

**University of Alaska Anchorage
School of Social Work**

I. Course Information

A. Course:	SWK A243 Cultural Diversity and Community Service Learning
B. Section Number/Credits:	Section 6012, 3 credits
C. Semester/Year:	Fall, 2016
D. Day/Time:	Tuesdays, 11:30am-2:15pm
E. Location:	BMH 235
F. Instructor:	Tracey Burke
G. Instructor Email:	tkburke@alaska.edu
H. Phone:	786-6905
I. Office Hours/Location:	Wednesdays, 11:30-12:30 and by appt.; GHH 106
J. Course Description:	Focuses on the intersection of multiple dimensions of difference and their relationship to oppression and privilege. Concepts introduced in the class will be applied to students' interactions with clients of community-based partner organizations as part of a required 20-hour service learning component.
K. Course Prerequisites:	ENGL A111 with minimum grade of C
L. Course Co-requisites:	N/A
M. Grading:	A-F (must earn C or better to count toward BSW)

II. Instructional Goals and Student Learning Outcomes

- A. The instructor will:
1. Propose working definitions of key concepts related to diversity.
 2. Examine the history and sources of oppression, marginalization, privilege, and power in the U.S.
 3. Introduce conceptual and analytic frameworks from the social sciences for thinking about those key concepts, with particular attention to social-structural factors.
 4. Present a central social issue/problem and organize one or more community service learning projects that will ground the conceptual material in the empirical world (i.e., real people's lives).
 5. Engage students as learners who reflect on the interaction between individuals and society in the particular context of the service learning project and social problem area.
 6. Guide students in testing their own and others' personal biases, values, and ideas about social phenomena, particularly as related to the service learning project and population.
 7. Emphasize diversity and discrimination as civic/citizenship issues, not just professional issues.
 8. Describe the unique needs and experiences of Alaskans with special emphasis on Alaska Natives.

B. Upon completion of this course, the student will be able to:

Student Learning Outcomes, Practice Behaviors¹, and Assessment Measures		
Student Learning Outcomes	Practice Behaviors	Assessment Measures
243.1 Critically examine the extent to which a culture's structures and values may discriminate, oppress, marginalize, alienate, or create or enhance privilege and power; distinguish between empirical and non-empirical claims regarding how the examples are defined as discriminatory and/or oppressive.		Service-learning (SL) blogs, SL papers, exam, class discussion
243.2 Utilize theory and conceptual frameworks to guide examination of the complexities of the service learning social issue to better understanding interpersonal, group, cultural, political, and economic dynamics for practice.		Service-learning (SL) blogs, "academic" SL papers, exam, class discussion
243.3 Integrate knowledge from different social science disciplines.		Service-learning (SL) blogs, "academic" SL papers, exam, class discussion
243.4 Demonstrate an enhanced sense of civic responsibility.		Service-learning (SL) blogs, "civic" SL papers, class discussion
243.5 Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations.	1b. Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations. 2c. Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.	Service-learning (SL) blogs, "personal" SL papers, class discussion
243.6 Communicate understanding of the importance of diversity and difference ² in shaping life experiences in practice at the micro, mezzo, and macro levels.	2a. Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels.	Service-learning (SL) blogs, SL papers, exam, class discussion
243.7 Present themselves as learners and engage clients and constituencies as experts of their own experiences.	2b. Present themselves as learners and engage clients and constituencies as experts of their own experiences.	SL blogs, class discussion
243.8 Respond to the unique needs and experiences of Alaskans with special emphasis on Alaska Natives.	2d. Provide contextually-relevant services and promote the improvement of service delivery systems, focusing on services to urban and rural Alaska.	Service-learning (SL) blogs, SL papers, exam, class discussion

¹ Council on Social Work Education (2015). *Educational Policy and Accreditation Standards*. <http://www.cswe.org/>

² Dimensions of diversity and difference are understood as the intersectionality of multiple factors including but not limited to: age class, color, culture, (dis)ability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion/spirituality, sex, and sexual orientation.

