NEW COURSE PROPOSAL
Undergraduate Programs

FLORIDA ATLANTIC UNIVERSITY

Department Social Work

College Social Work and Criminal Justice
(*To obtain a course number, contact **erudolph@fau.edu***)

Prefix: SOW **Number: 1130**	*(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)* **Lab Code**	**Type of Course** Lecture	**Course Title** Race and Cultural Inclusion in Social Work

| **Credits** (Review *Provost* Memorandum)

3

Effective Date
(TERM & YEAR)
Fall '22 | **Grading**
(Select One Option)

Regular ⦿

Sat/UnSat ◯ | **Course Description** *(Syllabus must be attached; see Template and Guidelines)*

This Intellectual Foundations Program (IFP) course provides students with an understanding of the concepts of race, culture, and inclusive practice in the field of social work.
Students are provided the opportunity to explore and examine the role of cultural diversity, including the origin of specific populations and the effects of migration on cultures. Further, students will gain an understanding of the effects of diaspora and migration and the interactions that exist between and among cultures, societies, and nations. |

Prerequisites, with minimum grade* N/A	**Corequisites** N/A	**Registration Controls** *(Major, College, Level)* N/A

***Default minimum passing grade is D-.** **Prereqs., Coreqs. & Reg. Controls are enforced for all sections of course**

WAC/Gordon Rule Course **Yes** ✔ **No** WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See WAC Guidelines.	**Intellectual Foundations Program (General Education) Requirement** *(Select One Option)* Global Citizenship General Education criteria must be indicated in the syllabus and approval attached to the proposal. See GE Guidelines.

Minimum qualifications to teach course
Masters in Social Work

Faculty Contact/Email/Phone Atensia Earp-Bowen aearp2016@fau.edu	**List/Attach comments from departments affected by new course** None- the course focuses on social work practice

Approved by		Date
Department Chair	X(eather Johnson, PhD, ncsw	9/24/2021
College Curriculum Chair	Precious Skinner-Osei, PHd, MSW	9/22/2021
College Dean	Naelys Luna	09/24/2021
UUPC Chair	Ethlyn Williams	2-28-22
Undergraduate Studies Dean	Daniel Meeroff	2-28-22
UFS President		
Provost		

Email this form and syllabus to mjenning@fau.edu seven business days before the UUPC meeting.

NewCourseUG, revised Summer 2021

☐

FLORIDA ATLANTIC UNIVERSITY
Phyllis and Harvey Sandler School of Social Work
Race & Cultural Inclusion in Social Work
SOW 1130
(3 Credits)

Semester:
Day of Class:
Instructor:
Phone:
Email:
Canvas: http://canvas.fau.edu

Classroom:
Class Times:
Office Hours:
Office Location:
Web: www.fau.edu/ssw

STANDARD COURSE SYLLABUS POLICIES

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see https://www.fau.edu/sw-cj/documents/standard-course-syllabus-policies.pdf. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

BSW PROGRAM MISSION

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

COURSE DESCRIPTION

This course provides students an understanding of the concepts of race, culture, and inclusive practice in the field of social work. Students will gain an introduction

COVID-19 Statement

Due to the surge in COVID-19 cases and the delta variant, all students regardless of vaccination status are expected to wear masks while indoors in any FAU facilities, including classrooms and laboratories. Students experiencing flu-like symptoms (fever, cough, shortness of breath), or students who have come in contact with confirmed positive cases of COVID-19, should immediately contact FAU Student Health Services (561-297-3512). Symptomatic students will be asked to leave the classroom to support the safety and protection of the university community. For additional information visit https://www.fau.edu/coronavirus/ In classes with face-to-face components, quarantined or isolated students should notify me immediately as you will not be able to attend class. I will not be able to offer an online version of the class but will make reasonable efforts to assist students in making up the work. Vaccinated students have much lower chances of needing to quarantine and a much lower chance of missing class time.

