

TEXAS A&M UNIVERSITY-CENTRAL TEXAS SOCIAL WORK DEPARTMENT

SOWK 3303 110: SOCIAL WORK WITH DIVERSE POPULATIONS

MONDAYS AND WEDNESDAYS, 5:00 TO 7:30 PM, ROOM 304 WARRIOR HALL

THIS COURSE MEETS FACE TO FACE, WITH SUPPLEMENTAL MATERIALS MADE AVAILABLE ONLINE THROUGH THE A&M-CENTRAL TEXAS LEARNING MANAGEMENT SYSTEM (TAMUCT.INSTRUCTURE.COM/)

- Semester:** Summer 2023
- Instructor's Name:** Claudia Rappaport, PhD ACSW, MSSW
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- Office Phone:** (254) 519-5432
- E-Mail:** rappaport@tamuct.edu. PLEASE ALWAYS USE THIS ADDRESS TO EMAIL ME; DO NOT TRY TO EMAIL ME THROUGH THE CANVAS SYSTEM! Emails are responded to as soon as possible, usually the same day (or the next day if sent very late at night). I do respond to emails at night if I am still up grading papers. However, on Saturdays I volunteer for hospice and do not respond until late evening.
- Office Hours:** Mondays and Wednesdays, 3:00 to 4:30 PM
Tuesdays and Thursdays, 2:00 to 3:00 PM
These are the times when I will be in my office and available to meet with students. Call the Social Work office at 254-519-5406 to schedule an appointment. Walk-ins are also possible as long as I do not already have an appointment scheduled at that time.

For the most recent campus information about COVID-19, see the Texas A&M University-Central Texas website (<https://www.tamuct.edu/covid19/>)

I. Course Description

Catalog Description: This course will familiarize the student with the cultural roots of the diverse ethnic groups that make up American society, tracing the process of acculturation that characterizes their American experience.

Prerequisites: There are no prerequisites to this course. This diversity course is especially designed for students going into counseling and human services professions. Other students who are taking it as an elective are a welcome addition to the class, but please understand that examples used will be geared to persons who will be going into the social work and counseling fields. I hope you will be an active participant in the class discussions to add your own field's perspective on the topics we will be discussing. There is no professional field in the United States in which cultural competency is not an issue, so I am sure you will find useful information in the class.

Note: For social work majors, this is one of three foundation-level social work classes you need to take to qualify for formal admission to the social work major. The other two courses are Introduction to Social Work and Methods and Skills of Social Work. If you will have completed all three of those classes by the end of this semester, you need to plan to turn in your application to the major by July 15.

II. Nature of Course

Social work practitioners and other professionals frequently encounter client populations that differ from themselves in terms of gender, sexual orientation, disability, race, ethnicity, cultural background, and religious practices. Competencies necessary for multi-cultural professional practice are examined. A framework for interacting effectively with culturally

diverse populations is presented. Important topics to be covered include history of oppression, religious practices, family structure, acculturation, poverty, language, racism and prejudice, socio-political factors, child-rearing practices, values, and beliefs. Professionals must work to alter their practices to fit the needs of culturally diverse populations. In order to do this, all professionals need to heighten their awareness of their own cultural backgrounds and how these invariably influence their interactions with other people.

This course has infused curriculum that prepares students with the necessary casework skills required by 45CFR 1356.60 Title IV-E Training Program.

This supports students' learning the model of **Generalist Social Work Practice**: Work with individuals, families, groups, communities and organizations in a variety of social work and host settings. Generalist practitioners view clients and client systems from a strengths perspective in order to recognize, support, and build upon the innate capabilities of all human beings. They use a professional problem-solving process to engage, assess, broker services, advocate, counsel, educate, and organize with and on behalf of clients and client systems. In addition, generalist practitioners engage in community and organizational development. Finally, generalist practitioners evaluate service outcomes in order continually to improve the provision and quality of services that are most appropriate to client needs. Generalist social work practice is guided by the NASW Code of Ethics and is committed to improving the well-being of individuals, families, groups, communities and organizations and furthering the goals of social justice. (From the website of the Association of Baccalaureate Social Work Program Directors, Inc.)

Teaching Method: This course meets face-to-face, and the primary teaching approaches are collaborative and active learning. Material in the course will be presented through interactive class discussions on readings and on additional material presented by the professor in handouts, class activities, videotapes, and client scenarios. .

Grading: As much as possible, Dr. Rappaport tries to have assignments graded by the class after they were due. For longer assignments it may be the second class after they were due. Twice during the semester Dr. Rappaport will complete grade sheets to show each student where their course grade stands at that time. You can also check the GradeBook in Canvas, **but remember that the grade there does not reflect your actual grade in the course because it does not include the grades for class attendance and class participation.**

Note: Handouts for the course will be available via the Canvas Online Learning system. Please ensure that you have access to it. For concerns, please contact the Help Desk Central, 24 hours a day, by using the Canvas Help link located at the bottom of the left-hand menu. Select Chat with Canvas Support, submit a support request through "Report a Problem," or call the Canvas support line at 1-844-757-0953.