III. Topical Course Outline

Week 1: August 30

Introductions: to class, to service learning project, to each other
Hunger and food assistance overview

Speaker: Sarra Khliffi, Alaska Food Coalition & Food Bank of Alaska

Week 2: September 6:

“Diversity” as power-neutral difference vs. mechanism of oppression
Race and racism, nationality and ethnicity

Readings: (should be read and pondered before class)

Andersen & Collins, Why Race, Class, and Gender Still Matter (1-14)
Andersen & Collins, Systems of Power and Inequality (51-60, 66-69)
McIntosh, White Privilege (74-78)
Gallagher, Color-Blind Privilege (79-83)
Ferber, What White Supremacists... (84-87)
Zhou, Are Asian-Americans Becoming “White”? (88-93)
Rubin, Is This a White Country or What? (133-140)
Waters, Optional Ethnicities (148-156)

Week 3: September 13

DEAL model of reflection
Class and Inequality
Food Stamp Challenge orientation

Readings:

Andersen & Collins, Systems of Power and Inequality (60-66)
Kuebler, Closing the Wealth Gap (113-120)
Jacobs & Morone, Health and Wealth (129-132)
Mantsios, Media Magic (372-379)
BB: Scott & Leonhardt, Shadowy Lines (117-124, 8th ed.)
BB: Oliver & Shapiro, Sub-Prime as a Black Catastrophe (138-142, 8th ed.)

Note: the Food Stamp Challenge takes place 9/17-23 and may count for 3 hours of service

Week 4: September 20

Gender and Sexism

Readings:

Andersen & Collins, Systems of Power and Inequality (69-71)
Zinn et al., Sex and Gender through the Prism of Difference (170-178)
Coston & Kimmel, Seeing Privilege Where it Isn't (179-187)
Cofer, The Myth of the Latin Woman (188-192)
Brennan, Selling Sex for Visas (242-248)
Hayes-Smith, Gender Norms in the *Twilight* Series (380-382)
BB: Sayeed, Chappals and Gym Shorts (21-26, 8th ed.)

View: *Killing Us Softly 4*

Week 5: September 27

Heterosexism, Homophobia, and Gender Identity

Andersen & Collins, Systems of Power and Inequality (71-73)
Pascoe, "Dude, You're a Fag" (218-224)
Katz, The Invention of Heterosexuality (225-236)
Blank, Straight (237-242)
Meyer, Interpreting and Experiencing Anti-Queer Violence (432-442)
BB: Han, Darker Shades of Queer (251-257, 8th ed.)

Speaker: Billy Farrell from Identity, Inc.

Note: at least one shift (2-3 hours) should be "Described" in your blog by the end of September; this does not include the Food Stamp Challenge

Week 6: October 4

When two forms of diversity conflict: Sexual Orientation and Religion

View: *For the Bible Tells Me So*

Week 7: October 11

Immigration & Refugees

Small-group reflections on service learning (“Examine” #1 – personal)

Speaker: Jessica Kovarik, Program Supervisor, Catholic Social Services, Refugee Assistance & Immigration Services

(Note: examination blog entries should be submitted for feedback by Thursday evening)

Week 8: October 18

Focus on Native Americans, Alaska Natives, and Indigenous Canadian peoples:
Policy and Historical Trauma

Readings:

Snipp, The First Americans (34-40)

Ross, chapters 1-3

BB: Harold Napoleon’s *Yuuyaraq*

Due: “Articulated Learning” paper #1 – personal focus

Week 9: October 25

Focus on Native Americans, Alaska Natives, and Canadian Indigenous peoples:
Language and Culture
Small-group reflections on service learning (“Examine” #2 – academic)

Readings:

Ross, chapters 4-7

Week 10: November 1

View in class: *Crash* as a case study of the matrix of domination at work in people’s lives
(note: the film is rated R and some people may find some language and a few scenes objectionable)

Note: at least 10 hours of service learning must be “Described” by the end of October

Due: “Articulated Learning” paper #2 – academic focus

Week 11: November 8

Focus on Native Americans, Alaska Natives, and Canadian Indigenous peoples:

Culture as situational

Small-group reflections on service learning (“Examine” #3 – civic)

Readings:

Ross, chapters 8-12

Week 12: November 15

Social Institutions – introduction and work

Readings:

Andersen & Collins, Structure of Social Institutions (249-262)

Andersen, Seeing in 3D (263-269)

Vidal, Inequality and the Growth of Bad Jobs (270-272)

