

HUMAN SERVICES U350/ SOCU 350
ETHNIC RELATIONS, CULTURAL IDENTITY AND HUMAN SERVICES
FALL SEMESTER 2008
NORTHEASTERN UNIVERSITY

Silvia Domínguez PhD
NUHS350@gmail.com

Class meets on Tuesdays and Fridays 11:45- 1:25 PM.
11 Snell

I am in my office on Fridays from 2:00-4:00 PM and by appointment.

Department of Sociology
525 Holmes Hall
617-373-4989

OVERVIEW OF THE COURSE

This course is designed to introduce and sensitize students to the forms, practices and effects of racism and discrimination on the various populations in the US and presents frameworks for understanding and working with people with histories of discrimination and different cultural identities. This course will be divided into three sections: 1) **Knowledge Acquisition**: Ethnic relations and the dynamics and consequences of discrimination; 2) **Interpretation**: Understanding how structural dynamics affect diverse populations by developing self-awareness and awareness of others in terms of cultural identities; and 3) **Implementation**- Paradigms for working with discriminated populations (assets, strengths, and empowerment) in various settings. This course satisfies the diversity core requirement and is strongly recommended for Human Service students and relevant for anyone looking to expand their understanding of cultural diversity.

Goals:

- Gain an in-depth understanding of how ethnic relations work and the status of different racial and ethnic groups based on their resource allocation.
- Understand how the system of ethnic stratification affects the opportunity structure of individuals, families and neighborhoods.
- Understand how the opportunity structure affects cultural identity
- Learn interventions that work to ameliorate disparities based on race, ethnicity and gender
- Learn to research the effectiveness of a program or organization dedicated to ameliorating disparities

REQUIRED TEXTS

The books utilized for this course are to be found at the NU Bookstore and are on reserve at the library

*Aguirre, Alberto Jr. and Jonathan H. Turner. 2004. American Ethnicity: The Dynamics and Consequences of Discrimination. 5th edition. Boston, McGraw Hill

*Anderson & Middleton. 2005 Explorations in privilege, oppression, and diversity. Thomson/Brooks Cole

Gutierrez, Lorraine M. and Edith A. Lewis. 1999. Empowering Women of Color. New York: Columbia University.

Glicken, Morley D. 2004. Using the Strengths Perspective in Social Work Practice. Boston; Pearson.

Hogan, Michael. 2002. The Four Skills of Cultural Diversity Competence: A Process for Understanding and Practice. Wadsworth Publishing; 2 edition.

Okun, Barbara F., Jane Fried and Marcia L. Okun. 1999. Understanding Diversity: A Learning as Practice Primer. Boston: Brooks Cole.

Style Manual for Papers: American Psychological Association (2001). Publication Manual of the American Psychological Association (5th ed.). Washington, DC: American Psychological Association.

* = Required. The readings from the other books will be provided as possible.

REQUIREMENTS and GRADING

Class attendance and active participation in discussions	15 points
Oral and written critical analysis of weekly reading (8 weeks)	35 points
Mid Term	10 points
Final project: Group presentation & paper	30 points
Movie Reaction	05 points
Cultural Identity Essay	05 points

Course grade will be determined on a 100 point system where A= 93-100 points; A- = 90-92; B+= 87-89; B = 83-86 points; B- = 80-82; C+=76-79 points; C= 73-75; C- = 70-72 D+ = 67-69 points; D= 63-66; D- = 60-62; F 59 points and below. Each course requirement below will be graded based on the maximum points noted.

