Concord University

SOWK 660: Appalachian Diversity in a Global Context

Master Syllabus

I. COURSE DOMAIN AND BOUNDARIES:

This course will focus on issues unique to Appalachia particularly focusing on diversity and social justice. It is designed to prepare graduate level social work students to be knowledgeable of people’s biases based on race, ethnicity, political ideology, culture, relation, age, sex, sexual orientation, social and economic status, disability and how these contribute to discrimination and oppression. Students will learn about diverse cultures, family structure, roles, immigration and assimilation experiences of marginalized groups. Students will also learn about the influence of dominant culture on these diverse and marginalized (population at risk) groups.

Additionally, this course will examine the adaptive capabilities and strengths of these marginalized groups and how such capabilities and strengths can be used in effective social work practice. This course is designed to assist social work graduate students in understanding the complex nature of the person in the environment, while taking into consideration the dynamics of social diversity, oppression, and social functioning. Students will explore their own personal behaviors, beliefs, and values that may negatively impact their ability to practice social work with people of diverse backgrounds, in particular, disadvantaged and oppressed persons. This course will utilize ecological and systems perspectives which provide a theoretical foundation for analysis of the social and physical environment as well as the political reality of diverse populations.

<table>
<thead>
<tr>
<th>COMPETENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>2- Apply social work principles to guide professional practice</td>
</tr>
<tr>
<td>3- Apply critical thinking to inform and communicate professional judgments</td>
</tr>
<tr>
<td>4- Engage diversity and difference in practice</td>
</tr>
<tr>
<td>5- Advance human rights and social and economic justice</td>
</tr>
<tr>
<td>11- Analyze the impact of the Appalachian context on a range of consumer</td>
</tr>
<tr>
<td>systems, including practice applications</td>
</tr>
</tbody>
</table>
II. BENCHMARKS:
   a. Students will analyze Appalachian diversity and ethnicity
   b. Students will write an analysis paper of instances of personal, institutional, and socioeconomic discrimination
   c. Personal work plan for incorporating culturally sensitive practice with action steps.
   d. Students will write a paper focusing on Appalachian Diversity and include a study of a family's or group's diversity

III. LEARNING OUTCOMES:
By the end of this course, students will be able to:
   exam
   demonstrate an understanding of the impact of personal values and professional social work values and ethics in working with diverse populations and awareness of the potential for value conflicts(Competency 2-A)
   critically examine their personal traits, attitudes and values regarding human diversity and evaluate their compatibility with the values of the social work profession(Competency 2-D)
   gain an understanding of the role research plays in understanding the needs of marginalized and oppressed populations an in generating the assets that increase the resilience and options of oppressed populations . (Competency 3-A)
   examine personal attitudes and values regarding Appalachian diversity and evaluate their compatibility with the purposes and roles of the social work profession (Competency 4-A)
   be aware of the ways in which cultural and other background factors affect perceptions and feelings and the expression of these qualities (Competency 4-A)
examine the cycle of socialization and recognize the mechanisms that maintain the cycle and actions that can interrupt that cycle (Competency 4-A)

describe and assess how discrimination and oppression impact the lives of people of color and other marginal populations in Appalachia and the United States (Competency 4-A)

be able to identify theoretical frameworks/perspectives that facilitate the understanding of oppression in its varied forms (Competency 4-A)

critically assess client systems (individuals, families, groups, organization and communities in which cultural norms and behaviors are evaluated as strengths and differentiated from problematic or symptomatic behaviors (Competency 4-A)

describe the dynamics of working with a wide range of people who are culturally different or similar to themselves (Competency 5-A)

recognize at a beginning level the impact of diversity on human relationships (Competency 5-A)

analyze the relationships among power, privilege and oppression among marginalized and non-marginalized populations (Competency 5-A)

recognize and combat stereotypes, myths and discriminatory attitudes and practices held by individuals and institutions (Competency 5-A)

gain an understanding of the needs and services of diverse populations in Appalachia and the dilemmas they experience in accessing social services (Competency 5-B)

demonstrate an understanding of advocacy an empowerment skills in their work with clients (Competency 5-B)
develop skills in creating an environment that demonstrates and develops respect for human diversity (Competency 5-C)

develop skills to create strategies to advocate for social, political, legal, and economic justice for oppressed populations (Competency 5-C)

describe ways social systems promote or deter achieving health and well-being for diverse families and groups of people who have experienced oppression and discrimination, particularly relevant to Appalachian settings (Competency 11-A)

IV. EXPECTATIONS: Students will fully participate in the world wide web environment through discussions and assignments. Each participant will demonstrate a sincere effort through written discussion postings and written assignments to understand the origin and possible impact of their own beliefs, values, and behaviors and then challenge and change those that may be contrary to professional social work ethics relative to diversity and oppression.

Students are expected to complete weekly discussion postings and assignments punctually. The instructor should be notified of late / incomplete assignments.

Students are expected to complete their own work without the unauthorized assistance of others. If you do need assistance or are having trouble with this course, you are encouraged to contact me for assistance (tphilpott@concord.edu; (304) 384-5282; or stop by my office in the Beasley Student Center, Room 202). All students are expected to conduct themselves in accordance with the highest standards of academic courtesy and honesty. Academic dishonesty includes, but is not limited to, plagiarizing the works of others.

