Please note: When sending an e-mail you must include your name, course name, and time your section meets in the subject line. E-mail without this information may be discarded without being opened in order to reduce transmission of computer viruses.

Example: Subject: Jane Doe, SW350

Purpose and Description
Social Work 350, Cultural Pluralism explores the attitudes, beliefs, and behaviors that have given rise to individual and institutional prejudice, discrimination, racism, sexism and other intergroup biases throughout the history of the United States. The demographics of our changing world and the need to use effectively and efficiently all our human and natural resources challenges us to seek common values and understanding among the diverse groups in our community. Readings, lectures, classroom work and writing assignments are designed to help the student reach a new level of critical thinking about the benefits and problems of diversity in our community.

The Social Work Code of Ethics requires members of this profession to “promote conditions that encourage respect for the diversity of cultures which constitute American society”, and to “act to prevent and eliminate discrimination against any person or group on the basis of race, color, sex, sexual orientation, age, religion, national origin, marital status, political belief, mental or physical condition, or any other preference or personal characteristic, condition or status”. (NASW Professional Standards, Code of Ethics). In this class we will be exploring the issues raised in light of those ethical standards and responsibilities.

Objectives
A. Knowledge

1. Understand the history of contact and interaction of the American majority with various minority groups based on gender, sexual orientation, socio-economic status, ability age, etc.

2. Understand and appreciate the practices and processes of cultural diversity in American social and institutional life in order to better function as a citizen of a multicultural nation.

3. Understand the theoretical explanations of the causes and remedies of prejudice, discrimination, racism and oppression.

B. Skills

1. Recognize prejudice, discrimination and oppression when present in our personal learning and psychological development, inter-group relationships and in the policies and procedures of the major institutions of society.

2. Develop effective interpersonal communication skills.
3. Think critically about social institutions and policies effecting the diverse populations in the United States and throughout the world.

C. Values and Ethics

1. Respect the right of all people to have access to the resources, services, opportunities and power that one expects for him/herself.

2. Acknowledge his/her personal values and how they may complement or interfere with his/her effective functioning in a multicultural society.

3. Accept that cultural differences exist and impact personal and institutional relationships.

Outcomes

After completing this course, students will be able to:

- Think critically about benefits and problems of diversity in our community.
- Understand the differential impact of social policies on the diverse groups in American society.
- Articulate values and beliefs and demonstrate the ability to recognize how they complement or conflict with the attitudes and beliefs of others.
- Become more tolerant of difference through empathy and self-awareness.
- Identify economic, social and political factors effecting the assimilation of various minority groups into the traditional American culture.
- Define different models of assimilation processes and outcomes.
- Distinguish correctly the differences between prejudice, discrimination and racism.
- Evaluate the efficacy of strategies for reducing prejudice, discrimination oppression and racism.
- Identify correctly the presence (absence) of prejudice, discrimination, racism or oppression in simulated and real life situations.
- Demonstrate the capacity to apply the elements of effective communication in oral and written discussions.
- Demonstrate ability to distinguish between facts and opinions with respect to inter-group relationships.
- Demonstrate ability to apply course concepts and principles to new problems and situations.
- Report on current events demonstrating critical thinking and applying theories from the course.
- Apply evidence based research practices to determining the efficacy of attempts to address oppression, racism, sexism etc. within American institutions and students’ fields of study.
COURSE TOPICS

During the course of the semester we will discuss: cultural competence, racial identity development, personal identity and group culture (sex, gender, race, ethnicity, sexual orientation, class, ability, socioeconomic status), majority and minority cultures and their respective responses to their status, stratification, racism, discrimination, oppression and their consequences.

COURSE REQUIREMENTS

A. Attend and Participate In Class

Participation may contribute toward your final grade
If you are sleepy, please step outside, drink some water, then return.

DO NOT SLEEP, SIDE TALK, USE YOUR CELLPHONE, OR HEADSET OR OTHER ELECTRONIC EQUIPMENT OR READ IN CLASS. (EXCEPT AS IT RELATES TO THIS CLASS)

During exams and quizzes, all electronic equipment must be turned off and out of sight. Anyone responding to a cell phone or using any electronic device during an exam or quiz may be suspected of cheating.

Ask permission to leave, if you must, during an exam

B. Reading Assignments


Exams and quizzes may include content from reading assignments which are not discussed in classroom lectures.
Students are responsible for all assigned reading.
Additional articles may be assigned throughout the semester.

C Assignments: information about assignments is also available in the “Blue Binder” that will be available in the classroom.

PAPER:

Papers will be accepted until the last class meeting (Dec. 6)
Paper criteria are available on Blackboard and in the “Blue Binder” that is available at each class meeting

D. ENCOLUNTER ESSAY: Due September 13

Students may download the Encounter assignment from Blackboard.