Students will be evaluated according to the following:

- 1. Class participation:** Attendance and class participation are required. Students are expected to attend all classes and to participate actively in discussions. Class participation will be graded on attendance and the quality of participation. Discussion in class participation should reflect the student understanding of the readings and lecture material. Material from readings and lectures should be used to inform the oral and written reports to be developed by students. Students who miss three class sessions will have a grade drop and more than four absences will be dropped from the class and after the date for dropping classes, such students will receive a failing grade. It is the responsibility of the student to make sure that he/she is on each class day's attendance sheet. Coming in late or leaving early will be taken into consideration as less participation.
- 2. Written critical analysis of readings:** Students are required to hand in critical reviews of 8 assigned readings of up to two double spaced pages each that should reflect their own thinking and interpretation of the reading (s). Each critical analysis will count for up to 5 points. You must cover at least two readings days in each of the three sections of the syllabus. The written critical reviews should be sent via email to the professor the day before the class for which the reading was assigned. Students should keep a copy of the written critical analyses for their own use in class discussion. It is strongly suggested, but not required, that students develop such summaries for each class reading to assist them in class discussions.

Format for written critical analyses: Each critical analysis should include the following:

- a) A paragraph summarizing the focus and themes addressed in the reading or entire set of readings,

- b) One **brief** paragraph on each reading, if more than one, summarizing the major question or issue addressed, if applicable, the methodology used, findings and conclusions, and your critique of each reading.
- c) An essay that addresses the overall themes of the week's readings and provides your critical analysis on this issue (e.g., the observations and conclusions you draw from the information provided in the readings, your thoughts on the explicit or implicit theoretical model employed in the readings regarding race and ethnicity, and implications of the findings for addressing the issues discussed through further research, social policies, interventions, etc), and
- d) One discussion question to facilitate class discussion. This question should be phrased in a way that encourages discussion regarding the implications of the article and that require a deeper response than yes or no answers. The questions should stimulate the class to think about what they have read in a new way and/or to apply information from the article to broader policy, clinical or research issues. The questions will be an important part of the evaluation of the document since its complexity will reflect the understanding of the reading. Questions regarding clarification of unclear aspects of the reading may be raised in class discussion or with the instructor after class not in the written critical analysis.

3. Group Research Projects: Groups will consist of 3-4 students. The groups will identify and critique activities in progress (research, human service delivery, intervention programs, funding, and policy development) that address a single issue with known or expected racial and ethnic based inequality. Topics may include: resource shares across groups (employment, housing, education, health, income and wealth, gender, sexual identity, disabilities, immigration inequalities, or empowerment and strengths-based interventions. etc.). The project will focus on explicating the efforts and models in place that seek to eliminate racial and ethnic related disparities within the selected area. Groups will make oral presentations on their projects during **Weeks 10-13**. Collective papers, as described below, are due **Week 13**. Collective papers should also be made available, through students, to the interview participants and their agencies.

Each group is expected to investigate their topic by interviewing a minimum of 3 professionals dealing with the specific concern from different vantage points: consumers, providers, managers, researchers, policy-makers, funders, etc. Preferably, the three individuals should also represent different levels of authority or impact: affected individuals, community based organizations, local, state, or national government. Students may choose to replace one interview with an in-depth policy, program, or procurement review on the same subject. These 3 investigations along with a literature review (6-8 articles) and analyses form the basis of the group presentations and final papers.

Students will accomplish the following activities:

- a) Meet with your group to identify the issue of interest. Define its basic scope and verify the differential impact on racial and ethnic groups. Given the activities described below, a task list must be submitted by **Week 2** of the class that: a) identifies the issue, b) the group membership, and their c) contact information; d) work distribution, e) leadership, f) planned meeting dates, etc.
- b) Identify relevant professionals for interviews and/or one policy, program description, or procurement for review. Instructor can assist in identifying professionals, agencies or

references. A brief description of the components of the issue to be investigated and the names of individuals to be contacted and documents to be reviewed must be submitted by **Week 3** of class.

Interviews with professionals and program/policy/procurement document review must address the following:

- a) Description of the program/research/policy/funding effort, the aspect(s) of the selected issue it addresses, the funding which supports it, and the populations of focus. It is important to be clear when describing the actual activity.
- b) Assessment (by the interviewee or as seen in the document) of the contribution of racial and ethnic disparities to the issue under investigation and the ways in which the program/research/policy/funding effort specifically seeks to address these.
- c) Identification of an operating conceptual model, if any, regarding why the effort is expected to address racial/ethnic disparities in the targeted arena.
- d) Identification of successes so far, known or potential barriers to success, anticipated timelines for results. Be critical.
- e) Other questions / assessments determined by the group.