Bertrand & Mullainathan, Are Emily and Greg More Employable... (273-277)

Williams, Racism in Toyland (278-284)

Weissinger, Gender Matters. So Do Race and Class (285-293)

Due: “Articulated Learning” paper #3 – civic focus

*Note: Next Monday (11/21) is the Valley **Thanksgiving Blessing**. Next Wednesday (11/23) is the Anchorage **Thanksgiving Blessing**. These are excellent opportunities to finish your service hours.*

Week 13: November 22

Social Institutions – criminal justice

Reading:

Brunson & Miller, Gender, Race, and Urban Policing (408-418)

Speaker: Dr. Bradley Myrstol, Justice Center, on Black Lives Matter and implications for Alaska

Week 14: November 29

Social Institutions – education and families
Small-group reflections on service learning (“Examine” #4 – academic)

Readings:

Dill, Our Mothers’ Grief (294-306)
Manual & Zambrana, Exploring...Maternity Leave Decisions (307-313)
Weston, Straight is to Gay... (314-318)
Sokoloff, Intersectional Paradigm... (464-473)
Tatum, Affirming Identity... (327-332)
Ladson-Billings, From Achievement Gap to Education Debt (333-345)
Perez, How a Scholarship Girl Becomes a Soldier (346-356)
BB: Lareau, Unequal Childhoods (7th ed 343-352)
BB: Jensen, Across the Great Divide (416-422, 8th ed.)

Note: All service learning must be “Described” in your blog by November 30

Week 15: December 6

Taking an “intersectional” view of society

Readings:

Balasubramanian, Sustainable Food and Privilege (399-400)
Anderson & Collins, An Intersectional Framework for Change (443-447)
Morales, Growing Food and Justice (459-463)
Roberts & Jesudason, Movement & Intersectionality (474-484)

Due: “Articulated Learning” paper #4 – academic focus

Finals Week: December 11 (Sunday)

Take-home final exam is due at 11:59. Late exams/papers will be graded down one step each day (A to A-, A- to B+, etc.).

Please be sure to do the class evaluation, found at the course Blackboard site.

IV. Textbooks:

Required:

Andersen, M.L. & Collins P.H. (2016). *Race, class, and gender: An anthology (9th ed.)*. Belmont, CA: Thomson Wadsworth. (readings listed with just author, title, and page numbers are from this text)

Ross, R. (2009). *Returning to the teachings: Exploring Aboriginal justice*. Toronto, Ontario: Penguin Global.

Optional:

Hays, P. A. (2013). *Connecting across cultures: The helpers toolkit (13th ed)*. Thousand Oaks, CA: Sage.

Other readings are available on the course Blackboard (BB) site under Additional Readings.

V. Instructor Course Policies

If you have special needs, please alert the instructor as soon as possible to plan appropriate accommodations.

Be sure to check your UAA email regularly, or else have messages forwarded to another e-address. Blackboard uses UAA email accounts, and the instructor will initiate contact with you via Blackboard. (If you initiate contact, the instructor will Reply to whatever e-address you used.)

As a courtesy to classmates as well as to the instructor, you are expected to arrive on time and stay through the entire class period. Please turn off cell phones and other beeping items. You may bring food and drink with you so long as consuming it is not distracting to you or others. Chocolate must be shared.

There will be an attendance sheet passed around at each class session. It is your responsibility to sign in. There is a grade for participation. Attendance is a necessary precursor but by itself will not earn full credit. Excessive attention to electronic gadgets will be a problem.

The workload will ebb and flow. The amount of reading will vary from week to week, and the hours you will need to put in at the Food Bank and other sites will vary as well. You are responsible for keeping on top of things. Life happens. Keep this in mind and avoid waiting until the last minute to do the assignments. That said, if for some reason you do need to negotiate a different deadline for an assignment, do so as soon as possible. It is not enough to request an extension, you must also suggest an alternative due date, and you will be held accountable to that date.

Late Policy: for formal papers and the final take-home exam, assignments handed in late without prior approval will be graded down one step (e.g. A to A-, A- to B+). Blogs not submitted by the final date (11/30) will not be read and will not receive credit; hours served will therefore be uncredited as well.