III. Department Mission

The mission of the Texas A&M University-Central Texas Bachelor of Social Work Department (TAMUCT BSW Department) is to prepare high quality graduates for entry-level generalist social work practice and for advanced education. This education is delivered in a rigorous and student-centered learning environment that promotes professional behavior, values, and ethics, human and community well-being, respect for human diversity, and a global perspective, and is guided by a person-in-environment framework, knowledge based on scientific inquiry, and social work competencies.

Until Fall 2014 the TAMUCT Social Work Department had accreditation through the Council on Social Work Education (CSWE) as a branch campus of Tarleton State University. Now our Department has been awarded our own independent accreditation, effective February 2017.

IV. COURSE OBJECTIVES AND RELATED PRACTICE BEHAVIORS

This course provides content (through reading materials, assignments, and class discussions and activities) that helps to prepare you, the student, to engage in the following CSWE competencies and related practice behaviors:

- (1) Competency 1: Demonstrate ethical and professional behavior.
 - a. Behavior 1: 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 the context.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (2) Competency 2: Advance human rights and social, racial, economic, and environmental justice.
 - a. Behavior 1: Advocate for human rights at the individual, family, group, organizational, and community system levels.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Engage in practices that advance human rights to promote social, racial, economic, and environmental justice.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (3) Competency 3: Engage anti-racism, diversity, equity, and inclusion (A DEI) in practice.
 - a. Behavior 1: Demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (4) Competency 4: Engage in practice-informed research and research-informed practice.
 - a. Behavior 1: Apply research findings to inform and improve practice, policy, and programs.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
- (5) Competency 5: Engage in policy practice.
 - a. Behavior 1: Use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

- (6) Competency 6: Engage with individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

- (7) Competency 7: Assess individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

- (8) Competency 8: Intervene with individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

- (9) Competency 9: Evaluate practice with individuals, families, groups, organizations, and communities.
 - a. Behavior 1: Select and use culturally responsive methods for evaluation of outcomes.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams
 - b. Behavior 2: Critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.
 - i. Course assignments: Cultural Messages in Television paper, Paper on Other Student's Cultures, Paper on Student's Own Cultures, Class Group Activities, Class discussions of readings and videotapes, Concept mastery quizzes, and Exams

V. Course Requirements

A. Required Text: There is no required textbook for this course. All required reading assignments will be in handouts provided by Dr. Rappaport through Canvas.

B. *Final Grades*

A total of 10,000 points can be earned from the course assignments, as follows:

Course Assignment	Percentage of final grade	Total possible points
Paper 1: Cultural Messages in a Television Show	5%	500
Paper 2: Interview of student from another culture (from a class exercise)	20%	2,000
Paper 3: Exploration of Student's Own Cultural Background	25%	2,500
Mid-Term Exam	10%	1,000
Final Exam	10%	1,000
Concept Mastery Quizzes	20%	2,000
Class attendance	5%	500
Class Participation	5%	500
Totals	100%	10,000 (Total points divided by 100 equals final grade)

Points and Corresponding Grades for individual assignments are based on the following:

A+: 100 points	A: 95 points	A-: 90 points
B+: 88 points	B: 85 points	B-: 80 points
C+: 78 points	C: 75 points	C-: 70 points
D+: 68 points	D: 65 points	D-: 60 points
F: 59 points or less		

Example: A paper worth 15% of the grade, on which a student earned a B+, would give that student 1,320 points toward the final grade (88 x 15 = 1,320 points).

Final Class Grades are based on the following:

A: 90 to 100 (9,000 to 10,000 points)	B: 89 to 80 (8,900 to 8,000 points)
C: 79 to 70 (7,900 to 7,000 points)	D: 69 to 60 (6,900 to 6,000 points)
F: 59 or less (5,900 points or less)	

C. *Course Assignments*

The following activities will be completed during the semester:

1. *Paper One: Cultural Messages in a Television Show (5% of final grade).*

Each student will select one thirty-minute television show to watch and will write a paper analyzing the cultural messages (both explicit and implicit, visual and verbal) revealed in the show. First the student will write a concise summary of what the show was about. Then the student will analyze all the different cultural messages (positive and negative) that were revealed in the show, including any stereotypes or prejudices that were revealed. The purpose of the assignment is to heighten students' awareness of the multitude of ways in which cultural issues are reflected in the media in this country. The paper must be typed and double spaced and must utilize APA (including a cover sheet and citations). It should be a minimum of 4 pages in length.

2. *Paper One: Exploration of the Cultural Background of Another Student in Class (20% of final grade).*

During a class period, students will be assigned in pairs to interview each other about their cultures. This will give you practice in how to ask another person questions about their cultures respectfully; it will also give you some practice in thinking about your own culture, which will help you write the paper about your own cultures. You can use the following outline of cultural aspects to give you ideas about what to ask. Each student will then write a **thorough** paper (narrative style, telling the student's story) explaining what they learned about the other student's cultures. The grade will be determined by how thorough your explanation of the other student's information is and your ability to draw comparisons between that student's cultural beliefs and your own. **Papers should be 6-8 pages in length and must be**

typed and double-spaced. Papers that are single spaced will NOT be graded (i.e., they will receive a grade of 0). Papers shorter than 6 pages will receive a deduction for not being thorough enough. If your paper is longer than 8 pages, that is not a problem.

