Human Behavior and Diverse Populations (SOCW 5317)

Course Number, Section Number, and Course Title:  
SOCW 5317.003 & .004:  Human Behavior and Diverse Populations

Note:  This is an online course taught via Blackboard and accessible at https://elearn.uta.edu

Instructor:  Dr. Anne Nordberg, Assistant Professor, School of Social Work

Office Number:  GACB 114

Office hours: Available by email; Face to face conferences available upon request

E-mail: Please use the internal Blackboard email system to communicate with me—the system automatically sends your emails to my University address: annenordberg@uta.edu

CSWE EPAS Policy Statement  
4.3 Human Behavior and the Social Environment

Social work education programs provide content on the reciprocal relationships between human behavior and social environments. Content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

Course Catalog Description  
Introduction to theoretical, practical, and policy issues related to race, ethnicity, and women. Historical, political, and socioeconomic forces are examined that maintain racist and sexist values, attitudes, and behaviors in society and all levels of organizational behavior.

Expanded Description of Course Content  
This course is part of the Human Behavior and the Social Environment curriculum sequence in the School of Social Work at the University of Texas at Arlington. Students are introduced to the theoretical issues related to race, ethnicity, gender, sexual
orientation, and disability status. Course includes a study of historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ablest values, attitudes and behaviors in our society and profession. Concepts related to race and ethnicity, gender, sexual orientation, and disability status include but are not limited to sociopolitical processes (racism, sexism, heterosexism, ableism, oppression, prejudice, discrimination, class, etc.), interpersonal processes (identity, self concept/esteem, authenticity, mental health, and basic behaviors), and socio-cultural processes (cultural fusion, culture conflict, acculturation, and assimilation). The implications of these sociopolitical, intrapersonal, and socio-cultural processes for social work practice are examined in terms of social work values, knowledge and skills at the micro, mezzo, and macro levels of organizational behavior.

The emphasis in this course will be on developing an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status. Please note, this is not a practice course. While practice interventions will be discussed at times, the focus of the course remains on developing a theoretical understanding of human behavior in relationship to race, ethnicity, gender, sexual orientation, and disability status.

**Educational Objectives Addressed**

SOCW 5317 addresses the following MSW foundation educational objectives:

Objective 2. Understand the value base of the profession and its ethical standards and principles, and practice accordingly.

Objective 3. Practice without discrimination and with respect, knowledge, and skills related to clients’ age, class, color, culture, disability, ethnicity, family structure, gender, marital status, national origin, race, religion, sex, and sexual orientation.

Objective 4. Understand the forms and mechanisms of oppression and discrimination and apply strategies of advocacy and social change that advance social and economic justice.

Objective 7. Use theoretical frameworks supported by empirical evidence to understand individual development and behavior across the life span and the interactions among individuals and between individuals and families, groups, organizations, and communities.

This course relates to and advances the program objectives by developing knowledge and competence in working with diverse populations. Students completing this course will have developed a critical understanding of social justice, discrimination, and oppression, and will be prepared to apply this understanding in their practice.

**Core Competencies and Practice Behaviors**
SOCW 5317 addresses the following Council on Social Work Education (CSWE) Educational Policy and Accreditation Standards (EPAS) requirements for Core Competencies and Practice Behaviors:

**Educational Policy 2.1.2—Apply social work ethical principles to guide professional practice.** [Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law. Social workers:]
(a) Recognize and manage personal values in a way that allows professional values to guide practice.
(b) Make ethical decisions by applying standards of the National Association of Social Workers Code of Ethics and, as applicable, of the International Federation of Social Workers/International Association of Social Workers
(c) Tolerate ambiguity in resolving ethical conflicts; and
(d) Apply strategies of ethical reasoning to arrive at principled decisions.

**Educational Policy 2.1.3—Apply critical thinking to inform and communicate professional judgments.** [Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers:]
(a) Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom.

**Educational Policy 2.1.4—Engage diversity and difference in practice.** [Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers:]
(a) Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power.
(b) Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups.
(c) Recognize and communicate their understanding of the importance of difference in shaping life experiences; and
(d) View themselves as learners and engage those with whom they work as informants.

**Educational Policy 2.1.5—Advance human rights and social and economic justice.** [Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice. Social workers:]
(a) Understand the forms and mechanisms of oppression and discrimination.
(b) Advocate for human rights and social and economic justice; and
(c) Engage in practices that advance social and economic justice.