Interview questions / document review plan to be submitted by **Week 4**.

Group In-Class Presentation. The following is the analytic elements for both the group presentation. Group presentations are relatively brief (~20 minutes) and will represent the work and conclusions across the participants. Papers (20) pages double spaced, one inch margins, font size 12) are collectively written (with headings on each section that identify the author), according to the presentation given. Both paper and presentation must address the following:

- a) A summary of all the findings from the literature review, findings from each investigation and/or document review;
- b) A brief assessment of the strengths and limitations of the program/research/ policy/funding effort and the related conceptual model for reducing racial and ethnic disparities put forth by the interviewee or the paper;
- c) Expanded or alternative program/research/policy/funding or other efforts proposed by the student to reduce racial and ethnic disparities associated with the identified issue. Students must cite readings from the class and/or elsewhere that support this understanding. The paper should be written in APA style according to the APA Style Manual referenced in this class syllabus.

Papers are due the 13th week of class.

4. Cultural Elements- Exercise & Cultural Identity Narrative:

Start by becoming familiar with the Aspects of Culture which will be discussed in class and use this information as background for answering the Cultural Identity Essay Questions. Read the background material on the elements of culture, apply those concepts to your life and cultural background and write an essay incorporating these elements. *Cultural Identity Questions-* Please respond in narrative form to each question listed. Do not write out each question and then respond to it. You may organize your responses in any order you wish, however it needs to be very clear to me that you have responded to every question. When you finish your

assignment, reread it and make sure that you have answered each question. Type and double-space. Refer to the APA style manual for title page and page number placement. Pay attention to grammar and check your work for errors. Your grade will be adversely impacted by grammatical errors. Approximately 6 pages. **Due the 10 week of class.**

5. There will be one midterm test at the end of knowledge acquisition.

Summary of assignment due dates:

ASSIGNMENT	DUE DATE
Submission of Task List and Topic – Final	WEEK 2 (9/23)
Submission of List of Professional Contacts – Final	WEEK 3 (9/30)
Submission of Interview Questions - Final	WEEK 4 (10/7)
Completion of Interviews - Final	WEEK 7 (10/24)
Cultural Elements Exercise	WEEK 9 (11/4)
Cultural Identity Essay	WEEK 10 (11/18)
Group Presentations- Final	WEEKS 11-13
Group Paper - Final	Week 13

Evaluation

Course evaluations will be conducted at the end of the semester. I welcome student input and feedback at any point during the course. Please email, phone or speak to me after class if you have suggestions.

Ground Rules

1. I expect you to come prepared to discuss informed by the readings. This is the only way to ensure fruitful discussions. You are responsible for getting handouts etc of classes you miss. Do not be surprised if I call on you. I plan on calling on everyone at least once.
2. Disruptions such as repeatedly coming late to class, talking, packing your bag before the end of class etc, will result in points being lost in attendance and participation.
3. Plan in advance; late assignments will be penalized and entire grade per day that the assignment is late. Exceptions due to religious holidays, acute illness or unforeseen extenuating circumstances will need to be cleared with me right away and before any assignment is due.
4. Cellular phones and other communication gadgets are prohibited during class time. Text-messaging and getting up and leaving the room for a phone call are not permitted and will constitute points taken off in participation.
5. Academic Honesty and Integrity Policy*: Essential to the mission of Northeastern University is the commitment to the principles of intellectual honesty and integrity. Academic Integrity is important for two reasons. First, independent and original scholarship ensures that students derive the most from their educational experience and the pursuit of knowledge. Second, academic honesty violates the most fundamental values of an intellectual community and depreciates the achievements of the entire University community. Accordingly, Northeastern University views academic dishonesty as one of the most serious offenses that a student can commit while in college. See page 72-74 for details of violations. If you have any further questions regarding proper attribution of the work of others, contact your professor prior to submitting work for evaluation.

*This policy was developed by the Student Government Association and approved by the Student Senate and Faculty Senate, and signed by President Freeland in 1999.

