

Department SOWK

Course Number 216

AREAS OF INQUIRY

Course Name: Diversity and Cultural Competence **GLOBAL AND MULTICULTURAL PERSPECTIVES**

Check box for Honors course consideration ☐

This form must be submitted to the Faculty Council on Liberal Learning and Academic Life as part of the submission process.

Please attach a proposed syllabus for this course and the Undergraduate Curriculum Course Proposal Form.

DEADLINE FOR PROPOSALS: 1 October 2006

Please answer the following questions:

Check Only One:

X This course is an existing course (in the current curriculum) that we are now proposing for this Area of Inquiry. **(SOWK 216 was approved in the social work curriculum during the 2005-2006 academic year)**

This is a new course that we are now proposing for this Area of Inquiry.

1. Name and contact information for the department chair administrating this course.

Cheryl Mathews

BTC 227

594-7111

2. In any given semester, how many sections of this course is your department willing to offer?

Two

3. Why is this course being offered/what is it designed to achieve (Course purpose/goal) ?

This course is designed to provide students with a positive perception of cultural diversity and to provide them with tools that will help them successfully navigate an increasingly diverse workplace and world. They will gain a better understanding of the categories of diversity and learn how to avoid cultural pitfalls in their professional and personal lives that could limit their success. The overall goal is to examine the challenges and benefits of diversity and strengthen the possibilities offered by living and working in a multicultural society.

4. Check the objectives below that the course will address. The first objective is required and every proposal must include at least two more objectives from the list below.

X a). Examine the interactions and interrelationships among cultures, especially the relationship of marginalized to mainstream cultures(**required**)

() b). Compare communication styles among cultures

X c). Assess how culture impacts and informs the development of creative expression/movements, politics, economics, or philosophy

- () d). Analyze how concepts of “self” and individuals in various cultures differ and/or intersect
 - X** e). Articulate how culture influences languages, societies, and institutions
5. Briefly explain how this class addresses the above objectives. A course may cover more than three objectives.
- a.) Understand and examine the complex issues that result from interactions between different cultures whose relationships are characterized by privilege and vulnerability, dominance and subversion, or assimilation and resistance. These interactions may take place either within or across national boundaries. **(required)**

In order for students to be aware of and sensitive to other cultures, it is imperative that they be aware of their own culture. If one is a member of mainstream culture, it is also important that there is an understanding of the privileges that are assumed to be an inherent right as a result of this membership. It is critical that students understand how these assumptions affect their behavior in interactions with members outside of their cultural group. Several activities have been selected so that students will accomplish the above objective.

- 1) Students will write a 4-5 page paper detailing their background and future goals
- 2) In-class lecture and case study will focus on “Dominant Privilege” with a focus on White Privilege
- 3) In-class discussion the impact of dominant privilege from the perspective of gays/lesbians, ethnic and racial minorities, disabled, and religious minorities
- 4) Students will view audio-video: A Class Divided

- b.) Assess how culture impacts and informs the development of creative expression/movements, politics, economics, or philosophy

This objective is met through a combination of guided group discussions and guest lecturers that will help students meet this objective. Guest lecturers will provide students an opportunity to engage in frank discussion with providers of services and with individuals who are personally impacted. Some of the subject areas and method of instruction are:

- 1) Guest Lecturers – Provider of services and Homeless individuals will talk about being homeless
- 2) Guest Lecturers – Being gay and HIV+
- 3) In-class discussion – Immigration in the United States

- e) Articulate how culture influences languages, societies, and institutions

This objective is met mainly through in-class discussion focusing on the construction of social deviance and the structure of organizations and institutions. Providing students with an opportunity to actually practice language that facilitates the exchange of unbiased cultural information is a unique feature of the frank level of in-class discussions undertaken in this class.

6. Course Assessment: Identify how this course will accomplish the above objectives (choose at least one):
- X** Participating in class discussion and debate
 - ◇ Engaging in teamwork and other collaborative exercises
 - X** Writing analytical or evaluative papers, perhaps incorporating original research
 - ◇ Making oral presentations
 - ◇ Creating an artistic product or a performance
 - ◇ Participating in fieldwork

◇ Other means – Written Examinations

7. Attach a proposed syllabus, which includes a statement of purpose, course objectives, and how these objectives will be accomplished.