VI. BSW Program Policies

BSW Program Policy Regarding Academic Honesty and Integrity: It is a student's responsibility to become familiar with the academic honesty and integrity guidelines and the UAA Student Code of Conduct found in the current Student Handbook and the UAA catalog. Please note that APA style in-text citations and references are required for all social work courses. It is the responsibility of the student to become familiar with APA style referencing. All work submitted in this course must be the student's own work, and it must be produced specifically for this course. If a student wishes to incorporate prior work from another class into a course assignment, the student must have the prior approval of the instructor. All sources used (e.g., ideas, quotes, paraphrases) must be properly acknowledged and documented.

Cheating and other violations of academic dishonesty will be taken seriously. At minimum, consequences will include referral to the Dean of Students for UAA judicial review. Please see the Dean of Students website for details on the Academic Dishonesty policy and procedures: <http://www.uaa.alaska.edu/deanofstudents/academic-integrity/>

Additional consequences may include:

Assignment of a grade of "F" or "No Pass" for the assignment and/or for the course and/or recommendation for removal from degree-seeking status from the program.

BSW Program Policy Regarding Student Adherence to the National Association of Social Workers (NASW) Code of Ethics: All social work students are required to adhere to the NASW Code of Ethics. Please see <http://www.socialworkers.org/pubs/code/code.asp>. and/or the BSW Student Handbook for a copy of the NASW Code of Ethics.

VII. UAA Policies and Services for Students:

Americans with Disabilities Act: The provision of equal opportunities for students who experience disabilities is a campus-wide responsibility and commitment. Disabilities Support Services (DSS) is the designated UAA department responsible for coordinating academic support services for students who experience disabilities. To access support services, students must contact DSS (786-4530 or 786-4536 TTY) and provide current disability documentation that supports the requested services. Disability support services are mandated by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. Additional information may be accessed at the DSS Office in Business Education Building (RH 105) or on-line at www.uaa.alaska.edu/dss.

Care Team Support for Students:

If a student needs support, is distressed, or exhibits concerning behavior, **help** by making a referral to the CARE Team. The UAA CARE Team's purpose is to promote a safe and productive learning, living and working environment by addressing the needs of students. As your faculty, I may contact the CARE Team to seek support for you. I encourage you to fill out a referral if you or a classmate may be in need of help. Here are several ways to Contact the

CARE Team by: (1) fill out a referral on <http://www.uaa.alaska.edu/CareTeam>; (2) E-mail your concern to Care@uaa.alaska.edu; or (3) call the Care Team phone number: 786-6065; **if an emergency, call-- 911**. In non-emergency situation, you may also call University Police at 786-1120.

IT Call Center, Blackboard, and E-mail Support:

Blackboard Troubleshooting: If you do not already know how to use Blackboard, support is available from the UAA ITS Call Center at 907-786-4646 option 1 or at the following email address: callcenter@uaa.alaska.edu. If you do not have a personal computer with Internet access, computers are available for your use at a variety of computer labs located across campus.

UAA Diversity Statement:

With freedom of speech being at our core, UAA strives to create an inclusive, respectful campus community that promotes and embraces our individual differences. We unite in our belief that diversity includes understanding and respecting differences in ideas, religion, gender, ethnicity, race, sexual orientation, disability, age, and socioeconomic status. We celebrate diversity in all of our educational and employment endeavors. Please see the UAA Diversity website for details of resources available to students: <http://www.uaa.alaska.edu/students/diversity.cfm>

Title IX:

UAA is committed to upholding U.S. Federal Law “Title IX” such that no member of the UAA community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uaa.alaska.edu/deanofstudents/title-ix.cfm

VIII. Assignments Overview

All outcomes will be assessed by a combination of service-learning reflection blogs and papers, class discussion, and a final exam. See below.

Service Learning Project

(60% total; 12% x 4 AL papers, 12% for blogs & small group participation combined)

Service learning is an important mechanism for relating the course content to the world beyond the classroom. In this course, the organizing theme is hunger, and our primary community partner is the Food Bank of Alaska, though we will also work with various food kitchens, pantries, and other food-distribution sites. Although our emphasis will be on academic learning – how do we see the *ideas* of this course at work in real people’s lives – service learning also provides important opportunities for personal and civic growth. How do you think about hunger and food in your own life and in your community? How do you judge people who eat differently than you? What kind of nutrition-related public policy do you think is appropriate in a democratic society? How do issues of diversity, oppression, and privilege play into your thinking and people’s lives? These are all relevant questions for this class.