6. Papers should primarily utilize original sources and should demonstrate a) command of the course material including the readings, lectures and class debates and discussions; and b) offer original interpretations, insights, and/or applications as expressed in your own voice.
7. If you are unsure regarding the extent to which material from the readings can be used directly in your papers, please see the section on plagiarism in the NU Student Academic Conduct Code or speak to me for further clarification.
8. Re-writing of papers is not permitted and neither will drafts of papers be accepted, I encourage you to discuss your papers with me at all stages of their production. I will comment on outlines presented.
9. Policies concerning students with special needs- See the Disability Resource Center (student handbook), will be followed. Students with special needs should inform me when enrolling in the course so that student needs can be accommodated in a timely manner.

COURSE OUTLINE AND READING ASSIGNMENTS

I. KNOWLEDGE ACQUISITION

Ethnic Relations Aguirre and Turner.

September 12	Course introduction, course objectives and requirements. Why study race, ethnicity and ethnic relations? What is its relationship to human services? What does it mean to be culturally competent? Race, the power of an illusion http://query.nytimes.com/gst/fullpage.html?sec=health&res=9905E0DD113CF931A25753C1A9659C8B63
September 16	Ethnicity and ethnic relations Explaining Ethnic Relations Aguirre and Turner, Chapters 1 & 2 -Pages 1- 53 http://www.pbs.org/race/000_About/002_04-background-01-11.htm
September 19	Race, the power of an illusion 1 The Anglo-Saxon Core and ethnic antagonism Aguirre and Turner, Chapter 3- Pages 54-66. http://www.pbs.org/race/000_About/002_04-background-01-11.htm
September 23	Race the Power of an Illusion 2 White Ethnic Americans Aguirre and Turner, Chapter 4- Pages 67-91 http://www.pbs.org/race/000_About/002_04-background-01-x.htm http://www1.umn.edu/irp/announce/Colorlinesfall99.html
September 26	Resource shares; dynamics of discrimination; stratification and responses to discrimination of several ethnic groups a) African-Americans Aguirre and Turner, Chapter 5- Pages 92-133.

http://www.nea.org/nea_today/0009/scoop.html

- September 30 b) Native-Americans
Aguirre and Turner, Chapter 6 - Pages 135-170.
c) Arab Americans
Aguirre and Turner, Chapter 9 - Pages 254-280.
<http://www.colorlines.com/article.php?ID=144>
- October 3 d) Latin-Americans
Aguirre and Turner, Chapter 7- Pages 172- 208.
http://www.pbs.org/race/000_About/002_04-background-03-09.htm
- October 7 e) Asian-Americans
Aguirre and Turner, Chapter 8 Pages 210-252.
http://www.nytimes.com/2007/01/07/education/edlife/07asian.html?_r=1&oref=slogin&pagewanted=print
- October 10 The Future of Ethnicity in the US
Aguirre and Turner, Chapter 10- Pages 281-309
Race, the power of an illusion 3
Social Policy and racial preferences
http://www.pbs.org/race/000_About/002_04-background-03-02.htm
- October 14 Test
- October 17 Movie / speaker/ other

II. INTEGRATION Cultural Identity

- October 21 Understanding Culture as Multi-level
Hogan, p. 15-27
Introduction and Background
Okun, Fried, and Okun, Pages 1-29.
- October 24 Developing Self Awareness- From Inside Out
Self and Verbal Interactions
Okun, Fried, and Okun, Pages 33-71.
Self and Non-Verbal Interactions
Okun, Fried, and Okun, Pages 73-101.
- October 28 White Privilege
Chapters 1, 2 & 3 Explorations in Privilege, Oppression and Diversity
<http://www.alternet.org/story/15223/>
Unpacking the Invisible Knapsack by Peggy McIntosh-
<http://seamonkey.ed.asu.edu/~mcisaac/emc598ge/Unpacking.html>
Racial Privilege by Tim Wise.
<http://www.zmag.org/sustainers/content/2003-10/05wise.cfm>

