and regulations governing the use of FSU email may be found at http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf.

Course Description
This course prepares students for generalist social work practice in a multicultural and global society. Utilizing the strengths and empowerment perspectives, emphasis is placed on defining and developing knowledge and skills for culturally competent social work generalist practice. The course discusses African Americans, American Indians, Asian Americans, Hispanics and other people of color.

Course Overview
This course prepares students to work with diverse groups of people locally and globally defined by ethnicity, race, and other demographic variables. Emphasis will be placed on defining and developing skills for culturally competent social work generalist practice with these populations through students' self-examination, experiential learning, and critical reading of class material. This course aims to help students develop competencies in critical self-reflection, cross-cultural values and ethics, knowledge, awareness and skills in a variety of ways so that they can work against manifestations of social injustice.

Course Rationale
Social workers promote social justice and social change for all clients, are sensitive to
cultural and ethnic diversity, and seek to end all forms of oppression and discrimination.
This course introduces the student to the life-long learning process in the development of
cultural competent social work practice. Students explore the cultural and diversity of the
United States, North Carolina and globally. Using strengths based/empowerment model,
students are providing learning opportunities that promote effective generalist practice in
cross-cultural situations.

**Student Learning Objectives**
By the end of this course, students will be able to:
1. Foster an awareness of the challenge and responsibility of social workers to
   understand, interpret, and respond to human diversity.

2. Develop a conscious awareness of one's own value system and cultural background,
   especially as it differs from various human systems.


3. Promote skills in conceptualization and critical analysis of theories and evidence
   relating to the behavior and diversity of people in their social environments.

4. Learn about cultures different than one’s own.

6. Lean about the social issues concerning blacks in military, urban and urban settings.

7. Become more sensitive to our commonalties and differences and analyze relationships,
dynamics of People of Color families and the theoretical factors which impact
environment, family systems and human behavior within a social work framework
focusing on economic and social justice, oppression and discrimination

8. Demonstrate cultural competence and ethnic-sensitive social work practice by
   exploring diversity within the People of Color families and understand the impact of
discrimination, oppression and economic deprivation upon these families by recognizing
that these may be contributing factors in the problem-situation that may need to be targets
of change within the families.

9. Express a commitment to self-evaluation, understanding, and awareness of the
   utilization of self in culturally competent practice with individuals and families.

10. Embrace social work ethics and values for work with culturally diverse individuals
    and communities.

Learning Outcomes:
**a.** Examine empowerment-oriented community programs and services available to
oppressed and diverse populations.
b. Analyze agency policies and programs that lead to inappropriate or inadequate service delivery to oppressed and diverse populations.

c. Develop skills in utilizing empowerment-oriented social work interventions and techniques with oppressed and diverse populations.

d. Demonstrate awareness of practice implications for working with ethnic, religious, cultural, and national minority groups.

e. Identify personal values and beliefs about people in need, cultural values, beliefs and behaviors and how their beliefs will impact social work practice. *The entire course content is consistent with the Council on Social Work Education’s (CSWE) Curriculum Policy. The course addresses UNC Tomorrow 4.1 objective for Global Readiness.*

**Required Textbooks**


**Course Format**

This course will emphasize student-instructor interaction, mutual responsibility for learning, and a high level of student participation. Students are expected to complete all assignments before class sessions and be fully prepared for discussion of the assigned content, as well as integration of knowledge from other relevant materials and field experiences. Class sessions will include a variety of techniques: lectures, discussions, case studies, experiential exercises, role-playing, film/video, student and guest presentations, Q&A, summaries, and feedback.

**Course Expectations**

The content of this course has the potential to be emotionally charged. Students and the instructor will collaborate to establish guidelines to create a respectful, safe and challenging learning environment. The instructor has the ultimate responsibility to manage differences and conflicts that arise in the course. The instructor will incorporate a variety of teaching methods, including readings, lectures, discussions, audiovisual materials, guest speakers, small group activities, experiential learning exercises and student presentations.

**Class Participation/Attendance**

Participation is required. It is suggested that students use class time to demonstrate their level of comprehension of the course material. That is, class absences, disruptive participation, or failure to actively participate in class will negatively affect a student’s opportunity for learning, practicing, and demonstrating the competency of course material, and subsequently will affect his or her participation grade, assignment grade(s)
and/or final grade. It is important for social workers to be aware of group dynamics including peer groups in which they participate. It is also important to contribute to the group process. For some, this means learning to speak up, to add comments, or to raise questions. For others, it means being sensitive and allowing others to contribute. Confidentiality of personal information shared in class is expected. Students who find personal issues arising during the course are encouraged to talk with the instructor about available support.

