



The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (<http://www.concord.edu/academics/>).

Course Prefix, Number and Title: SOWK 302 Human Diversity

Course CRN # and Section: CRN 20211 (1AS)

Semester Taught (including year): Spring 2019

Credit Hours: 3

Prerequisites: N/A

Course Time (if applicable): Online

Building and Room Number (if applicable): Online

Professor: Dr. Joan Pendergast

Office Location: Marsh Hall, A211

Office Hours:

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College/Department Website:

www.concord.edu/sws

Course Description/Rationale:

This course will provide an overview of minority issues in American society. It will focus on helping students develop a conceptual understanding about complex and emotionally-charged issues of diversity. These issues include racism, sexism, classism, religious diversity and many other topics. Students are challenged to think about implications from research and to draw conclusions on their own.

This section of the course is offered completely online, however, the instructor will be available for questions, (jpendergast@concord.edu, or 304 384-5289). All instruction and correspondences will be provided through Blackboard (BB) or at times through CU e-mail so all correspondence should be completed via e-mail

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Word

Text requirements:

Koppelman, K. with Goodhart, R.L. (2011) Understanding Human Differences, Multicultural Education for a Diverse America (4th Ed). Boston, MA: Pearson Education Inc.

Eitzen, S.D. and Smith, K.E. (2009) *Experiencing Poverty: Voices from the Bottom* (2nd ed.). Boston, MA: Pearson Education Inc.

Concord University Educational Goal(s):

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship as demonstrated by the following:

3. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.

National Standards:

Council on Social Work Education (CSWE)

Social Work Competencies

Upon graduation from Concord University's Social Work program, students will master the following core competencies:

Competency 1: Demonstrate Ethical and Professional Behavior

- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgement and behavior

Competency 2: Engage Diversity and Difference in Practice

- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice

- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice

- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings

- Use and translate research evidence to inform and improve practice, policy, and service delivery

Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Specific Learning Outcomes:

1. The student will:
2. Demonstrate knowledge of the forms and mechanisms of oppression and discrimination and possess empowerment strategies for promoting social and economic justice and human rights. (COMP 1, 2, and 3)
3. Examine his/her values and beliefs about persons representing diverse groups; (COMP 1, 2, and 3)
4. Examine the reactions, historically and currently, of minorities to the various forms of oppression or inclusion they have/are experiencing; (COMP 1, 2, and 3)
5. Demonstrate the ability to affect policy development processes, to elementally analyze policy, and to impact social policies on human rights, and social and economic justice for clients systems, workers, and agencies; (COMP 2, 3, and 5)
6. Demonstrate understanding of the dynamics of the minority/majority interface; (COMP 2, 3, and 5)
7. Identify the impact that his/her own culture has on his/her own values and beliefs on every day choices.(COMP 1 and 2)

Course Requirements:

Students are to be prepared weekly for discussion of assigned readings and remain ahead to facilitate class. Students are to participate in a collaborative manner, not in a dominating manner.

Since this is an online course, face to face attendance is not required. However attendance online is required and this is measured by participation in discussions and activities, **see the participation section of this syllabus for further details.** Students are expected to go online/attend class regularly, be prepared for and participate in class discussions/exercises. Remember that online attendance/participation factors into your class participation grade at all levels and is a significant portion of your grade.

Discussion: 50pts

Over the course of the semester you will be expected to participate in class discussions. You will complete these discussions utilizing the DISCUSSION tab in Blackboard. You will receive an announcement on Blackboard that the Discussion is open for submissions. All discussions will be submitted by Friday @ 4:00pm. It will be very important that you maintain a schedule of contact with Blackboard so you will be aware of the discussion questions and due dates. Discussion posted after the due date will be graded but will be subject to point deduction.

Online Discussion Behavior

Professional classroom behavior is expected of students at all times (even for online “classrooms”). This involves being respectful to others in the course and not acting in ways disruptive to the course. Failure to comply with this policy will result in removal from the class. A few items to be mindful of (this list is not comprehensive and is not intended to cover all aspects of professional/academic behavior but is intended as a reminder of a few items).

- Using all capital letters in comments is considered shouting in an online setting and shouting is unacceptable in any classroom.
- When posting it is okay to disagree with a person’s perspectives, thoughts, opinions but it is never okay to tell a person their experience is wrong and it is not okay to make disparaging remarks about a person.

- The same conduct that is expected in face to face classroom settings is also expected in the online world of this classroom.
- Be respectful while being thoughtful and honest See Netiquette Guidelines on blackboard or Netiquette Guidelines if you have any questions about appropriateness.

If you have an issue with a classmate, please contact the instructor immediately via CU e-mail.
****Do not confront the other student directly.****

Quizzes: 100pts

There will be a quiz for each week of the course. All quizzes will be completed via blackboard by Friday @4:00pm. The top ten quiz scores will be used to determine the quiz grade.

