FHS 216: Diversity in the Human Services

4 credits

Term (CRN 12274)

**Class Time: M W 10 – 11:50am**

**Class Location: 32 Tykeson Hall**

**Instructor: Dr. James Muruthi**

Office: Hedco 350

Phone: 541-346-2344

Email: muruthjr@uoregon.edu

Office Hours: M & W 12:30 – 1:30pm

**GE: Abiola Taiwo & Frank Mojekwu**

Email: ataiwo@uoregon.edu, fmojekwu@uoregon.edu

Office Hours: By appointment

**Course Description:**

This course is designed to provide the foundational knowledge, awareness, and skills needed for working with diverse populations in the human services. This course will explore issues of equity and inclusion across the levels of the ecological model, highlighting the ways in which power and other dynamics give rise to and sustain oppression at the individual and institutional levels. Finally, this course will entail an examination of dominant cultural norms and narratives within the United States and one’s personal cultures, thoughts, beliefs, attitudes, biases, and identities to build an intersectional understanding of diversity.

**Student Learning Outcomes**

1. Build awareness of the human service worker role in promoting social justice, developing cultural awareness, and disrupting biases, prejudices, oppression, and discrimination.
2. Examine, understand, assess, and explain your own cultural background.
3. Develop practical skills to effectively work with diverse populations in the human services through a lens of empowerment and cultural competency.
4. Understand and articulate the importance of diversity and multicultural education within social service agencies.
5. Critically examine the social systems of oppression that operate in institutions and assess and critique human service systems with a multicultural and equity lens.
6. Develop concrete actions to recognize and address oppressive dynamics at both the individual and systemic level.

**Required Text and Materials:**

*(Note: Both of these textbooks will also be used in the required Winter FHS 331 and Spring FHS 493/494)*

1. Sue, D. W., & Rasheed, M. N. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice.* New York: John Wiley and Sons, Inc.
2. Sensoy, Ö., & DiAngelo, R. (2012). *Is everyone really equal? An introduction to key concepts in social justice education.* New York: Teachers College Press, Columbia University.

***Canvas***: Canvas contains syllabus, lecture notes, additional readings, skills group assignments, feedback sheets, exam review materials, etc.

**Course Requirements and Expectations**:

1. **Complete assigned readings** by the required due date. **Attend class regularly and on time**. **Participate** in all class discussions and activities. Please notify the instructor if you have to miss class.
2. **Reading Quizzes** (20 points): There will be four online quizzes that review the readings assigned for the course as well as additional resources that will be provided by the instructor. You may access the readings and resources while taking the quiz. Quiz times will be limited to 90 minutes. Quizzes open on every second Thursday and close four days later on Sundays at 11:59 p.m., so be sure to submit prior to 11:59 p.m.!
3. **Cultural Identity Reflection Paper** (35 points): In this assignment you will reflect on the question “How does culture play a role in my life?” This assignment’s goal is to increase your awareness of how your own cultural background has influenced the development of your values, beliefs, and perspectives. This **five-page** paper should be organized into three sections:
4. Describe how you identify yourself today (as well as your family history) in terms of cultural identity and intersectionality (as discussed in class).
5. Reflect upon your own identity (as well as your family history) regarding privilege and oppression in society. In what circumstances have you and your family experienced privilege? What did that feel like? In what circumstances have you and your family experienced oppression (either being oppressed or oppressing others)? What did that feel like?
6. How does your cultural experience and learned awareness/knowledge/skills in this course (*be specific about topics addressed in this class*) impact your understanding of diversity and social justice in the human services? What topics discussed in this class do you feel you understand most competently? Which topics are still growth areas for you? What are some of your personal and/or professional goals in the area of diversity and social justice?
7. **Course Journal** (5 points per journal x 5 = 25 points): Important questions, self-reflections, and new ideas will arise as we move through this course and explore diverse worldviews and experiences. Part of your job in this course will be to track your questions, quandaries, self-reflections, and ideas in a course journal. The instructor will provide suggested journal prompts weekly. Access to the course journal can be found on Canvas. This journal is not seen by other students. Review instructions on Canvas for more information.
8. **Social Justice Reflection Paper** (20 points): Students can choose between two activities and then write a three-page reflection paper on this activity. The two choices are as follows:
9. Identify a social, economic, or environmental justice activity to participate in, where the aim of this activity is to promote justice and protect social, civil, economic, environmental or cultural human rights. The activity *must be approved by the course instructor and/or GE* and reflect a strategy to disrupt oppressive systems and to ensure the equitable distribution of social goods, rights, and responsibilities and the protection of civil, political, social, economic, environmental, and cultural human rights.
10. Identify a current social service policy focused on social, economic, or environmental justice that is being currently discussed in the human services or education field and reflect on a) the stakeholders involved, b) the historical and current systems of oppression and privilege involved in developing/facilitating this policy, and c) the consequences of this policy from a social justice and systemic oppressive framework.