**Attendance**

Student participation in class discussion and activities is crucial to success in this course, and, for that reason, attendance is expected. In order to receive attendance and participation points in the class, students must stay within the limits for absences (excused or unexcused) for the class. This limit is defined as one class session. If the student exceeds this limit by one absence, the student will receive half the attendance points; if the student exceeds the limit by two or more absences, he or she will receive none of the attendance points.

Each student is expected to arrive on time, remain for the full class period, participate meaningfully in class discussion and exercises, and call upon life experiences and course readings for contributions. Two times late to class will count as one absence. A student will be counted as late 15 minutes after class starts.

**Late assignments**

It is recommended that a student notify the instructor directly (i.e., in person, by phone, or by e-mail) of an absence as soon as possible. If a student will be absent from class the day an assignment is due, he or she will be responsible for turning in the assignment on time. The instructor assumes no responsibility for papers left in the care of classmates, left under the instructor's office door, or in the instructor's mailbox. Exceptions to this policy will be afforded to those personal emergencies (e.g., illness, death or medical emergency in the immediate family) with proper documentation and at the instructor's discretion. Written assignments must be turned in by the end of class on the day they are due. Papers submitted anytime after the end of class will be assessed point reductions: 5 points if one day late and an additional 5 points for each additional day. Unless specified prior to the due date, written assignments will not be accepted via electronic format (e.g., e-mail, disks).

**Make-up Work**

Make-up work will be allowed only in situations where absences are excused. Contact the professor in regards to make-up work or incomplete work to determine a schedule for completion.

**CLASS BEHAVIOR:** Telephones and/or beepers are to be turned off during class.

**STUDENTS with DISABILITIES:** Students with disabilities who need the assistance in utilizing university services should register with the Center for Personal Development as soon as they are admitted to the university.
TEACHING STRATEGIES:
The teaching strategies used in the class will consist of lectures, class discussions, group activities, oral student presentations, in class experiential activities, and resource speakers. Blackboard, audio and visual materials will be utilized as supplementary materials as appropriate. This will be a web enhanced course. 400.1.1205

Grading
Course Evaluation/Grading
The final grade will be determined by the following formula: You will ALWAYS be graded on the basis of the quality of your analysis, use of concepts from the course, organization of material, and writing skills.

Method Points Date
Class attendance and participation 5% 
3 Community events 15%
Self-reflection paper 10%
Cultural Audit Paper 20%
Mid-term Exam 20%
Self-Study Cultural/Ethnicity Paper Week 14, 15 & 16
30%
/Presentations Presentation
Final Paper 100%

Assignments
Community Events Paper
Each student must participate in three community events or field experiences over the course of the semester. These might include cultural events such as Kwanzaa, La Fiesta Del Pueblo, a Cinco de Mayo celebration, a Pow Wow, or African American Church Service. Each student will write a brief paper 3 pages in length), which will describe why the experience was selected, describe the details of experience and to integrate course content with the real-life experience (4.1.1)

Self-Reflection Paper
This 3-5 page paper is designed to promote thorough self-analysis across the many aspects of identify including, but not limited to: race, gender, physical/mental ability,
ethnicity religion, sexual orientation, class, age, and national origin. Students should address all aspects except those that they do not feel comfortable disclosing or discussing.

**Cultural Audit Paper**

Each student will complete a Cultural Audit. This paper consists of two parts.

**Part 1:** Break into pairs and interview one another. Ask how your partner's racial and ethnic identity was formed: were there "critical incidents" or experiences that shaped their awareness of their identity; how has their racial/ethnic identity affected their lives; what elements of their identity enhance their ability and what elements inhibit their ability as a cross-cultural social worker. How does their racial/ethnic identity intersect with other aspects of their identity? In what ways do they experience themselves as being both targeted and privileged? Write a reaction to your interview describing anything you learned about yourself from interviewing your partner (2-3 pages).

**Part 2:** Do a field trip and observe the world around you. The trip can be anywhere where there is cultural markers (symbols, signs, art, architecture, images, preferences, etc.) downtown, around campus, the dorms and dining rooms, the library, the media, etc. Do a cultural audit and find 5 examples of cultural, ethnic, or racial bias and 5 examples of cultural, racial/ethnic sensitivity or empowerment. Reflecting back on your audit, what generalizations would you make about how cultural markers can be constructed in an empowering and respectful fashion? Did you notice any stereotypes or hidden assumptions? What was visible and invisible? Did you encounter anything surprising? Write up your findings in a 4-5 page paper.