1

to these concepts and how they may be applied to the micro, mezzo, and macro levels of social work practice (i.e., with individuals, families, organizations, and communities). Students are provided the opportunity to explore and examine the role of cultural diversity, including the origin of specific populations and the effects of migration on cultures. Further, students will gain an understanding of the effects of diaspora and migration and the interactions that exist between and among cultures, societies, and nations. This IFP (Intellectual Foundations Program) course is designed to increase student awareness of political, economic, societal, historical, and cultural aspects of oppression and unanticipated cultural practices that affect specific minority populations. These populations include but are not limited to black and brown individuals (e.g., African American. Latinx, Haitian, Asian, and indigenous individuals and communities, as well as women, older individuals, people with disabilities, LGBTQ+ individuals, and immigrants). It is important to note that the groups highlighted in this course are not reflective of all cultural groups and will be used as a means to broaden students' thought processes surrounding the inequities that exist among these populations.

EDUCATIONAL OBJECTIVES
Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors:

1. Demonstrate self-awareness of their own cultural identities, values, and biases in a number of areas including but not limited to childhood and family background, race/ethnicity, social class, gender and sexual identity, religion/spirituality, immigration status, as well as other sociocultural factors. This will be measured by class participation, tests, and written assignments.
2. Demonstrate means of countering oppression, bias, and stereotyping by identifying the concepts of diversity, equity, inclusion, and social justice in social work. (i.e., anti-oppressive social work). This will be measured by class participation, tests, and written assignments.
3. Apply cultural humility and critical thinking to gain an understanding of specific immigrant communities and cultures, with the understanding that the process of knowing any community or culture other than one's own is a challenging responsibility far beyond the scope of any single course. This will be measured by class participation, tests, and written assignments.
4. Demonstrate professional skills and attitudes that empower clients to articulate their personal experiences and define their own culture(s) and use this insight to understand other cultures from a global lens. This will be measured by class participation, tests, and written assignments.
5. Create an understanding of social identity on a macro level by exploring models and systems of privilege, marginalization, invisibility, and oppression that shape the way groups are perceived by society nationally and globally. This will be measured by class participation, tests, and written assignments.
6. Explain the historical, conceptual, and theoretical concepts of implicit bias, explicit bias, social identity construction, systemic racism and oppression, culturally inclusive competence, human rights, and anti-racism and anti-oppressive social work. This will be measured by class participation, tests, and written assignments.

7. Assess the role of social justice and action through community movements and multicultural organizational change. This will be measured by class participation, tests, and written assignments.
8. Critically analyze racial disparities in health and social wellbeing, including how local, state, federal, and international policies shape and affect specific minority populations to include migrant and diasporic communities. This will be measured by class participation, tests, and written assignments.

This is a General Education course in FAU's Intellectual Foundations Program (IFP). IFP General Education Outcomes include: (1) Knowledge in several different disciplines; (2) The ability to think critically; (3) The ability to communicate effectively; (4) An appreciation for how knowledge is discovered, challenged, and transformed as it advances; and (5) An understanding of ethics and ethical behavior. This course meets the Foundation in Diversity, Equity, and Inclusion requirement for the Intellectual Foundations Program. Students completing this requirement will demonstrate an understanding of: (1) different individual, cultural, and national identities; and (2) the economic, political, environmental, and/or social processes that influence human action/interaction.

IFP Student Learning Outcomes

Learning outcome #1: origins and consequences of different individual, cultural, and national identities.

Students will develop an understanding of social identity on a macro level by exploring models and systems of privilege, marginalization, invisibility, and oppression that shape the way groups are perceived by society nationally and globally. This will be measured through the Cultural Awareness, Human Rights Movements Assignment.

Learning outcome #2: economic, political, environmental, and/or social processes that influence human events across place and time.

Students will be able to explain the historical, conceptual, and theoretical concepts of implicit bias, explicit bias, social identity construction, systemic racism and oppression, race theory, and anti-racism and anti-oppressive social work. This will be measured through the Diaspora and Migration Into a New World Assignment.