Cultural Interview Exercise

Generation in US?

Nationality, ethnicity, “race” – level of identification?

Language(s) spoken?

Religion/spirituality/agnosticism/atheism

Individuality vs. family/community orientation, decision-making

Social roles (spouse, child, parent, partner, friend, etc.)

Socio-economic status (and has it changed during their lifetime or across generations?)

Acquisitive vs. sharing orientation toward belongings/material possessions

Work and recreation preferences, attitudes, beliefs

Parenting practices

Customs, rituals, traditions that are significant

Superstitions, folk beliefs

Rules/norms regarding interactions, manners, touch, eye contact, gestures, etc.

Assertiveness vs. passivity

How emotions are expressed; how disagreements are handled

Beliefs and practices regarding health, illness, mental health, indigenous healing or healers

Gender, birth order, age, housing arrangements

Food/drink, beliefs about eating/alcohol/drugs

Arts, sports, dress, colors

Major values

Major beliefs

Major attitudes

“should”

“must”

“never”

Current prejudices about other groups?

Extent to which they have experienced prejudice and/or oppression?

Extent to which they benefit from social privilege?

What “other” groups are they most comfortable around? Why?

What “other” groups are they least comfortable around? Why? How do they plan to address this discomfort?

What about their culture makes them most proud? Least proud?

Feel free to explore any other salient cultural factors or issues in addition to these

3. *Paper Two: Exploration of the Student’s Own Cultural Background (25% of final grade)*

Each student will write a comprehensive paper analyzing all significant aspects of their personal cultural background, going back at least three generations, comparing and contrasting the situations of those three generations (grandparents, parents, and self – or parents, self, and children). **Attention should be focused on all the aspects of culture that are listed in the first handout that was given to you in class, to the extent that these are significant to your individual cultural story.** The paper must be written as your personal STORY; do not write the paper as if the list in the handout were a questionnaire. How you ORGANIZE your family’s story is a significant aspect of the paper. You should explore any personal experiences with prejudice and discrimination that have occurred. How have all these cultural factors affected you and your family, both in the past and today? What stereotypes and prejudices toward groups different from yourself have you developed over the years that you will need to learn how to overcome in order to deal with other people effectively and professionally? What strategies are you going to use to overcome those prejudices and stereotypes? You may want to interview members of your extended family to complete this assignment, but **do not do research in books or on internet sites about your culture; this is a personal exploration, not a research paper.** Students need to demonstrate a high degree of personal insight and self-exploration in their papers. **Papers should be at least 10-12 pages in length and must be typed and double-spaced. Papers that are single spaced will NOT be graded (i.e., they will**

receive a grade of 0). Papers that are not at least 10 pages in length will receive a deduction for not being thorough enough. If your paper is longer than 12 pages, that is not a problem.

Note: On every written assignment (the paper on the TV show, on your interview of another student and on your own cultures), 25% of the grade will be based on the style of your writing – i.e., on correct spelling, composition, punctuation and grammar. The other 75% of the grade will be on content of the written assignments. Social workers do a great deal of writing; it is essential that you develop professional, clear patterns of written communication since it will affect your professional reputation. All writing errors in your papers will be corrected by the professor, and you need to study those corrections with each paper returned to you so you can avoid making the same mistakes in subsequent papers. Your score on this 25% of the grade will depend on how many writing errors you made. If you do not understand some of the corrections that are made in your papers, ask the professor about them. The 25% of the grade based on the number of errors in punctuation, spelling, composition and grammar is determined as follows:

0-3 errors = A+	4-6 errors = A
7-9 errors = A-	10-12 errors = B+
13-15 errors = B	16-18 errors = B-
19-21 errors = C+	22-24 errors = C
25-27 errors = C-	28-30 errors = D+
31-33 errors = D	34-36 errors = D-
37 errors or more = F	

4. *Mid-Term and Final Exams (20% of final grade total, 10% each)*

There will be two tests given in this course, a mid-term and a final exam, both of which will be take-home exams. See the Course Schedule in this syllabus for exam due dates. These exams will not be the type of exams students may be used to (such as multiple choice, true-false, matching, and short essay questions). That type of exam merely expects students to repeat back facts and definitions, and the concept mastery quizzes for this class will be verifying your ability to answer those kinds of questions. Instead, the mid-term and final exams will ask one or two large questions that expect the student to demonstrate their ability to integrate the learning they have done in the class (from reading, class discussions, watching movies in class, etc.) and show how they can APPLY that knowledge in performing culturally competent social work services with people who represent all different kinds of cultural groups. **EXAMS MUST BE TYPED AND DOUBLE-SPACED! HAND-WRITTEN EXAMS WILL NOT BE GRADED.**