E. QUIZZES:

Quizzes may be given at any time throughout the semester, will usually be given at the beginning of class period or online.
There will be no provision to make up exams or quizzes if students are late or absent unless there is documentation of a medical or other extenuating circumstance which the instructor determines to be a legitimate excuse to miss class.

Quizzes will be on material recently discussed or assigned.

Students requiring special accommodations are required to inform the instructor early in the semester, make their own arrangements with Student Health Services AND email the instructor before exams to assure that exams are emailed to DSST in a timely manner.

F. CURRENT EVENTS:

Students may download a Current Event Report Form on Blackboard.
Students may earn up to 15 points by presenting one current event.
These points ARE NOT EXTRA CREDIT – they are part of the calculation of all points earned.
Articles will be relevant to course content
Students will complete and submit the provided outline on the date they have selected on the sign-up sheet – available at the beginning of the semester and at each class meeting.
To receive full credit, students must make their presentations on their selected date (earlier presentations may be accepted – time permitting)
To receive full credit, students must attach the article and completed Current Event Form (available on Bb) at the time of their oral presentation.
Late attachments will not be accepted!
Students will briefly share the highlights of the article in class and be prepared to respond to questions
This is a subjective grade – based on the instructor’s perception of the quality, relevance and degree of participation.
The instructor will allow class time for Current Event presentations throughout the semester.
Students are responsible for presenting their articles during class and are urged to make these presentations throughout the semester.
THERE WILL BE NO CURRENT EVENT PRESENTATIONS AFTER NOVEMBER 29.

G. EXAMINATIONS - There will be two, equally weighted exams (15 pts. each).

Midterm October 23

Final Exam December 11, 10:30 to 12:30

Exams may include content from Schaefer, assigned articles, class discussions, and videos.
Examinations will be Scantron scored on ParSCORE forms:
F-288-ERI-L for the midterm (large form)
F-289-ERI-L for the final (small form)
Students are to provide their own ParSCORE sheets.
Students are to fill in all required information and answers on the Scantron forms – special attention to accuracy will be appreciated. ID numbers are to be entered on BOTH SIDES of the form on each test.
Poor or multiple filling in of responses or inadequate erasures may not be corrected and may be marked as errors for scoring purposes.
If you put down the wrong ID number or leave it out entirely, the machine will not score that section of the test.
No make-up examinations or quizzes will be permitted unless:
- The student is ill and that illness is verified in writing on stationery by a medical practitioner
- University sponsored events conflict with the test dates. Written, advanced, notification from the event sponsor is required and arrangements must be made prior to the quiz/examination day.
- Other requests will be subject to instructor approval based on substance and verification of the issue.

H. POLICIES REGARDING ASSIGNMENTS AND EXAMINATIONS

Ethical accountability: Social Work is an honorable profession – reflecting the character of the individual practitioner. Students are expected to submit their own work – this means:

- That they will not take credit for another’s thoughts, ideas etc. by failing to give credit for sources in papers or copying the work of others during examinations.

If a student is suspected of cheating during an exam or of committing plagiarism:
- the student may receive no credit for the test or paper
- the incident may be reported to the school
- the incident may lead to dismissal from the University

Timeliness:
- Assignments which are not submitted in class on the due date and time may be left in the Social Work office. (HH 119)
- If submitted to the SW office, they will be “on time” if they are date stamped by staff on the day and time they are due
- If they do not meet the above criteria, they will be marked down one grade for each day they are late. Weekends count in this equation as “late days.”

Extra Credit: There is no opportunity for individual extra credit.
- The assignments are those listed in this document.

I. GRADING

Refer to “School of Social Work Grading Policy” at the School website.

Objective examinations are graded according to their correctness as established by the reading, media or lecture. Essay questions, presentations and papers will be graded subjectively.

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<tr>
<th>Assignment</th>
<th>Possible points</th>
<th>Due date</th>
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| Examinations               | 30 (15 pts. each) | Midterm: Oct. 23
|                            |                 | Final: Dec. 11 10:30-12:30   |
| Encounter Essay            | 10              | September 13                 |
| Classroom Activities       | 15              | Throughout semester         |
| Paper - Cultural Awareness | 15              | December 6                   |
| Quizzes                    | 15              | Various dates - unannounced  |
| Current event              | 15              | Throughout semester         |
Final Grade calculation - final grades are calculated on a percentage basis. The factors in grading (exams, presentation and paper, observation, quizzes and current event articles) add up to a total of 100 points. The following are the letter equivalents:

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<thead>
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<th>Grade</th>
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