Learning outcome #3: causes and consequences of the interaction between and among cultures, societies, and nations.

Students will demonstrate means of countering oppression, bias, and stereotyping by identifying the concepts of diversity, equity, inclusion, and social justice in social work. (i.e., anti-oppressive social work). This will be measured through the Equity, Equality, Inclusion, Diversity, and Justice Literary Debate assignment.

TEACHING METHODOLOGY
This course offers a great opportunity for students to be exposed to the voices of others and to

voice their own ideas. As such, your experience in this course is critically connected to your peers. During classroom conversations and activities, I ask that you take the time to listen and genuinely consider new perspectives. I also ask that you share your own thoughts and experiences as they will bring material to life. Throughout this process, all voices will be welcomed, valued, and respected. Small and full classroom discussion and other activities will require student participation and are designed to encourage self-reflection and the expansion of how you see and interact with people from various racial and cultural identities.

The hybrid teaching methods utilized in this course include interactive discussion, discussion board assignments, organized debate, lectures, assigned readings, films, group exercises, interviews, library and web research, and guest speakers.

REQUIRED READINGS
The required textbooks for this course are available at the campus bookstore:

Lum, D. (2011). *Culturally competent practice: A framework for understanding diverse groups and justice issues.* (4th ed.). Boston, MA: Cengage Learning.

National Association of Social Workers. (2021). *Racial Equity.*
https://www.socialworkers.org/Practice/Ethnicity-Race/Racial-Equity

RECOMMENDED READINGS

Diller, J. (2019). *Cultural diversity: A primer for the human services* (6th ed.). Boston, MA: Cengage Learning.

Koppelman, K. (2020). *Understanding human differences: Multicultural education for a diverse America.* London, England: Pearson.

McNeese, T. (2014). *Disability rights movement.* North Mankato, MN: ABDO.

Murphy, M. (2019). *Living out loud: An introduction to LGBTQ history, society, and culture.* Oxfordshire, England: Routledge.

Singleton, G.E. & Linton, C.W. (2015). *Courageous conversations about race. A field guide for achieving equity in school.* Thousand Oaks, CA: Corwin

NASW (2021). Practice standards and indicators of cultural competence in social work practice.
https://www.socialworkers.org/Practice/Practice-Standards-Guidelines

Other course readings may be distributed in class or via CANVAS (see http://canvas.fau.edu). Please set notifications on CANVAS, including whether you want email notifications to go to your FAU email or another address (using FAU email is generally preferred). If you are experiencing problems logging onto MyFAU or CANVAS, please contact the helpdesk at 561.297.3999.

COURSE ASSIGNMENTS AND EVALUATION
Students will be evaluated based on the following assignments. **Late assignments are not accepted except under extreme extenuating circumstances. Timely communication with the instructor is a necessity.**

Attendance and Participation (15% of final grade)
Social work education is designed to help students prepare for professional practice. In order to model ethically appropriate practice, please treat coming to classes as you would treat working at an agency. Given the Council on Social Work Education's requirements for professional behavior, *attendance for all classes is required*. Two or more unexcused absences, excessive tardiness, or patterns of leaving or logging off early may result in a reduction of the final grade. Students may be asked to present a written excuse from a healthcare provider for excused absences due to illness or other documentation for other circumstances. Since participating in class is an integral part of social work education, it is vital that the student is in class; therefore, *even with excused absences, the student may be required to withdraw or retake the class*.

Equity, Equality, Inclusion, Diversity, and Justice Literary Debate (15% of final grade)
What's in a word? Do language and media play a role in the way society views these terms? Do these terms create a wedge among races/ethnicities? Are these terms necessary to expressly identify implicit/explicit biases in society? How do these terms marginalize/oppress vulnerable communities and how do they foster social justice?