5. *Concept Mastery Quizzes (25% of final grade)*

There will be two tests given in this course, a mid-term and a final exam. See the Course Schedule in this syllabus for exam due dates. They are both take-home exams. These exams will not be the type of exams students may be used to (such as multiple choice, true-false, matching, and short essay questions). That type of exam merely expects students to repeat back facts and definitions, and the concept mastery quizzes for this class will be verifying your ability to answer those kinds of questions. Instead, the mid-term or final exam will ask a few large questions that expect the student to demonstrate their ability to integrate the learning they have done in the class (from reading, class discussions, watching movies in class, etc.) and to show how they can APPLY that knowledge in performing case management functions with people who have mental health disorders and their families. **Exams must be typed and double-spaced.**

6. *Class Attendance (5% of final grade)*

Students are expected to be present for every scheduled class session – **and when I say present, I mean arriving in class on time, being in class the entire period, not using your telephone at all during class, not sleeping in class, not working on something for another class while you are in my class – in other words, being HERE and being ENGAGED IN LEARNING.** If any of those things end up not being true for you in a given day, then you will be marked absent. If you are unable to avoid missing a class, you must **email** the professor **within one week of the class period** to explain the absence if you want it to be considered an excused absence. Every unexcused (or unexplained) absence will affect this portion of your grade. For example, an illness or a funeral of a family member is an excused absence; the professor also allows one day's absence if a

deployed significant other returns home. **However, routine doctor’s appointments are expected to be scheduled for days and times when you do NOT have class, unless you can verify that the appointment was for a medical emergency and not for a routine visit. Any student who repeatedly asks for excused absences for doctor’s appointments can be told that those will no longer be able to be excused.** You need to email the professor about every absence from class; for example, if you were sick both days of the week, one email for the first day will not suffice as the professor will not assume that you were still sick on the second day. The professor will review other types of absences to determine how unavoidable they were; not being able to leave work is NOT an excused absence. If your work schedule will not permit you to attend this class on a predictable basis, you should not be enrolled in the class.

Students must be present when class begins and are expected to remain until class is dismissed; students are not allowed to arrive late or leave early. (See the Code of Conduct for further details.)

The following shows the degree to which unexcused absences will impact your attendance grade. Since the summer semester is shorter, each absence will count to a larger degree than during a long semester.

<i>Number of Unexcused Absences</i>	<i>Attendance Grade</i>
1	B
2	C
3	D
4 or more	F
Coming to class late twice counts as one absence	

7. **Class Participation (5% of grade)**

Dr. Rappaport has an interactive teaching style and expects every student to be an active participant in class. An old Chinese proverb says, “Tell me and I will forget—Show me and I may remember—But involve me and I will understand.” You will learn more from this class if you talk and participate. Ask questions, remembering that there is no such thing as a stupid question. Share your reactions to what is being discussed. Reflect on implications of what we are studying. If you are a student who has never before chosen to talk in classes, this will be a good opportunity for you to start developing a new life skill that will serve you well in the profession of social work. (Students are encouraged not to divulge any personal information they will not be comfortable having their fellow students know about them.) Being an active participant increases understanding of the material for your fellow students as well.

Your class participation grade will be determined by whether you talked during class discussions **and by whether your contributions added to the quality of the class sessions.** Dr. Rappaport also reserves the right to call on students in class if they are not participating regularly in the discussions. Each day a student will earn between 0 and 3 participation points; the points will be totaled at the end of the semester, and grades will be determined based on the student’s total number of points compared to the points of all the other students in the class.

VI. **CODE OF CONDUCT FOR CLASSROOMS**

The following policies apply to all students enrolled in this course:

1. Students should not enter class more than ten (10) minutes late. Exceptions will be made with prior discussion and approval by the professor.
2. After class has begun, students are expected to remain for the duration of the class. It is expected that all students will take care of personal affairs (i.e., get beverages, take care of phone calls, meet with students and other professors, use the restroom, etc.) before class begins and that they WILL NOT leave class after it has begun. During the summer semesters, after the class is half over there will be a ten-minute break given. Students can ONLY be gone for the ten minutes.

3. **AT THE BEGINNING OF EACH CLASS, ALL TELEPHONES MUST BE PUT AWAY FOR THE DURATION OF THE CLASS. THIS INCLUDES NOT PUTTING IT ON THE STUDENT'S DESK WHERE IT IS VISIBLE. IF DR. RAPPAPORT SEES A TELEPHONE ON A DESK OR SEES A STUDENT TRY TO ANSWER ONE, SHE RESERVES THE RIGHT TO CONFISCATE IT FOR THE REMAINDER OF THE CLASS.**

IN ADDITION, USE OF LAPTOP COMPUTERS IS PROHIBITED DURING CLASS EXCEPT FOR ACCESSING THE TEXTBOOK OR CLASS HANDOUTS. IF A STUDENT IS SEEN DOING A LOT OF TYPING, DR. RAPPAPORT RESERVES THE RIGHT TO SEE WHAT IS BEING WRITTEN, AND IF NECESSARY SHE WILL REMOVE THE STUDENT'S RIGHT TO USE THE LAPTOP DURING CLASS. UNDER NO CIRCUMSTANCES CAN A STUDENT USE THIS CLASS PERIOD TO WORK ON ASSIGNMENTS FROM THIS OR ANY OTHER CLASS.