**Grading**

| ***CLASS REQUIREMENTS*** | ***POINTS*** | ***DUE DATE*** |
| --- | --- | --- |
| Reading Quizzes | 20 |  |
| Cultural Identity Reflection Paper | 35 |  |
| Course Journal | 25 |  |
| Social Justice Reflection Paper | 20 |  |
| **TOTAL POINTS** | **100** |  |

Grades will be assigned based upon total points earned, according to the following guide­lines:

A+ 100%

A 93-99%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

F 59% or lower

**Student Engagement:** *Under the UO quarter system, each undergraduate credit reflects approximately thirty hours of student engagement. Therefore, a 4-credit course would entail approximately 120 hours of activities in which students are actively engaged in learning over the course of the term.*

| ***Educational Activity*** | ***Hours***  |
| --- | --- |
| Course Attendance | 40 |
| Assigned Readings | 30 |
| Reading Quizzes | 12 |
| Cultural Identity Reflection Paper | 16 |
| Course Journal | 12 |
| Social Justice Reflection Paper | 10 |
| **TOTAL Hours** | **120** |

**Class Schedule**

(This schedule is tentative and open to changes as needed)

| **Week** | **Date** | **Topic** | **Assigned Readings** | **Assignments Due** |
| --- | --- | --- | --- | --- |
| **1** |  |  |  |  |
| **10/2** | Theoretical foundations: Critical thinking and critical theory; conceptualizing culture and intersectionality. | Sue, Ch. 1-3Sensoy & DiAngelo, Ch. 1-2 | Journal Entry #1 (10/6) |
| **2** | **10/7** | Theoretical foundations: Prejudice and discrimination; concepts of privilege and power | Sensoy & DiAngelo, Ch. 3-5 |  |
| **10/9** | The invisibility of oppression | Sensoy & DiAngelo, Ch. 6 |  |
| **3** | **10/14** | Systemic oppression in the HS | Sue, Ch. 4 | Reading Quiz  |
| **10/6** | Race, racism and intersectionality | Sensoy & DiAngelo, Ch. 7-8 |  |
|  **4** | **10/21** | Microaggressions and critical engagement: Practice and role-plays | Sue, Ch. 5 |  |
| **10/23** | Racial/cultural minority identity development | Sue, Ch. 6 | Journal Entry #2 (10/27) |
|  **5** | **10/28** | White racial identity development  | Sue, Ch. 7 | Reading Quiz |
| **10/30** | Profiles of diverse populations  | Sue, Ch. 14 |  |
| **6** | **11/4** | Profiles of diverse populations | Sue et. al, Ch 14 |  |
| **11/6** | Cross-cultural communication | Sue, Ch. 9 | Journal Entry #3 (11/10) |
| **7** | **11/11** | Cultural barriers in HS work | Sue, Ch. 8Sensoy & DiAngelo, Ch. 9 | Reading Quiz |
| **11/13** | WORK DAY – NO CLASS  | Catch Up on Assignments | Journal Entry #4 (11/17) |
| **8** | **11/18** | Guest Lecture – Dr. Rhonda Nese |  | **Cultural Identity Reflection Papers due** |
| **11/20** | Religion, spirituality and indigenous methods of healing | Sue, Ch. 11 | Reading Quiz |
| **9** | **11/25** | Multicultural organizational change and social justice | Sue, Ch. 12 |  |
| **11/27** | Multicultural organizational change and social justice | Sensoy & DiAngelo, Ch. 10 and Appendix | Journal Entry #5 (12/1) |
| **10** | **12/2** | Multicultural family work | Sue, Ch. 10 |  |
| **12/4** | Evidence-based multicultural practices | Sue, Ch. 13 | **Social Justice Reflection Paper Due** |