V. GROUND RULES: Given the nature of this course, the following rules are intended to promote an atmosphere which will facilitate the learning process as well as respect the experiences of different groups in the learning environment and the larger society.
1. Acknowledge that racial and ethnic oppression exists in our society.

2. Acknowledge that one of the key elements of oppression is the systematic teaching of incorrect information (mis-information) regarding ethnicity and race.

3. We will actively pursue information and research involving Appalachian racial and ethnic groups.

4. We will share information and ideas with members of this class and we will never verbally attack, demean, devalue, or put down others for their experiences.

5. We each have an obligation to actively combat the myths and stereotypes about race and ethnicity so that barriers impeding group cooperation can be broken down.

6. We will assume that all of us (regardless of ethnicity, racial identity, nationality, sex, socioeconomic class, cultural background or sexual preference) have been influenced by the “isms” of society (racism, sexism, classism, etc.) and that individuals can change.

7. We will always create a “safe atmosphere” for open discussion. At times, members of the course may wish to make comments that they do not want repeated outside of the classroom. If so, the student may preface his or her remarks with a request and the class will agree not to repeat the remarks.

8. We will endeavor to see the world through experiences of people who have different perspectives than our own. This will mean not assuming that one’s own perspective is the only or the best way to see or think.

VI. PERFORMANCE CRITERIA:

Through written discussions, assignments and class participation, the student will be expected to meet the knowledge and skill objectives outlined above.

VII. TEXTS AND REQUIRED MATERIAL:
All assignments will involve journal articles with links in each week's assignments.
VIII. ASSIGNMENTS AND GRADES:

Discussions 240 points
Assignments 300 points
Personal Work Plan 110 points

<table>
<thead>
<tr>
<th>Grading scale:</th>
<th>Points Awarded</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100</td>
<td>A 18-20/20 or 90-99/100</td>
</tr>
<tr>
<td>80-89</td>
<td>B 16/20 or 80-89/100</td>
</tr>
<tr>
<td>70-79</td>
<td>C 14-15/20 or 70-79/100</td>
</tr>
<tr>
<td>60-69</td>
<td>D 12-13/20 or 60-69/100</td>
</tr>
<tr>
<td>50-59 or below</td>
<td>F 11 or below/20 or 59 or below/100</td>
</tr>
</tbody>
</table>

COURSE OUTLINE

Week 1: Concepts and Definitions
Discussion Posting due by Day 4 (Thursday) and a response posting to a course mate due by Day 6 (Saturday).

Week 2: Appalachian Culture
Discussion Posting due by Day 4 (Thursday) and a response posting to a course mate due by Day 6 (Saturday).

Week 3: Does a Culture of Appalachia truly exist
Application Assignment Paper (2 – 4 pages) due by Day 5 (Friday).
Please upload under the Assignment Tab (select Week 3).

Week 4: The Diversity of Appalachia
Discussion Posting due by Day 4 (Thursday) and a response posting to a course mate due by Day 6 (Saturday).

Week 5: Gender Role Expectations in Appalachia
Discussion Posting due by Day 4 (Thursday) and a response posting to a course mate due by Day 6 (Saturday).

Week 6: The Impact of religion on Mental Health treatment in Appalachian Culture
Application Assignment Paper (2 – 4 pages) due by Day 5 (Friday).
Please upload under the Assignment Tab (select Week 6).

Week 7: A “New Diversity In Appalachia
Discussion Posting due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 8:** Appalachian Resilience  
*Discussion Posting* due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 9:** Religious Diversity in Appalachia  
*Discussion Posting* due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 10:** Poverty in Appalachian Culture  
*Application Assignment Paper* (2 – 4 pages) due by **Day 5 (Friday)**.  
Please upload under the Assignment Tab (select Week 10).

**Week 11:** Working with LGBTQ Consumers in Appalachia  
*Discussion Posting* due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 12:** Working with the Persistently Mentally Ill in Appalachia  
*Discussion Posting* due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 13:** Working with the children of Appalachia who have Disabilities  
*Discussion Posting* due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 14:** Working with the Addicted in Appalachia  
*Discussion Posting* due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 15:** Working with Elderly Appalachians  
*Discussion Posting* due by **Day 4 (Thursday)** and a response posting to a course mate due by **Day 6 (Saturday)**.

**Week 16:** Final Assignment  
*Application Assignment Paper* (3 – 4 pages) due by **Day 5 (Friday)**.  
Please upload under the Assignment Tab (select Week 16).


Conley, E. K. (2015, May). Disaster resilience in rural Appalachia. Retrieved from University of Tennessee, Knoxville:

http://trace.tennessee.edu/cgi/viewcontent.cgi?article=2858&context=utk_c hanhonoproj


Spiker, J. K. (2014, May). *East Tennessee State University.* Retrieved from The commission on religion in Appalachia and the twentieth-century emphasis on rural identity:
http://dc.etsu.edu/cgi/viewcontent.cgi?article=3693&amp;context=etd


http://mds.marshall.edu/cgi/viewcontent.cgi?article=1927&context=etd