IN OTHER WORDS, STUDENTS NEED TO PAY CLOSE ATTENTION TO EACH CLASS IN ITS ENTIRETY, INCLUDING ANY VIDEOTAPES BEING SHOWN, AND TO USE THEIR INTEGRITY AND RESPECTFULNESS IN HOW THEY BEHAVE DURING CLASS.

4. Students are expected to display professional decorum at all times. This includes, but is not limited to, respecting classmates and the instructor. It is expected that students will not speak to/hold conversations with/pass notes to other students, or engage in other types of prohibited and unprofessional behaviors after class has begun. Talking during class discussions out of turn or while other students are talking is disruptive to the learning environment, disrespectful to peers, and unprofessional in demeanor. Students are strongly encouraged to engage in discussion in a respectful and appropriate manner; hence, it is expected that students will apply classroom etiquette and raise a hand if there is something you want to share or if you want to answer a question. It is also expected that students will display patience in raising a hand and recognize that the professor may be trying to call on other students who have not yet participated.
5. To support the academic learning environment, students are asked to refrain from sharing personal information in class that will not support/add significantly to the class discussion. Sharing of personal stories and/or issues that are not directly related to the topic can distract class learning and limit knowledge-sharing by the professor and other students. The professor reserves the right to redirect/limit such conversations in class as needed.
6. Students are NOT permitted to work collaboratively (together) on *any* assignment in this class. All work turned in must be the student's own product. This includes take-home quizzes, exams, papers, etc. Failure to adhere to this policy can result in a zero (0) on the assignment and referral to Student Affairs for academic integrity concerns.
7. **All assignments must be turned in at the beginning of class on the day they are due. Being absent from class on a day when an assignment is due does NOT grant a student an extension to the due date; the student must still arrange to get that assignment turned in to**

the professor before class starts, such as by emailing it to her (NOT submitted through Canvas). Allowing students to turn in assignments late for a grade is not fair to other students who get their work done on time, disrupts the grading process for the professor, and sends a message that such behavior is professionally “okay,” which it is not.

8. All papers submitted for grading MUST adhere to APA 7th edition standards unless otherwise stated by the professor. This means that all papers must, *minimally*, be: 1) typed, 2) double-spaced, 3) use one consistent font (I prefer Times New Roman since it is easiest to read), 4) use 12 point font, 5) include an APA-style cover page, and 6) include in-text citations AND a reference page for ANY SOURCED INFORMATION (this includes information learned in current or previous classes, read online, learned during a personal communication, read in a textbook, etc.). Further, all typed papers submitted in class MUST be stapled before turning it in. **IF A PAPER IS NOT WRITTEN IN APA FORMAT, DR. RAPPAPORT RESERVES THE RIGHT TO RETURN IT TO THE STUDENT WITH A GRADE OF ZERO. USING APA IS NOT OPTIONAL! IF YOU DO NOT KNOW HOW TO USE APA, READ THROUGH THE INSTRUCTIONS LATER IN THIS SYLLABUS OR GO TO THE WRITING CENTER AND ASK FOR SOME TUTORING ON HOW TO USE IT.**
9. TAMUCT expects all students to maintain high standards of personal and scholarly conduct and to avoid any form of academic dishonesty. Academic dishonesty includes, but is not limited to, plagiarism (intentional or unintentional), copying another person's work (**INCLUDING THE TEXTBOOK OR OTHER COURSE MATERIALS**), turning in someone else's work as your own, downloading material from the internet and inserting it into a paper as if it were your own work, taking ideas from classes or readings and putting them in a paper without citations/ references, cheating on an examination or other academic work, collusion, and the abuse of resource materials. Any idea, even paraphrased ideas, used or borrowed must be given credit by showing the source with an appropriate citation and reference. **Any student who violates class and/or university policies regarding Academic Honesty will be sanctioned.** More information on university policies can be found at tamuct.edu/studentconduct.
10. Class discussions, oral presentations, and written materials must adhere to professional standards of expression and conform to the style described by the American Psychological Association (APA). This includes avoidance of the use of language that degrades women; people of color; people who are gay, lesbian, bisexual, or transgender; and other diverse and at-risk populations. All students are expected to display the utmost respect for all people, regardless of differences.
11. *An assessment of each student's behavior as it relates to class policies and overall decorum required by the TAMUCT Social Work Department and the university is provided via the “Rubric for Assessing Professional Behaviors” that is given to students at the New Social Work Student Orientation. All social work majors receive a RAPB when they apply to the social work major and again when they apply for a field placement. Failure to obtain scores of 3 or 4 in any of the 15 professional behavior areas listed in the rubric will limit a student's ability to be admitted to the social work major or assigned to a field placement and/or can result in removal from a field placement. These behaviors, which align with the National Association of Social Workers (NASW) core values and ethics, the TAMUCT Code of Conduct, and the Social Work Department class policies, are considered the expected*

professional behaviors of social work interns and future generalist social workers and, therefore, are held to the strictest code.