Educational Policy 2.1.6—Engage in research-informed practice and practice-informed research. [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:] [Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and understand scientific and ethical approaches to building knowledge. Social workers:] (a) Use research evidence to inform practice.

Student Learning Outcomes

By the end of the semester, students should be able to demonstrate the following knowledge areas through their course assignments, papers, examinations, and group projects:

This course aims at enabling students to:

1. Identify theoretical, policy, and practice issues related to ethnicity, gender, sexual orientation and disability status.

2. Identify historical, political, socioeconomic forces that maintain racism, sexism, heterosexism, ableism, etc.

3. Identify how sociopolitical, interpersonal, and socio-cultural processes promote/block optimal health and well being for persons of oppressed groups.

4. Examine self-identity and values as regards to social work values, ethics, and professional practice.

5. Develop strategies to counter racist/sexist/heterosexist/ablest policies and practices in social institutions.

6. Develop specific strategies that promote economic and social justice for populations at risk.

Required Textbooks and Other Course Materials

1. Koppelman, K. & Goodhart, L. Understanding Human Differences: Multicultural Education for a Diverse America, 3rd Edition. (the 4th edition is also fine)

2. Many of the required materials for this course are located on Blackboard: https://elearn.uta.edu
**Course Outline/Topics and Readings**

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topic</th>
<th>Dates Covered</th>
<th>Graded Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Paradigms</td>
<td>Aug 21-31</td>
<td>DB 1; Quiz 1</td>
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<tr>
<td>2</td>
<td>Prejudice, Stereotyping &amp; Discrimination</td>
<td>Sept 1-7</td>
<td>DB 2; Quiz 2</td>
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<tr>
<td>3</td>
<td>Cross Cultural Communication</td>
<td>Sept 8-14</td>
<td>DB 3; Quiz 3</td>
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<tr>
<td>4</td>
<td>Privilege</td>
<td>Sept 15-21</td>
<td>DB 4</td>
</tr>
<tr>
<td>5</td>
<td>Immigration</td>
<td>Sept 22-28</td>
<td>DB 5; Quiz 4</td>
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<tr>
<td>6</td>
<td>Sexism and Gender Diversity</td>
<td>Sept 29-Oct 5</td>
<td>DB 6; Quiz 5</td>
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<td>7</td>
<td>Heterosexism</td>
<td>Oct 6-12</td>
<td>DB 7; Quiz 6</td>
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<td>8</td>
<td>Mid-Term Exam</td>
<td>Oct 13-19</td>
<td>DB 8; Midterm</td>
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<tr>
<td>9</td>
<td>Ableism</td>
<td>Oct 20-26</td>
<td>DB 9; Quiz 7</td>
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<tr>
<td>10</td>
<td>Ageism</td>
<td>Oct 27-Nov 2</td>
<td>DB 10; Out of Comfort Zone</td>
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<td>11</td>
<td>Classism</td>
<td>Nov 3-9</td>
<td>DB 11; Quiz 8</td>
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<tr>
<td>12</td>
<td>Religious Intolerance</td>
<td>Nov 10-16</td>
<td>DB 12; Quiz 9</td>
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<tr>
<td>13</td>
<td>Cultural Pluralism</td>
<td>Nov 17-23</td>
<td>DB 13; Quiz 10</td>
</tr>
<tr>
<td>14</td>
<td>Racism Revisited</td>
<td>Nov 24-30</td>
<td>DB 14</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td>Dec 6-9</td>
<td>DB 15; Final</td>
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</table>

As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Dr. Nordberg

**Descriptions of major assignments and examinations**

**Note:** Much of what students learn in the classroom is affected by two sources: the level of effort contributed by the individual, and the learning community that is created through the shared ownership and contributions of the collective whole. Everyone is asked to participate to her/his fullest extent in the virtual learning environment, and to facilitate others’ ability to participate at the same time. This means that we come prepared to join in the classroom learning experience by having our readings and other work completed, we respect ourselves and others who are posting on the discussion boards, and we take responsibility for completing assignments in a competent and timely manner. But much more than this, it also means that we each take a shared responsibility for the growth and professional development of each of the individuals in our learning community. The assignments for this course have been designed with these ideas in mind.
NOTE: Please refer to our Blackboard course for session readings, course material, discussion topics, and quiz and assignment dates.