Attached

8. Please identify and explain if this course contributes to the Foundations of Liberal Learning expectations for:

◇ Oral Communication Literacy:

Students will have ample time in the classroom for open discussion. They are also encouraged to present a short overview of their background paper to their classmates.

◇ Information Literacy:

Students are encouraged to visit the websites identified in the syllabus to gain additional knowledge about diversity and cultural competence.

◇ Writing Literacy:

Students are required to write several papers on various subjects throughout this class.

9. Explain how this course connects to Vision 2010 – the CNU Strategic Plan.

- a.) Support learning that cultivates critical and innovative thinking by cultivating analytical thinking within and across disciplines.
- b) Connect liberal learning to ethical conduct and civic responsibility by providing opportunities for interpersonal growth and group interactions.
- c) Create learning opportunities that expand individual potential by preparing students to succeed in a diverse and global society.

This course connects very well to the three Vision 2010 objectives above. The connection to c) above is particularly striking as this course takes a direct approach to preparing students to be a constructive part of our diverse society.

Submission Checklist:

By the deadline, submit a packet with the following documents to the Assistant Dean for Liberal Learning. Please submit in electronic and hard copy form.

 X Area of Inquiry Course Proposal Form

 X Syllabus for the Course

 X Undergraduate Curriculum Committee Course Proposal Form

**UNDERGRADUATE CURRICULUM COMMITTEE
NEW COURSE PROPOSAL FORM**

Is the course being proposed for the Liberal Learning Core? Yes X No

1. Title of Course: Diversity and Cultural Competence

Proposed Course Number (cleared with Registrar): SOWK 216

Prerequisite Courses: None

If the minimum acceptable grade in a prerequisite course is greater than the default of D-, indicate the grade required _____ and state the reason for requiring this minimum grade (consider consistency across the department):

Catalogue Description (including credits, lecture, and lab hours):

This course is designed to provide students with a positive perception of cultural diversity. The most important elements of cultural diversity, understanding and awareness, will be addressed and examined. By understanding the concepts of "culture" and "diversity" the student will have a better grasp of diversity categories and the characteristics and systems of diverse cultures. The overall goal is to examine the challenges and benefits of diversity and strengthen the possibilities of living and working together in a multicultural society. The use of legislation and literature will help overcome some common misunderstandings, while a number of useful case studies are made available to reinforce critical thinking skills.

Is the course cross-listed? If so, what is the number of the other course? No

**A proposed syllabus, including complete text and/or reference information, as well as any relevant information to this decision, must be appended.

NOTE: All affected department chairs must sign approval on last page.

2. For whom is the course primarily intended? Explain why it should be added to the curriculum.

This course is intended for any students who want to strengthen their knowledge of other cultures and gain skills in communicating across cultural boundaries. Students will gain firsthand knowledge by directly interacting with members of other cultures, and have an opportunity to engage in dialogues that can lead to an increase in awareness and sensitivity. Through these interactions, they will be able to develop a level of competence that will enhance their educational pursuit across the liberal learning curriculum.

3. If this course is required, append a description of how the course fits into the curriculum. Indicate how it affects hours required for graduation.

4. Has this course been offered previously as a special topics course? If so, when? What course number was used?

Yes. Fall 2006- SOWK 295

5. Has this course, or one closely related to it, been offered at CNU previously?

If so, is that course currently being offered? How does the proposed course differ? When is the last term the old course will be offered?

NO

6. What is the anticipated enrollment per offering for the next three years? ____
 During which term will this course first be offered?
 Fall 20__ Spring 2007__ Summer 20__
- During which semesters will this course regularly be offered?
 Fall 20X__ Spring 20X__ Summer 20__
 Print in the _2007-2008_____ (academic year) Undergraduate Catalog.
7. How will the course be staffed? Social Work Faculty (all four are able to teach this course)
8. Does the course involve a particular classroom, special equipment, or costs beyond those usually associated with a course at CNU? If so, please explain. NO
9. Is the course repeatable for additional credit? If so, is there a limit to the number of times the course can be repeated? (e.g., applied music courses)
10. If this course is for an Area of Inquiry YES
- a. Identify the Area of Inquiry Global and Multicultural Perspectives
- b. Demonstrate how your course will meet the objectives of this Area of Inquiry
 See AREA OF INQUIRY – GLOBAL AND MULTICULTURAL PERSPECTIVES APPLICATION

This course was approved by:

(Liberal learning core courses must be reviewed by BOTH academic Deans.)