VII. University Policies

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/] by clicking on the “TAMUCT Online Canvas” tile. You will then log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio requires use of the Chrome web browser with their custom plug in installed.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Warrior Center for Student Success, Equity and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information, please visit our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

Academic Integrity

Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the student conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a referral](https://cm.maxient.com/reporting.php?TAMUCentralTexas), [<https://cm.maxient.com/reporting.php?TAMUCentralTexas>].

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fsubmit%2fstart%2f53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Records and Admissions Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Pregnant and/or Parenting Students Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of [Title IX and related guidance from US Department of Education's Office of Civil Rights](#), the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the [Pregnancy & Parenting webpage](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. For more information, please visit [Student Affairs](#) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html>]. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

[Title IX of the Education Amendments Act of 1972](#) specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [<https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html>].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the [Title IX webpage](#) [<https://www.tamuct.edu/compliance/titleix.html>].

Please be aware that that under [Title IX](#), [Texas Senate Bill 212](#), and [System Regulation 08.01.01](#), [<https://policies.tamus.edu/08-01-01.pdf>] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the [Student Wellness & Counseling Center](#), [<https://www.tamuct.edu/student-affairs/student-counseling.html>], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at WarriorCenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

Chat live with a remote tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments) [https://tamuct.libcal.com/appointments]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](#) online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

VIII. The professor teaching this class

Dr. Rappaport has a life-long interest in (really, fascination with) issues related to cultural diversity. She grew up the daughter of an officer in the U. S. Air Force and lived on many culturally diverse air bases and communities, including living in Japan during childhood and spending her senior year of high school living in Tehran, Iran. Having a Christian mother born in Texas and an Orthodox Jewish father born in New York City (whose own father was born in Russia and immigrated to the U.S. as a child) also exposed her to issues of cultural diversity and intolerance. In her 25 years of practice as a social worker before coming to Killeen to teach social work in August 2000, she worked with clients of many different cultural backgrounds and learned first-hand the importance of social workers striving to be culturally competent. She enjoys teaching this class because of her commitment to helping students learn more about their own cultural realities as well as about the cultural realities of people who are different from those students.

Dr. Rappaport takes teaching very seriously. She wants students to enjoy this class and to believe they learned a great deal from it. She is committed to coming to class prepared, to openly and willingly sharing her professional knowledge and experiences with students, and to encouraging everyone to participate actively in the discussions. In return, she expects students to come to class prepared, having read the day's assignment ahead of time and being ready to ask any questions they might have about things they did not understand in the reading. Students are also expected to have different opinions about the material discussed, and she encourages students to disagree respectfully and to explore how their opinions have developed over time. She responds to emails as soon as possible, and she tries to get all written assignments graded and returned to students within the following 1-2 class periods. At least twice during the semester she will also give students a grade sheet, letting them know what their grade currently is in the course.

IX. Course Schedule

<p>Monday 6/5/23</p>	<p>Review course syllabus</p> <p>Class activity: What are the most influential cultural factors in your life?</p> <p>Influential Factors within Culture (Use this list when writing your My Cultures paper)</p> <p>Video: “Promised a Miracle” (1:30)</p>	
<p>Wednesday 6/7/23</p>	<p>American Cultural Diversity Cultural Values Mistakes in Cultural Competency Health Disparities</p> <p>Race Inter-Racial Marriage Laws Raising biracial children Dominant Society Privilege Racism Ethnocentrism Discrimination, Prejudice, Racism Two-Tier Society Cross-cultural services Cultural Competency, Triple A Rule Deficit Hypothesis Cultural Complications in Interviews</p> <p>Class activity: How do you know if someone is a racist?</p> <p>Video: “Silences” (0:22) (HQ 777.9 S55 2006) (library video) Video: “Are You Racist?” (0:54) (Films on Demand)</p>	<p>“American Cultural Diversity” handout</p> <p>“Race, Prejudice, Discrimination” handout</p>
<p>Monday 6/12/23</p>	<p>Race and Racism, continued</p> <p>Watch “Crash” (1:52)</p> <p>Class activity: What did “Crash” tell us about prejudice and racism?</p>	<p>“Race, Prejudice, Discrimination” handout, continued</p>
<p>Wednesday 6/14/23</p>	<p>Immigration, Changes over time Legal and Undocumented Immigrant Experience Push-Pull Theory Refugees, Asylees Immigration Laws Culturagram Citizenship Public Charge Immigration Facts and Myths</p> <p>Class activity: Interviewing each other in pairs for 30 minutes each. Work on how to explain your own culture and how to ask respectfully about the other person’s culture. Students will then write a paper about what they learned about the other person’s cultures and how it compares to your cultures)</p>	<p>“Immigration” handout</p> <p>Bring handout on “American Cultural Diversity” to class to use while doing your interview</p> <p>PAPER ON CULTURAL MESSAGES IN A TV SHOW IS DUE TODAY</p>
<p>Monday 6/19/23</p>	<p>TODAY IS JUNETEENTH – NO CLASS</p>	