Assignments:

**Discussion Board (DB).** You must answer at least one of the discussion board questions posted for each session. In addition, you must post responses to at least two postings of your classmates. You may earn up to 10 points each session by participating in the discussion board. **There will be 15 Discussion Boards, corresponding with the 15 Course Sessions of the semester.**

In order to earn the full 10 points in any given session, you must meet the following criteria:

1. Respond to at least one new discussion board question and comment on two postings from your classmates.
2. Demonstrate thoughtfulness and effort in your response.

**Quizzes.** There will be 10 short timed quizzes administered during the semester. The quizzes will be open-book, and you may access your notes as well as other resources to complete the quizzes. Each quiz will be worth a total of 10 points.

**Online availability of DB’s and quizzes:**
Each DB and quiz will be available from Monday at 6am until the following Sunday at 10pm for the associated session. For example, session 9 on ableism, will have both the DB topic and quiz available for online completion from Monday, October 20th until Sunday October 26th. Please note that both these assignment items will NOT be available after those times. This means, that posting responses as required for the DB’s ought to be done well in advance of the Sunday deadline. You will have one hour to complete each quiz which will always have 10 questions or less. Blackboard will keep track of your accumulated time, meaning you may opt to enter and exit the quiz any number of times for a total of 60 minutes.

**Out of Comfort Zone Paper.** One of the goals of this course is to push students out of their own comfort zones. Therefore, students will write a short paper (4-6 pages) based on their visit to a place that is out of their comfort zone. Students will choose a place to visit where they will not feel entirely comfortable, and after they visit, will write a paper describing the experience. Some example choices include: a mosque; a temple (Jewish, Buddhist, etc.); white, black, or Hispanic meeting; a gay, lesbian, bisexual, and transgendered (glbt) gathering; spending all day without speaking (to experience a disability firsthand); or going through the intake process at a homeless shelter, among others. You must include the following sections in your paper: 1) Introduction—include why you chose this particular experience that you’re writing about as well as the details of when and where it took place, 2) Your thoughts, feelings, apprehensions, and preconceived notions prior to the experience, 3) A detailed description of the
experience, including your thoughts and feelings throughout, interactions with others, etc., 4) Any –isms you noticed or experienced, 5) What you learned from the experience, 6) Conclusion. This assignment is due by the end of Session 10, on Sunday, November 2, by 10 pm.

**Exams.** There will be both a Midterm and a Final Exam in this course. Both will be administered online and will include various types of questions such as multiple choice, true/false, short answer and essay. Each exam will be worth 100 points.

**Grading:**
You can earn a total of 500 points in this course. The grading for this course is as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>15 Discussion Boards</td>
<td>150</td>
</tr>
<tr>
<td>10 Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>1 Midterm Exam</td>
<td>100</td>
</tr>
<tr>
<td>1 Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>1 Out of Comfort Zone Paper</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>500</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Points Range</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>450-500</td>
<td>A</td>
</tr>
<tr>
<td>400-449</td>
<td>B</td>
</tr>
<tr>
<td>350-399</td>
<td>C</td>
</tr>
<tr>
<td>300-349</td>
<td>D</td>
</tr>
<tr>
<td>Below 300</td>
<td>F</td>
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</table>

**Grading Policy:** Late assignments will not be accepted. You will not be permitted to “make-up” a test, quiz, or discussion board. It is your responsibility to ensure that your work is completed on time and submitted correctly. Please do not wait until Sunday evening to submit your assignments for the week, as I will not be able to assist you if there is a problem with Blackboard. Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

**Attendance:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I do not require you to participate, but the course is designed to reward participation, so I sincerely urge you to do so.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period
through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. Students will not be automatically dropped for non-attendance. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (http://wweb.uta.edu/ses/fao).

Americans with Disabilities Act:

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability or by calling the Office for Students with Disabilities at (817) 272-3364.

Title IX: The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit www.uta.edu/titleIX.

Academic Integrity: All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

“I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence. I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.”

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student’s suspension or expulsion from the University.

Student Support Services: UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal
situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

**Electronic Communication:** UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs).

**Final Review Week:**
A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week unless specified in the class syllabus. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:**
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Librarian to Contact**
Bibliography


Please see the professor if you would like additional resources on any topic we cover in class.