Concur

**Do Not
Concur****

Department(s): (1) _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
(2) _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Liberal Learning Council: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
CLAS Curriculum Committee: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
LSOB Curriculum Committee: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Dean: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Undergraduate Curriculum Committee: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Changes to the Liberal Learning requirements must be reviewed by the Faculty Senate.

Faculty Senate President: _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>
Provost _____	Date: _____	<input type="checkbox"/>	<input type="checkbox"/>

Distribution by Provost Office following approval:

Department Chair(s), UCC Chair, Deans, Registrar

**** If "Do Not Concur" is checked, please attach a statement of explanation.**

CHRISTOPHER NEWPORT UNIVERSITY
SOCIAL WORK DEPARTMENT

Diversity and Cultural Competence
(SOWK 216)

Fall 2007
Room: Administration Bldg 105
Section 01
Days: TR
Time: 1600 - 1715

Jeremiah Williams
Jwilli@cnu.edu
(W) 594-7366
(H) 357-0675
FAX 594-7710
Office Location: BTC 229

COURSE DESCRIPTION

This course is designed to provide students with a positive perception of cultural diversity. The most important elements of cultural diversity, understanding and awareness, will be addressed and examined. By understanding the concepts of “culture” and “diversity” the student will have a better grasp of diversity categories and the characteristics and systems of diverse cultures. The overall goal is to examine the challenges and benefits of diversity and strengthen the possibilities of living and working together in a multicultural society. The use of legislation and literature will help overcome some common misunderstandings, while a number of useful case studies are made available to reinforce critical thinking skills.

PREREQUISITE: None

Mission Statement of the Social Work Department

The mission of the Christopher Newport University Social Work Program is to provide an undergraduate social work program of excellence designed to educate the Christopher Newport University social work major for baccalaureate level generalist practice. Built on a strong liberal arts base, the Bachelor of Arts degree in Social Work also prepares students for graduate studies. In its educational mission, the Social Work Program promotes scientific and intellectual inquiry and fosters qualities of leadership. Finally, the program advocates service to community and Commonwealth and commitment to the values of the social work profession.

The social work faculty is dedicated to excellence in teaching, to scholarship and research supportive of the profession, and to service to the University, the community, and social service organizations.

Required Text

Program (Educational) Objectives

1. Apply critical thinking skills as well as the ability to use self as instrument within the context of professional social work practice.
2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.
3. Practice without discrimination and with respect, knowledge, and skills related to client's age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, spirituality, sex, and sexual orientation.
4. Recognizing and being aware of a global context of social work practice; graduates will understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.
5. Understand and interpret the history of the social work profession and its contemporary structures and issues.
6. Using a strengths perspective, apply the knowledge and skills of generalist social work practice with systems of all sizes.
7. Use theoretical frameworks supported by empirical evidence including biological, psychological, sociological and spiritual views of person-situation interaction to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.
8. Analyze, formulate, and influence social policies.
9. Evaluate research studies, apply research findings to practice, and evaluate their own interventions.
10. Use communications skills differently across client populations, colleagues and disciplines and communities.
11. Use supervision and consultation appropriate to social work practice.
12. Function within the structure of organizations and service delivery systems and seek necessary organizational change.
13. Attain skills of leadership to be used for service to clients, the community and the profession.

COURSE OUTCOMES

Upon successful completion of the course the student should be able to:

1. Define culture, assimilation, acculturation, and cultural differences (2)
 - Method of Assessment
Test (Multiple choice & Short-essay)
 - Paper -Assignment 1
2. Identify different types of diversity (1)
 - Method of Assessment
Test (Multiple choice & Short-essay)
3. Explore and differentiate challenges and benefits of diversity (1, 10, and 13)
 - Method of Assessment
Test (Multiple choice & Short-essay)
 - Paper - Assignment 2
4. Perceive the problems of stereotyping, prejudice, bias, and discrimination and ways to avoid them (1)
 - Method of Assessment
Tests (Multiple choice & Short-essay)
 - Reaction Paper
5. Describe ethnocentrism and its relationship to diversity (1)
 - Method of Assessment
Test (Multiple choice & Short-essay)
6. Recognize the state, national, and world demographics pertaining to diversity (4)
 - Method of Assessment
Test (Multiple choice & Short-essay)
7. Discover the significance of communication in diversity (1, 10, and 13)
 - Method of Assessment
Test (Multiple choice & Short-essay)
8. Analyze cross-cultural communication issues (1, 2, and 10)
 - Method of Assessment
Test (Multiple choice & Short-essay)
9. Discuss the rewards of learning from others and how to deal with cultural differences (1, 2, and 6)
 - Method of Assessment
Test (Multiple choice & Short-essay)
10. Employ necessary skills on how to live and work with people from all cultural background (1, 8)
 - Method of Assessment
Test (Multiple choice & Short-essay)

Course Expectations

Learning Environment:

Students in this course will be asked to look at personal beliefs, values, expectations, and actions. It is expected that students may respectfully disagree with one another and with the instructor without fear of retribution or abuse. Below are some practices which foster an open classroom environment:

- Being sensitive to what we don't know about each other—don't make assumptions
- Allow classmates to choose what they want to share without pressure from others
- Allowing others to choose how they express themselves—passionately, coolly, tentatively, any way but ABUSIVELY
- Speaking from one's own experience—not presuming to speak for others
- Comments and discussions about grades with the instructor should be addressed outside of the classroom.

Attendance: Each student is expected to attend all class sections, to complete required readings, and to participate in class discussions and learning exercises. Students are not only expected to keep up with the assigned work, but to have the initiative to identify any special learning needs and to seek and invest time in those resources necessary to meet those needs. Ten Points will be deducted from the final total if a student misses more than 3 classes. Students missing more than 10 class sections will be dropped from the course with a failing grade.

Assignments: The written assignments will be evaluated for demonstrated ability to integrate and apply course content, organization, and writing style. Assignments, instructions for their completion, and due dates are included in this outline. Assignments are due on the dates designated and will be marked down one letter grade for each day they are late, unless alternative arrangements have been made with the instructor prior to the due date. Students are expected to keep one backup copy of each paper at all times. The instructor is not responsible for the preservation of the original work.

Trust: Your papers and presentations must be your own work. Do not quote or paraphrase material without proper credit. If you are unsure what constitutes plagiarism, check with the instructor or CNU Honor Code. Dishonesty in these matters undermines the learning experience and is, therefore, very serious.

Writing Center – Because all writers can benefit from readers' responses to their work, I strongly encourage and may occasionally require you to visit the CNU Writing Center. Consultants there can help you at any stage of the writing process. The Center is not a proofreading service, but its consultants can help you to recognize and correct grammar and punctuation errors in your work.

If you believe that you have a disability, you should make an appointment to discuss your needs. In order to receive an accommodation, your disability must be on record in Disability Services located in the Academic Advising Center, Student Union, Room 3125 (Telephone – 594-8763; Fax – 594-8765).

We want you to succeed at CNU; therefore I may notify the Academic Advising Center if you seem to be having problems with this course. Someone may contact you to help you determine what help you need to succeed. You will be sent a copy of the referral form. I invite you to see me at any time that I can be of assistance in helping you with the course material.

List of Assignments and Evaluation

A. Activities:

1. Reading assignments
2. in-class activities and case studies
3. Preparation for tests, and exams

B. Outcomes:

1. Increase your personal and professional understanding of diversity and demonstrate the skills and practices of valuing diversity in reflective assignments and discussions.
2. Actively participate with a diverse group of peers identifying positive aspects of cultural diversity.
3. Select and utilize skills that demonstrate effectiveness in overcoming resistance to understanding diversity.
4. Become an advocate and an affirmative voice for your community, workplace, and your family institution

Class evaluation:

Total: 100%

Attendance	5
Participation	5
Assignment 1	5
Assignment 2	5
Reaction paper 1	10
Reaction Paper 2	10
Examination 1	15
Examination 2	15
Final Examination	30

Grading:

Overall Grading Scale:

100-96	A	80-83	B-	67-69	D+
95-90	A-	77-79	C+	64-66	D
87-89	B+	74-76	C	60-63	D-
84-86	B	73-70	C-	<60	F

COURSE OUTLINE

TENTATIVE COURSE OUTLINE / SCHEDULE

DATE	Subject/Objective	READINGS & ASSIGNMENTS
Week 1	Course overview and syllabus review, Conflict Resolution	Assignment 1: Write about your background and future goals, including you're an overview of your family tree (Due Week Two)
Week 2	Video: A Class Divided Diversity: An Overview Objectives: Define Diversity List and explain three dimensions of diversity Examine dominant privilege Define Ethnocentrism Types of diversity	View Video – in-class discussion Assignment 1 due Reading: Bucher: Chapter One
Week 3	Diversity Consciousness and Success Objectives: List and discuss diversity skills that promote success at work, List and discuss ways in which organizations benefit from diversity	Read: Bucher Chapter 2 Bucher: Case Studies
Week 4	The construction of social deviance Linking Power, Deviance and Social Control	Handouts
Week 5	Guest Lecturer: Social Issues related to being gay and HIV+	Write 2 page reaction Paper
Week 6	The structure of Society: Organizations, Socialization, and Globalization	Handouts
Week 7	Examination 1	
Week 8	Personal and Social barriers to Success Objectives: Differentiate between personal and social barriers. Give examples of six barriers to success. Discuss strategies for overcoming diversity barriers.	Read: Bucher: Chapter 3 Exercise 2: Reflections on Being an Insider and an outsider Assignment 2: Internet Assignment

Week 9	Developing diversity consciousness Objectives: Explain the importance of diversity Consciousness, Define Cultural encapsulation and discuss its impact Discuss at least three strategies for developing diversity consciousness	Read: Bucher: Chapter 4 Bucher: Exercise 1: The Name game
Week 10	Guest Lecturer plus one: Caring for the homeless Field Trip: Newport News East End	Reaction paper
Week 11	Examination 2	
Week 12	Communicating in a diverse world Objectives: Explain how communication and culture interrelate, Discuss the effect of electronic communication, Describe barriers to effective communication, Describe strategies for communicating inclusively	Bucher: Chapter 5 Case Study One
Week 13	Teamwork Objectives: Explain the importance of teams Explain the relationship between teamwork and success, Describe Hofstede's four cultural dimensions and the relationship of each dimension to leadership	Read: Bucher Chapter 6 Exercise 1: Obstacles to Teamwork
Week 14	Teamwork (continues)	Exercise 2: High Performance Team
Week 15	Conclusion Objectives: Explain values of diversity education Explain why diversity consciousness will expand your opportunities for success in the future, Discuss three future challenges that will test your diversity skills	
Week 16	Final Examination	

References

- Bucher, R. D. (2004). Diversity Consciousness – Opening our minds to people, cultures, and opportunities, 2nd Ed. Pearson Education, Inc. Upper Saddle River, NJ
- Heuberger, B. (2004). Cultural Diversity – Building skills for awareness, understanding and application. 3rd Ed. Kendall/Hunt Publishing Company, Dubuque, Iowa
- Newman, D. M. (2006). Sociology – exploring the architecture of everyday life. 6th Ed. Sage Publications, Thousand Oaks,
- Soest, D.V. & Garcia, B. (2003). Diversity Education for Social Justice Mastering Teaching Skills. Council on Social Work Education, Inc. Alexandria, VA.

FACULTY COUNCIL ON LIBERAL LEARNING: AREA OF INQUIRY COURSE APPROVAL FORM

PART A:

Course Number and Title: SOWK 216 Diversity and Cultural Competence

Department: Social Work

Date of Faculty Council Vote:

PART B:

Area of Inquiry: Check One

- ☐ Western Traditions
- ☒ **Global and Multicultural Perspectives**
- ☐ Formal and Informal Reasoning
- ☐ Investigating the Natural World
- ☐ Creative Expressions
- ☐ Identity, Institutions and Societies

PART C:

If course is Not Approved, additional comments may be added on the reverse side. Proposal is then to be returned to the Department that submitted it.

PART D:

Organization	Signature	Date	Approve	Do Not Approve*
Liberal Learning Council				
CLAS Curr. Comm				
SofB Curr. Comm				
CLAS Dean				
SofB Dean				
UCC Chair				
Faculty Senate Pres.				

*If “Do Not Approve”, please explain why.