<p>Wednesday 6/21/23</p>	<p>The influence of European Americans/Anglo Americans Who are White Americans? A society of colonists, indentured servants, slaves, Native Americans Eugenics Tuskegee Syphilis Study Guatemalan Syphilis Study Melungeons, Irish, Italians, and others Becoming a non-racist or anti-racist American</p> <p>Video: “The Incredible Journey of Dr. Meg Laurel” (1:15)</p> <p>Class Activity: What are key characteristics of Anglo American cultures to think about when you are working with these clients?</p>	<p>“Anglo Americans” handout</p>
<p>Monday 6/26/23</p>	<p>African Americans/Black Americans History-Slavery, Civil War American Civil Rights Movement (significant events and people) Apologies Ebonics Barack Obama Rachel Dolezal Social and Demographic Factors Racial Socialization Process AIDS in Black America Culturally Competent Practice, Case Examples</p> <p>Videotape: “Martin Luther King, Jr., A Historical Perspective” (0:60) (also available on Films on Demand)</p>	<p>“African Americans, Civil Rights Movement” handout</p> <p>Paper on Other Student’s Cultures Due</p>
<p>Wednesday 6/28/23</p>	<p>African American Culture, continued</p> <p>Videotape: “Still Revolutionaries” (0:16) (E 185.615 S834 2000) (library video) Videotape: “Black Is, Black Ain’t” (1:27) (also available on Films on Demand)</p> <p>Class Activity: What are key characteristics of African American cultures to think about when you are working with these clients?</p>	<p>“African Americans, Civil Rights Movement” handout, continued</p>
<p>Monday 7/3/23</p>	<p>Hispanic Americans/Mexican Americans/Latin Americans National origins Value System Latino Civil Rights Movement Immigration Raids Hispanic Stereotypes Dia De Los Muertos Cinco de Mayo Arizona Immigration Laws</p> <p>Curanderismo Culture Bound Syndromes Puerto Ricans Santería</p> <p>Videotape: “Viva la Causa: The Story of Cesar Chavez” (0:50)</p> <p>Class Activity: What are key characteristics of Hispanic/Latinx cultures to think about when you are working with these clients?</p>	<p>“Hispanics” handout “Hispanic Curanderos, Puerto Ricans and Santería” handout</p>

Wednesday 7/5/23	<p>Native Americans – The Example of the Lakota Early History of Native America The Lakota Treaties “Wounded Knee: Healing Wounds of the Past” American Indian Activism Virtues Traditions and Beliefs The Black Hills Sports Team Names</p> <p>Videotape: “Wiping the Tears of Seven Generations” (0:57) (E99 D1 W57 2005) Video: Part of “The Red Road of Sobriety” (2:00)</p> <p>Class Activity: What are key characteristics of Native American cultures to think about when you are working with these clients?</p> <p>Receive the take-home mid-term exam</p>	“Native Americans/Lakota” handout
Monday 7/10/23	<p>Asian Americans/East Asians National origins Values Japanese Internment Experience Gaman Shinto Chinese Confucianism, Buddhism</p> <p>South Asian Culture India, Pakistan, Bangladesh Hinduism, Sikhism</p> <p>Asian Americans/Southeast Asians The Vietnamese, The Hmong Values, Beliefs, Traditions Lia Lee case Culture Bound Syndromes Mental health Medical Care “Becoming American: Odyssey of a Refugee Family”</p> <p>Videotape: “The Red Pines: A Pioneering Japanese American Community Perseveres” (0:12) (F 897.K5 R43 2003) Videotape: “Innovative Approaches to Counseling Asian-American People” (0:15) (BF 637.C6 C774 2004)</p> <p>Class Activity: What are key characteristics of Asian American cultures to think about when you are working with these clients?</p>	<p>“Asian Americans, Confucianism, Buddhism” handout</p> <p>“India, Pakistan” handout</p> <p>“Asian Americans, Viet Nam, Hmong” handout</p> <p>Mid-term exam due</p>
Wednesday 7/12/23	<p>Vietnamese and Cambodian cultures, continued</p> <p>Videotape: “The Killing Fields” (2:22)</p>	“Asian Americans, Viet Nam, Hmong” handout, continued
<p>NOTE: APPLICATIONS TO THE MAJOR ARE DUE TO THE SOCIAL WORK DEPARTMENT BY JULY 15 if by the end of this semester you will have completed Intro to Social Work, Methods and Skills of Social Work, and Diverse Populations. It requires the completed application that you can locate on the social work website. You must also have an overall GPA of 2.5 to qualify for admission. Any questions, please direct them to Dr. Rappaport</p>		
Monday 7/17/23	<p>Judaism, Jewish Americans Israel</p> <p>Videotape: Watch “A Stranger Among Us” (1:49)</p> <p>Class Activity: What are key characteristics of Jewish cultures to think about when you are working with these clients?</p>	“Jewish Americans” handout