**IMPORTANT DETAILS**

**Attendance and Absence Guidelines**

ATTENDANCE

The information fundamental to this class will be delivered during class meetings; regular attendance is essential. Students may miss up to two classes **for health or emergency purposes**. Any **absences beyond two classes will result in a loss of 10 points for each additional day you are absent**. If you email the instructor 24 hours in advance of an unavoidable absence, additional assignments (usually a 2-3-page paper) may be assigned in order to make up the absence, depending on the nature of your situation. There is no guarantee an exception will be made. If you miss a significant proportion of the class for any reason, the instructor may consult administratively to determine whether you have been present for or completed a sufficient proportion of the course criteria to be able to pass. Other extraordinary absences may be permitted with make-up work at the instructor’s discretion.

ENGAGEMENT: PREPARATION AND PARTICIPATION

You are expected to come to class thoroughly **prepared.** “Thoroughly prepared” is defined as “having all materials needed for the class, or test before entering the classroom; having read the reading sufficiently to verbally discuss ideas, concepts, issues, and practices from the readings.” You are also required to **participate** and be actively engaged. There are three levels of engagement:

* **Behavioral Engagement:** Display behaviors that are associated with concentration, attention and the creation of a respectful, collaborative learning environment
* **Emotional Engagement:** Be intentional about putting forth an attitude of interest, respect and value for the learning occurring in the course.
* **Cognitive Engagement:** Treat each class discussion as a conversation in which you are an active participant. During class, relate current information to that previously learned/discussed and apply this information to problem situations.

To ensure a positive learning environment for all students in the class, please ***DO NOT***:

* Arrive late to class
* Talk privately with other class participants while the class is in session
* Leave the class before the end of the session
* Engage in behavior that detracts from the learning environment, such as accessing non-educational websites (i.e. Facebook), sending or receiving phone calls or text messages, or playing games on your computer.

LATE ASSIGNMENT POLICY

Life happens unexpectedly, so plan for this when preparing your assignments and give yourself a bit of leeway so you do not have to turn things in late. Assignments will be deducted points equivalent to 10% of the total grade for every day the assignment is late unless a different due date is **prearranged** with the instructor.

**Expectations for Professionals in Training**

You are expected to participate actively. Inattention, disruption, lateness, or other unprofessional behavior as determined by the instructor is sufficient grounds for removal from the course with a failing grade.

You must reference your sources in essay responses and use quotation marks for direct quotes. Plagiarism and disallowed collaboration are serious academic offenses and will be managed accordingly. You may not collaborate unless **explicitly** required or permitted to do so. Sharing information from this class with other class members is permitted only when this does not violate standards of academic integrity. No recording is permitted without prior approval from the instructor. You may not re-post the instructor’s materials (PowerPoints, worksheets, etc.) without permission from the instructor. Posting, selling, or otherwise sharing class or exam notes will be treated as academic dishonesty.

**Ethics and Academic Standards**

This course may involve opportunities for self-disclosure. It is possible that a student colleague may say something personally important and private in your discussions. It is an expectation, as well as sound professional practice, that you maintain that person's confidentiality and trust. However, please keep in mind the legal limits to confidentiality and refer to your ethics code. If you feel that a breach of ethics or the law has occurred, discuss this with your instructor immediately. Please be aware that your supervisors and other faculty members are mandated reporters. University of Oregon faculty and staff are also required to report information about sexual assaults, regardless of when or where they occurred (please see section on **Reporting Title IX Experiences** below for more information). **Participation in this class does not confer confidentiality.**

# Diversity, Equity and Inclusion

# It is the policy of the University of Oregon to support and value equity and diversity and to provide inclusive learning environments for all students. To do so requires that we:

# respect the dignity and essential worth of all individuals.

# promote a culture of respect throughout the University community.

# respect the privacy, property, and freedom of others.

# reject bigotry, discrimination, violence, or intimidation of any kind.

# practice personal and academic integrity and expect it from others.

# promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university.

# In this course, class discussions, projects/activities and assignments will challenge students to think critically about and be sensitive to the influence, and intersections, of race, ethnicity, nationality, documentation, language, religion, gender, socioeconomic background, physical and cognitive ability, sexual orientation, and other cultural identities and experiences. Students will be encouraged to develop or expand their respect and understanding of such differences.