Students will form in groups of 2 to 3 to research and locate 3 articles, videos, social media posts, blogs, etc. where the terms equity, equality, inclusion, diversity, and justice are used. Once located, students will present a PowerPoint that discusses the use of those terms and the history of the terms and debate the quality and controversy associated with these terms. Students will distinctly identify their opinion on the use of the terms and respectfully argue their point of view. Further directions will be provided in CANVAS.

Diaspora and Migration into a New World Assignment (20% of final grade)
Many events have occurred in the life span of minority populations throughout the years. It is critical to identify and evaluate these events and analyze how the events led to policies that aimed to improve the rights of these populations. Students will be given a sample migrant/diasporic individual or family provided by the instructor based on the population list below.

Using a PowerPoint presentation (15-20 slides), students will demonstrate an understanding of the complexity, contributing factors, and repercussions of policies aimed towards immigrant families. You will identify the plight of the family spanning from their country of origin to their settlement in the United States. You will also explore policies or social programs related to healthcare, housing, food security, economic programs, neighborhood issues, and criminal justice and legal concerns that affect the family's transition into a new society. Students will identify current and past issues that affect individuals/families who migrate to the United States from other countries and analyze how these issues affect their quality of life in a new country.

Students will choose their immigrant population of choice from the list below and create a timeline demonstrating an immigrant family's plight to acculturation and/or assimilation into the United States. The following information will be included in the PowerPoint:

- What was the root cause of the individual/family relocating from their country of origin to America?
- Identify the family's native language.
- What was the individual/family's travel method into the United States?
- Examine the country's immigration requirements and explore the individual/family's ability to accomplish these requirements.
- Identify the family's cultural traditions (i.e., holidays, religious observations, food, other traditions).
- Discuss educational values and opportunities spanning from their country of origin to their new country.
- Discuss employment values and opportunities spanning from their country of origin to their new country.
- Highlight their new living environment in comparison to their prior living environment.
- Identify areas of implicit/explicit bias, social identity construction, systemic racism, and oppressive factors that contribute to the individual/family's successes and challenges.

Students will write a summary at the end of the timeline highlighting current policies/laws that have proven to be beneficial for this individual/family or if there should be revisions or amendments to those policies. What effects have these policies/laws had on the population as a whole?

Students are encouraged to utilize their creativity in the creation of this timeline using alternate technology formats that they are familiar with.

a. African Family
b. Asian Family
c. Hispanic/Latino Family
d. Jewish Family
e. Caribbean Family
f. Muslim Family
g. LGBTQ+ Individual or Family

Cultural Awareness, Human Rights Movements Assignment (20% of final grade)
Students will demonstrate an understanding of the complexity, contributing factors, and repercussions of cultural awareness, or lack thereof around the globe. Many of these cultural awareness/human rights awareness issues have transcended into major social/political movements. Students will choose a movement of their choice to include Black Lives Matter, Stop AAPI Hate, or other approved movement that has taken place to create inclusion and/or fight for the rights of minority populations. You will assess/address issues related to the global and national history surrounding these populations, systems of privilege, marginalization, invisibility, and oppression that introduced and shaped the movement.

Students will create an outline of factors related to demographics, laws and policies, criminal justice concerns, economic factors, social characteristics, etc. that incited communities to take a stand on this topic.

Students will then write a 3–4 page analysis paper (excluding the title page and reference page) of their findings written in APA format. Your paper should be thoughtfully completed in your best-written communication style, free of errors in grammar, spelling, and sentence structure. A minimum of 2 references is required.

Final Exam (30% of final grade)
Information regarding the final exam will be announced during class. THERE ARE NO MAKE-UPS FOR EXAMS.