Students will work a total of **20 hours** at a combination of locations engaging in different activities. The bulk of the hours must include interaction with recipients of food assistance.

Everyone will:

* sort food and/or pack boxes *for one shift only* (2-3 hours) at the Food Bank of Alaska. Ideally this will come first but don't postpone other activities if you can't do your FBA shift right away. See below for contact information.

* distribute food at at least two different food distribution sites (pantry, soup kitchen, etc.).

Students may also count participation in the Food Stamp Challenge and Food Stamp Outreach for service hours. More details will be provided in class.

“We had the experience but missed the meaning.” –TS Eliot

To increase the chances that we won't “miss the meaning,” students will engage in three different forms of written and small-group reflection. We will use the DEAL model: Description, Examination, and Articulated Learning.

- Description: each student will have a personal blog within the Blackboard site (available only to the instructor). Each shift of service should be described: what you did and what you heard or observed. These blogs will provide the basic material for subsequent papers. The more detail you provide, the more you will have to work with later. At the end, include a brief statement of what you thought at the time and what you wondered about. This is also where you document the hours; they should add up to 20 by November 30. Each entry will probably run about 3 paragraphs. Check the Comments for instructor feedback after 2-3 days.
- Examination: for half of four different class sessions, the class will work in small groups to probe the meanings of service experiences. The instructor will provide prompts to focus reflections on academic, civic, or personal aspects of the experience. Each student should post an additional blog entry following each “Examination” summarizing the highlights of the discussion as it pertains to their service. The emphasis will be on integrating and applying the course concepts to aspects of the service-learning.
- Articulated Learning: Each student will hand in a formal paper addressing a civic, academic, or personal lesson learned (same theme as the recent Examination) and its implications. In this formal paper, writing quality counts. Papers *must* be handed in through the Blackboard Assignments mechanism (more detailed instructions are provided there). Please save them as .doc or .docx or .rtf or (as a last resort) .pdf **Papers that are submitted late without a previously-arranged extension will be graded down one step per day (e.g. A- to B+; B+ to B).**

Additional guidance will be provided in class.

Additional Opportunity 1: Food Stamp Challenge

You are encouraged but not required to participate in this activity, in which you (your household) eat for a week as if you were on SNAP, a.k.a. Food Stamps. There will be a class blog for participants to share their experiences shopping, cooking, eating, ... - commenting on whatever stands out during the week. All students will be present for the in-class orientation session so will know the specific rules participants are working under. Students may count the experience for three service-learning hours, with at least 3 class-wide blog entries substituting for the individual blogs.

Additional Opportunity 2: Food Stamp Outreach

You are encouraged also to work with Food Bank staff on educating the public about Food Stamps (SNAP) and helping prospective recipients figure out if they might be eligible. Contact Mari Mukai for more information (272-3663).

FBA Service Opportunities:

FBA food box packing – see this webpage to sign up

www.cervistech.com/acts/console.php?console_id=0202&console_type=event&ht=1

To ask for alternative times at the FBA warehouse, contact Krista Milliken
kmilliken@foodbankofalaska.org or 272-3663.

Participation (15%)

This class consists as much of discussion as lecture. Questions and issues drawn from class materials, the community service learning experience, and current events are appropriate. Please raise your hand so I can make sure the quieter people get heard as well as the more vocal ones. Note that attendance per se is not the grade; just showing up will not earn you full credit, though attendance does matter insofar as a pattern of absences limits your opportunity to contribute to class discussion.

Be aware of quality as much as quantity: are your comments “moving things along;” do your comments or questions lead to clarification of confusing points, or help others see things in a different way? Personal stories are appropriate to a point, but pay attention to the agenda of the class as a whole as well as your own agenda. What I will be looking for especially is evidence that you are doing the reading and making a genuine effort to understand it & apply it.

Final Exam (25%)

The final will be a take-home, open-book, essay exam. Questions will pull from the readings, class discussions and presentations. Questions will integrate various themes from throughout the class.

IX. Bibliography

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