# Maintaining an inclusive classroom environment where all students feel able to talk about their cultural identities and experiences, ideas, beliefs, and values will not only be my responsibility, but the responsibility of each class member as well. Behavior that disregards or diminishes another student will not be permitted for any reason. This means that no racist, ableist, transphobic, xenophobic, chauvinistic or otherwise derogatory comments will be allowed. It also means that students must pay attention and listen respectfully to each other’s comments.

# Documented Disability

# Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Accessible Education Center in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Accessible Education Center, please see <http://aec.uoregon.edu>

**Mandatory Reporting of Child Abuse**

UO employees, including faculty, staff, and Graduate Employees, are mandatory reporters of child abuse. This statement is to advise you that that your disclosure of information about child abuse to a UO employee may trigger the UO employee’s duty to report that information to the designated authorities. Please refer to the following links for detailed information about mandatory reporting:

<http://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect>

**Reporting Title IX Experiences**

Any student who has experienced sexual assault, relationship violence, sex or gender-based bullying, stalking, and/or sexual harassment may seek resources and help at safe.uoregon.edu. To get help by phone, a student can also call either the UO’s 24-hour hotline at 541-346-7244 [SAFE], or the non-confidential Title IX Coordinator at 541-346-8136. From the SAFE website, students may also connect to Callisto, a confidential, third-party reporting site that is not a part of the university.

Students experiencing any other form of prohibited discrimination or harassment can find information at https://respect.uoregon.edu/ or <https://aaeo.uoregon.edu/> or contact the non-confidential AAEO office at 541-346-3123 or the Dean of Students Office at 541-346-3216 for help. As UO policy has different reporting requirements based on the nature of the reported harassment or discrimination, additional information about reporting requirements for discrimination or harassment unrelated to sexual assault, relationship violence, sex or gender based bullying, stalking, and/or sexual harassment is available at <http://aaeo.uoregon.edu/content/discrimination-harassment>

Specific details about confidentiality of information and reporting obligations of employees can be found at <https://titleix.uoregon.edu>.

Both the instructor and the teaching assistant of this course are student-directed employees. For information about my reporting obligations as an employee, please see [Employee Reporting Obligations](https://titleix.uoregon.edu/employee-reporting-obligations). Students experiencing any form of prohibited discrimination or harassment, including sex or gender based violence, may seek information on [safe.uoregon.edu](http://safe.uoregon.edu), [respect.uoregon.edu](https://respect.uoregon.edu), [titleix.uoregon.edu](https://titleix.uoregon.edu/), or [aaeo.uoregon.edu](https://aaeo.uoregon.edu) or contact the non-confidential Title IX office (541-346-8136), AAEO office (541-346-3123), or Dean of Students offices (541-346-3216), or call the 24-7 hotline 541-346-SAFE for help. I am also a mandatory reporter of child abuse. Please find more information at [Mandatory Reporting of Child Abuse and Neglect](https://hr.uoregon.edu/policies-leaves/general-information/mandatory-reporting-child-abuse-and-neglect).

# Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code <http://conduct.uoregon.edu>). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

**Conflict Resolution**

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education, fall term you can contact the Associate Dean for Academic Affairs and Equity (Krista Chronister, 346-2415, kmg@uoregon.edu). For winter, spring and summer terms you can contact the Interim Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu). Outside the College, you can contact:

* UO Bias Response Team: 346-3216 <http://bias.uoregon.edu/whatbrt.htm>
* Conflict Resolution Services 346-3216 <http://studentlife.uoregon.edu/support>
* Affirmative Action and Equal Opportunity: 346-3123 <http://aaeo.uoregon.edu/>

## Grievance Policy

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow University student grievance procedures (https://policies.uoregon.edu/grievance-procedures) and/or consult with the College Associate Dean for Academic Affairs (Lillian Duran, 346-2502, lduran@uoregon.edu).

**In Case of Inclement Weather**

In the event the University operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page at https://www.uoregon.edu/. Additional information is available at <https://hr.uoregon.edu/about-hr/campus-notifications/inclement-weather>

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Canvas or via email. During periods of inclement weather, please check Canvas and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

**Course Incomplete Policy**

Students are expected to be familiar with university policy regarding grades of “incomplete” and the time line for completion. For details on the policy and procedures regarding incompletes, Please see: <https://education.uoregon.edu/academics/incompletes-courses>