Course Grading:
Your Final Grade for this course will consist of the sum of the points earned in all assignments, presentations, attendance, and class participation. Grades will be assigned as follows:

94-100=A	80-83= B-	67-69= D+
90-93= A-	77-79= C+	64-66= D
87-89= B+	74-76= C	60-63= D-
84-86= B	70-73= C-	0-59= F

COURSE OUTLINE AND READING ASSIGNMENTS*

*This is a tentative schedule. The following outline and readings may change as the course progresses, given student interests, needs, and, or guest speaker presentations. Additional readings may be distributed in class. Changes will be discussed in class and posted on CANVAS.

Class	Topics	Readings	Assignments Due
Class 1	Syllabus Review Cultural Competence – the history Diaspora of Nations (Uncovering Language, Families, Food, Etc.) Current Cultural Competence Issues Ethical Standards and Competencies Exploring personal beliefs Measuring your personal path to cultural competence	Lum, Chapter 1	
Class 2	Understanding social context Discovering the history of migration Defining Race, Color, Nationality, Ethnicity Contextual Realities Defining social and economic justice and injustice Social Justice Theory Oppression Empowerment	Singleton, Chapter 1 & 2 Lum, Chapter2 Lum, Chapter 3	
Class 3	Cultural Awareness Client-Worker Intersectionality System Career Exploration and Integration of Cultural Awareness	Case Study Video Lum, Chapter 5	

Class 4	Immigration (Patterns, Process Emerging Theories) / Methodologies of Historically Oppressed Groups	Lum, Chapter 6	Literary Debate Assignment Due Reading-Immigration Concerns at the Border
Class 5	Culturally Diverse Service Delivery Jamaican, Hatian, Caribbean Americans – History& Immigration Concepts	Lum, Chapter 8 Koppelman Video / Speaker	Case Study-Caribbean Americans and the US Workforce
Class 6	Culturally Diverse Service Delivery-African Americans – History & Immigration Concepts	Lum, Chapter 10 Singleton Video / Speaker	Case Study-Alone in the Classroom and in the Housing Market Slave Trade/Civil Unrest Reading
Class 7	Culturally Diverse Service Delivery-Latino,a,x/Hispanic Americans - History & Immigration Concepts	Lum, Chapter 11 Koppelman Video / Speaker	Case Study-Deportation/Families Disconnected
Class 8	Culturally Diverse Service Delivery – Asian Americans - History & Immigration Concepts	Lum, Chapter 12 Koppelman Video / Speaker	Diaspora & Migration Assignment Due Case Study-The Chinese American Woman and Nutrition
Class 9	Culturally Diverse Service Delivery-Jewish Individuals	Video/Speaker	http://pbs.org
Class 10	Culturally Diverse	Lum, Chapter 13 Video / Speaker	Case Study-Stop the Discrimination

	Service Delivery-Muslim Americans - History & Immigration Concepts		(Effects of 9/11)
Class 11	Culturally Diverse Service Delivery-Immigrants	Lum, Chapter 14 Koppelman Video	Reading: Pew Research Institute
Class 12	Culturally Diverse Service Delivery-International Women	Lum, Chapter 15 Murphy Video	Cultural Awareness, Human Rights Movements Assignment Due
Class 13	Culturally Diverse Service Delivery-LGBTQ+ Individuals	Lum, Chapters 16 & 17 Video Final Exam Review	
Class 14	Course Review and Evaluation		Final Exam

Web Sites relating to diverse groups, rights, culture, and race issues:

- https://naacp.org/
- https://www.socialworkers.org/
- https://cssp.org/our-work/focus/racial-equity/
- https://www.rockthevote.org/get-involved/
- https://blacklivesmatter.com/
- https://www.lwv.org/
- https://www.hrc.org/
- https://www.aclu.org/issues/lgbt-rights?redirect=lgbt
- https://chci.org/
- https://www.adl.org
- https://www.chcfinc.org/
- https://www.ascendleadership.org/default.aspx
- https://www.apiahf.org/about/
- https://www.nabsw.org/

* In the event of a hurricane warning or other emergencies, see www.fau.edu or watch for other media announcements for updates on whether there will be a disruption in FAU classes. Class times and assignments will be modified as needed.