Movie Project: 100pts

The student will select a movie about an individual or group representing a minority and/or oppressed group in the USA (other than one's own identity) and the experiences of the person/group. Each student will prepare a reflection of this movie. This will not be review of the movie but rather a reflection of your understanding of the movie.

Article Summary: 150pts

Appalachian-American – Each student will review three (3) of the four (4) articles available under the Appalachian Culture tab within the ASSIGNMENT link on Blackboard.

- Read 3 articles
- Write a one to two page summary of the article to include what you learned about Appalachian culture.
- Write a one page reaction about what you learned about yourself

Discussions	50 points
Quizzes	100 points
Article Summary	150 points
Movie Summary	100 points

Grading Policy and Scale, Make-up Policy, Late Work:

Final Grades will be computed on a percentage % basis

90 -100% = A

80 - 89% = B

70 - 79% = C

60 – 69% = D

0 – 59% = F

Writing Expectations for Social Work Courses

The following writing expectations will be required in SOWK 161 and all subsequent courses in the social work program.

Good writing is an important aspect of good social work. Knowledge and skills that are not demonstrated in logical, succinct, non-judgmental written language have little benefit for social workers. The reports

that we write to judges, probation officers, schools, parents, social service agencies, and legislators reflect the important work that we do with clients. Written reports are a reflection of the agency and of the worker's competence. Poorly written assessments, reports, analyses, and recommendations hurt the reputation of the agency, the worker, and the profession. Poorly written paperwork can lead to loss of referrals, funding, and the disregard for the efforts and recommendations of the social work service provider.

The NASW Code of Ethics requires that social workers enhance their professional expertise. We are expected to contribute to the knowledge base of the profession. That means that we conduct research, whether it be a community analysis, program assessment, focus group, or experimental research. The Code also directs social workers to challenge social injustice. That means that social workers can be expected to write letters to legislators, newspaper editors, or community organizations.

Because of the importance of good writing, Concord's Social Work program will teach students how to write effectively. Students will be expected to translate their knowledge and skills into effective papers and reports. All papers are to be double spaced and use 12 point, Times Roman font. Papers are expected to be carefully edited with an absence of spelling and grammatical errors. Sentences and paragraphs should be concise and clear for easy reading and comprehension.

The American Psychological Association (APA) writing style is the accepted method for social work. The basics of APA will be taught in early social work classes, and students will be expected to continue to use this system in all social work papers. APA basics for all papers will include (but not limited to): title page, abstract, running head, page numbers, headings, citations, and a reference page. Students are expected to properly use numbers, quotations and avoid contractions.

Make-up policy:

Make up tests will only be given within one week of the missed test. Assignments submitted late will automatically receive 5 points deduction.

Course Timeline (Schedule of Assignments/Assessments/Presentations)

Week of	Activity	Reading
Week 1 Jan 14	Review Syllabus and complete Brief "getting to know me" discussion QUIZ 1 all quizzes are due on Fridays 4PM	Ch 1(Koppelman)
Week 2 Jan 21	Chapter 2 quiz	Ch 2 (Koppelman) Ch 1-2 (Eitzen)
Week 3 Jan 28	Chapter 3 quiz Movie Approval Submit via Blackboard Jan 28th by 4PM	Ch 3 (Koppelman) Ch 3 (Eitzen)
Week 4 Feb 4	No Chapter 4 quiz, Complete Discussion #1 (Eitzen text)	Ch 4(Koppelman) Ch 4 (Eitzen)
Week 5 Feb 11	Chapter 5 quiz	Ch 5(Koppelman) Ch 5 (Eitzen)
Week 6 Feb 18	Chapter 6 quiz Submit Movie Review via Blackboard Feb 18th by 4pm	Ch 6(Koppelman) Ch 6 (Eitzen)
Week 7 Feb 25	Chapter 7 quiz	Ch 7 (Koppelman) Ch 7 (Eitzen)
Week 8	Chapter 8 quiz	Ch 8 (Koppelman)

Mar 4	Submit Appalachian Article Summary #1 Submit via Blackboard Oct 4th by 4PM	Ch 8 (Eitzen)
March 11 – 15 SPRING BREAK		
Week 9 Mar 18	No Chapter 9 quiz Submit Appalachian Article Summary #2 Submit via Blackboard Oct 11th by 4PM	Ch 9 (Koppelman) Ch 9 (Eitzen)
Week 10 Mar 25	Complete Discussion #2 (Eitzen text)	
Week 11 Apr 1	Chapter 10 quiz	Ch 10 (Koppelman)
Week 12 Apr 8	Chapter 11 quiz	Ch 11 (Koppelman)
Week 13 Apr 15	Chapter 12 quiz	Ch 12 (Koppelman)
Week 14 Apr 22	Submit Appalachian Article Summary #3 Nov 15th by 4PM	
Week 15 Apr 29	Chapter 13 quiz Complete Discussion #3	Ch 13 (Koppelman) Ch 14 (Koppelman)

In the event of a final it will be available on Black board during finals week.

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to:

<http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

Miscellaneous (for example):