**Self-Study Cultural Identity Analysis Paper**

The 8-10 page self-study analysis paper is assigned to increase your awareness and understanding of your own identity and racial or ethnic group. It addresses the questions: Who am I? Who do others think I am? How do I think others see me? How do I feel about other’s reactions to me? You are to describe your racial and cultural background, values, and beliefs associated with your group identities, and discuss how these characteristics influence your attitude toward and interactions with others, who are different, as well as their attitude toward and interactions with you. To guide your critical thinking, and the development of your paper, you are asked to consider some of the questions that follow, as well as to address other materials that may be more relevant for gaining an understanding of your cultural identity. You may select either the concept of ethnicity or race for your cultural analysis.

**Ethnicity:** What do you know about your ethnic heritage? Describe what you know about the heritage of your name, or any culturally significant name change (s) in your family background. What continent or country or countries would you identify as your ancestral geographic base? What do you know about your ancestors and how they came to live in the United States? Describe an aspect of your ethnic heritage that you are proud of and an aspect that you are not proud of? What was the ethnic composition of the communities in which you have lived? How much contact have you had with Blacks and members of other ethnic groups? Where did you get your information or most of your information
about Blacks and other ethnic groups? How well do you relate to members of other ethnic groups? Give examples. Do you have issues (e.g., negative experiences, biases about inferior/superior cultural groups, stereotypes) that may make it difficult for you to help clients/consumers that are of a particular ethnicity? How might you challenge yourself to be more ethnically sensitive?

**Race:** What race would you say you are? What racial group would others place you? What is the racial background of your family? When were you first aware of people of other races? Which races? Where did you get your information or most of your information about Blacks and other racial groups? What was the racial composition of the communities in which you have lived? When did you witness or experience someone being treated differently because of his/her race? What experiences made you aware that your racial group affects how you are treated in society? What advantages and disadvantages have you experienced because of your race? What makes you feel proud to belong to your racial group? What makes you not want to be a member of your racial group? Describe an incident or experience that caused you to feel anger, shame, guilt, or rage because of membership in your racial group. Do you have issues (e.g., negative experiences, biases about hair, skin color, physical features, stereotypes or mixed heritage) that may make it difficult for you to help clients/consumers that are Black or a particular race? How might you challenge yourself to be more racially sensitive?

**Required format**
All papers should be written according to APA format (American Psychological Association, unless otherwise specified by the instructor. American Psychological Association. *Publication manual of the American Psychological association.* (Latest Edition). Washington, DC: Author.)
# COURSE OUTLINE & ASSIGNMENTS

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Video</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week One</td>
<td>Introduction and Course Overview</td>
<td>Sue: Chapter 1</td>
<td>“Cultural Competency”</td>
<td></td>
</tr>
<tr>
<td>Week Two</td>
<td>Cultural Diversity Social Work Practice</td>
<td></td>
<td>“Dealing with diversity: Euro-American issues in the USA” Board of Governors Universities—Guest Speakers:</td>
<td></td>
</tr>
<tr>
<td>Week Three</td>
<td>People of Color &amp; Becoming Culturally Competent</td>
<td>Sue Chapter 2</td>
<td>Crash</td>
<td></td>
</tr>
<tr>
<td>Week Four</td>
<td>Understanding the Sociopolitical Implications of Oppression &amp; Privilege</td>
<td>Sue Chapter 3</td>
<td>A Class Divided</td>
<td>Community Event Paper #1</td>
</tr>
<tr>
<td>Week Six</td>
<td>Sociopolitical Worldview &amp; Social Work Knowledge</td>
<td>Sue: Chapter 4</td>
<td>Color of Fear, Lee Mun Wah</td>
<td>Self-Reflection paper</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Seven</td>
<td>A Framework for Racial/Cultural Identify Development</td>
<td>Sue: Chapters 5 and 6</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulty Dialogues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Community Event Paper #2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Eight     | The Practice Dimensions of Multicultural Social Work/Cross-Cultural Communication | Sue: Chapters 8 & 9  

**MID-TERM EXAM**

<table>
<thead>
<tr>
<th>Week Nine</th>
<th>Guest Resource Ethnic Speakers</th>
</tr>
</thead>
</table>
| Ten       | Topic: Culturally Competent Care of Diverse Populations  
Subtopic: African, Caribbean and Native Americans | Sue: Chapter 12 |
|           |                               |                          | Read the articles in the —General News section on the front page and be prepared to discuss in class. |
| Eleven    | Culturally Competent Care of Diverse Populations  
Subtopic: Hispanic/Latinos, Asian and Multiracial | Sue: Chapter 13 |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Guest Speaker</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fourteen</td>
<td></td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>Fifteen</td>
<td></td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>Sixteen</td>
<td></td>
<td></td>
<td></td>
<td>Presentations</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
<td></td>
<td></td>
<td>Ethnicity Paper Due</td>
</tr>
</tbody>
</table>
References


*Journal of Social Work Education, 38*(1), 198, 204.