Computer Requirements

• Operating System
  o A computer that can run Mac OSX or Win XP or higher
•Peripherals
  o A backup option should be available to minimize the loss of work. This can be an external hard drive, a USB drive, cloud storage, or your folder on the FAU servers.
• Software
  o Please visit http://canvas.fau.edu to check for LMS compatibility with your computer (Google Chrome tends to work best). Make sure your Internet browser is compatible and that you have all the recommended plug-ins installed.
  o Other software may be required for specific learning units and/or modules, but the links to download and install it will be provided within the applicable unit and/or module. You may also need headphones with a microphone for videoconferencing sessions.

Online Communication Policy

• Announcements
  o You are responsible for reading all announcements posted by the instructor. Check the course announcements each time you login to be sure you have read all of them since your last login session.

• Course-related Questions

- o Post course-related questions to the FAQ discussion board. Asking course-related questions in this way allows other participants with the same question to benefit from the responses. Also, make sure you review this forum prior to posting a question; it may have already been asked and answered in previous posts. Except Saturdays, Sundays, and holidays, questions will, generally, be answered by instructors within 48 hours.
- • Email Policy
  - o Except for Saturdays, Sundays, and holidays, instructor typically, will respond to messages within 48 hours. Such messages should only be used to communicate personal or confidential matters; otherwise, please use the FAQ discussion board within the course.

Technical Problem Resolution Procedure

In the online environment, there is always a possibility of technical issues (e.g., lost connection, hardware or software failure). Many of these can be resolved relatively quickly, but if you wait until the last minute before due dates, the chances of these glitches affecting your success are greatly increased. Please plan appropriately. If a problem occurs, it is essential you take immediate action to document the issue so your instructor can verify and take appropriate action to resolve the problem. Please take the following steps when a problem occurs:

1. Contact the eSuccess Advisor, Eduardo Santiago for assistance
Edwardo Santiago - eLearning Success Advisor - 561-297-3590 or esantia5@fau.edu
2. If you can, make a Print Screen of the monitor when the problem occurs. Save the Print Screen as a .jpg file. If you are unfamiliar with creating a Print Screen file, visit
http://en.kioskea.net/faq/141-print-screen-screen-capture-windows-mac-os-x-and-unix-linux.
3. Complete a Help Desk ticket http://helpdesk.fau.edu/. Make sure you complete the form entirely and give a full description of your problem so the Help Desk staff will have the pertinent information in order to assist you properly. Canvas also has its own help system (including chat and phone options)
4. Send a message within Canvas to your instructor to notify him/her of the problem. Include all pertinent information of the incident (2b-d above).
5. If you do not have access to Canvas, send an email to your instructor with all pertinent information of the incident (2b-d above).
6. If you do not have access to a computer, call your instructor with all pertinent information of the incident. If he/she is not available, make sure you leave a detailed message.
7. If you do not hear back from the Help Desk or your instructor within a timely manner (48 hours), it is your responsibility to follow up with the appropriate person until a resolution is obtained.

FAU Dean of Students	https://www.fau.edu/dean/
FAU Counseling and Psychological Services	https://www.fau.edu/counseling/
Student Accessibilities Services	https://www.fau.edu/sas/
Office of Information Technology Online Help Desk:	http://helpdesk.fau.edu
FAU Libraries Website:	http://www.fau.edu/library
Center for Learning and Student Success Website:	http://www.fau.edu/class

University Center for Excellence in Writing:	http://www.fau.edu/UCEW
Math Learning Center:	http://www.math.fau.edu/MLC
Office of Undergraduate Research and Inquiry:	http://www.fau.edu/ouri
Student Accessibility Website:	http://www.fau.edu/sas
Office of International Programs and Study-abroad:	www.fau.edu/goabroad
Freshman Academic Advising Services:	http://www.fau.edu/freshmanadvising