October 31	Socio-economic Privilege Chapters 4 & 5 Explorations in Privilege, Oppression and Diversity Able-Bodied Privilege Chapters 6 & 7 Explorations in Privilege, Oppression and Diversity
November 4	Heterosexual Privilege Chapters 8 & 9 Explorations in Privilege, Oppression and Diversity
November 7	Sexism Chapters 10, 11, 12 in Explorations in Privilege, Oppression and Diversity
November 14	Internalized Oppression, Acculturation and Assimilation Chapters 16, 17, 18 Explorations in Privilege, Oppression and Diversity http://www.pbs.org/race/000_About/002_04-background-03-04.htm

III. IMPLEMENTATION

Empowerment and Strength-based Interventions

November 18	Empowerment Model of practice Gutierrez & Lewis, Pages 3-67. Strengths Perspective Introduction to the Strength Perspective Glicklen, Pages 1-47
November 21	Understanding Barriers to Effective Relationships Hogan p. 57- 64 Practicing Culturally Centered Communication Hogan p. 75-83
November 25	Bridges, Helpers, Allies, Social Networks Chapters 19-23 in Explorations in Privilege, Oppression and Diversity Organizational Cultural Competence Hogan p. 99-120 Developing culturally competent organizations http://www rtc pdx edu/PDF/fpS94.pdf
December 2	Speaker or student presentations
December 5	Speaker and student presentations
December 9	Speaker and student presentations

Cultural Identity Essay

Aspects of Culture

1. History
2. Social Status Factors
3. Social Group interaction
4. Value orientation
5. Language and communication
6. Family life processes
7. Healing beliefs and practices
8. Religion
9. Art and expressive forms
10. Diet and foods
11. Recreation
12. Clothing

Cultural Essay Questions

1. How do you identify racially? Has this changed? How and why?
2. How do you identify ethnically? Has this changed? How and why?
3. Where did you grow up?
4. What other ethnic and/or racial groups resided in or near your neighborhood?
5. Regarding any other ethnic and racial groups residing near your neighborhood, how similar to/different from them did you feel?
6. What did your parents/guardians teach you about race? About difference?
7. What is your earliest memory of skin color? Of difference?
8. If you are a person of color (this includes biracial and multiracial persons), what does it mean to be the race (s) you are?
9. If you are of White European descent, what does it mean to be White?
10. Has your race (s) influenced how you perceive and cope with stress?
11. Has race, racism and/or sexism impacted your education and training? Please explain your answer.
12. Has race, racism and/or sexism affected or influenced your personal and professional goals? Please explain your answer.
13. Has race, racism or sexism prevented you from participating in any activities? Please explain your answer.
14. As you read, *Explorations in Privilege, Oppression, and Diversity* do you perceive any privileges in your life? How do you feel about the presence and/or absence of privilege in your life?
15. As you read, *Explorations in Privilege and Oppression, and Diversity* do you perceive any oppression in your life? Please explain your answer. How do you feel about the presence and/or absence of oppression in your life?
16. Are there particular client identities, co-workers that would present a challenge for you professionally? Explain your answer.
17. Do you anticipate your race, gender, religion or spirituality having an influence on your future work as a professional? As a fellow citizen? As part of a social network?

18. What aspects of your culture do you draw strength from?

Participation Rubric x3

5 POINTS: Consistent participation; nearly every class, constructive contribution; contributions the reflect knowledge of class readings and critical thinking.

4 POINTS: Almost consistently participating (2/3 or 3/4 of the classes) constructive contribution; contributions the reflect knowledge of class readings and critical thinking.

3 POINTS: Participates often (about half the classes) constructive contribution; contributions the reflect knowledge of class readings and critical thinking.

2 POINTS: Participates sometimes (1/4 of the time) constructive contribution; contributions the reflect knowledge of class readings and critical thinking.

1 POINTS: Spoke up in class only a couple of times, constructive contribution; contributions the reflect knowledge of class readings and critical thinking.

0 POINTS: NEVER SPOKE IN CLASS- no evidence of constructive contribution; contributions the reflect knowledge of class readings and critical thinking.