Wednesday 7/19/23	<p>Islam/Arabic and Middle Eastern Cultures, Iran (Persian culture) Islam Values Palestine Sunni's versus Shi'ites in Iraq Iran</p> <p>Islam and Judaism – Israel and Palestine Conflict</p> <p>Videotape: “Jew and Arab in Jerusalem” (0:55) Videotape: Excerpt from “To Die in Jerusalem” (0:15)</p> <p>Class Activity: What are key characteristics of Muslim cultures to think about when you are working with these clients?</p>	<p>“Islam, Palestine, Iran, Iraq” handout</p> <p>“Israel – Palestine Conflict” handout</p>
Monday 7/24/23	<p>Gay, Lesbian, Bisexual, Transgender, and Questioning Clients’ Cultures Heterosexism Lesbian/Gay Identity Formation Family Reactions Conversion Therapy Thailand Transgender Youth Nepal’s Third Gender Category</p> <p>Videotape: “Trans” (1:33)</p> <p>Class activity: Why do we still see so much prejudice and discrimination directed at GLBTQI+ populations? What are key characteristics of these cultures to think about when you are working with these clients?</p>	<p>“GLBTQ” handout</p>
Wednesday 7/26/23	<p>Hatred – What is it?</p> <p>Class Activity: What is Hatred? What does it do to people who hate?</p> <p>Videotape: “Hate Groups USA” (0:48) (HV 677.52 H38 2003) (also available on Films on Demand)</p>	<p>“Hatred” handout</p> <p>PAPER ON OWN CULTURES DUE</p>
Monday 7/31/23	<p>Hatred – What is it? What can end it? Overcoming Hatred</p> <p>Class Activity: What are things that can be done to overcome prejudice and hatred?</p> <p>Videotape: “Trust Me” (0:60)</p>	<p>“Hatred” handout, continued</p>
Wednesday 8/2/23	<p>Hatred – Overcoming it, and opening up a dialogue about it</p> <p>Videotape: “Where Do We Go From Here? A Dialogue on Race” (0:58) (Films on Demand)</p> <p>Receive take-home final exam</p>	<p>“Hatred” handout, continued</p>
Monday 8/7/23	<p>Hatred – What Can End It? Overcoming Hatred</p> <p>Videotape: “Freedom Writers” (2:00)</p>	<p>“Hatred” handout, continued</p>
Wednesday 8/9/23	<p>Hatred – What Can End It? Overcoming Hatred</p> <p>Videotape: “Remember the Titans” (2:00)</p>	<p>“Hatred” handout, continued</p> <p>Final Exam is due</p>

IX. Bibliography

The following resources have been used to develop the reading materials for this class and/or can be used by students to provide further information on the topics and cultures covered by the course: (Note: This list is not done in APA style, so do NOT copy the format in your papers!)

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APA CHECKLIST

The following checklist is designed to serve as a guide for you when writing papers in the Social Work Department. Use of this guide will support your success when using APA and help to prevent plagiarism. All instructors in the Social Work Department will use this checklist as a guide when grading your papers for APA policy adherence, so it is advisable that you become familiar with and apply these rules to all papers.

A. Entire document MUST HAVE

- Times New Roman Font (preferred by the professor)
- 12 font size
- 1 inch margins on all four sides
- Double spacing after periods at the end of a sentence (except in the "Reference" page)

- Double spacing *between lines* in paragraphs (remove double spacing between paragraphs)
- Numbers 1-9 spelled out (e.g. “one”, “five”, “seven”)
- Numbers 10 and above do not have to be written out (except at the beginning of a sentence)
- Introduction of acronyms (e.g. “Supplemental Security Income (SSI)”, “SSI” may be used alone thereafter)
- Paragraphs versus bullets (unless approved by professor)
- No use of “I” (unless approved by professor due to nature of the assignment)
- No contractions (won’t, can’t, don’t), lbs, %, \$ (percent signs may be used directly after numbers)
- Complete sentences, no sentence fragments
- Indented paragraphs (tab once from margin)
- Introduction, body and conclusion (unless otherwise noted by professor)
- Cover page, abstract page, reference page (unless otherwise advised by professor)

B. Cover Page

- Page # (always starts with “1” at the top right) – do NOT include any words or your name with the page number. It should be the number by itself.
- Title of work (in bold and followed by an extra space), your name, Department of Social Work and the name of the university, professor’s name, due date of assignment, all centered and not in bold. This should also be double spaced.
- Title should be no more than 12 words, first letters of words are capitalized except “and”, etc.

C. Abstract Page

- This is page 2 (upper right corner)
- The word “Abstract” is centered, not bold at the top of the paper
- The Abstract is only 4-5 sentences (max 150-250 words)
- There is no indentation at the beginning of this paragraph
- Must be double spaced

D. START OF YOUR BODY

- Continue page number on every page in upper right corner
- Write the title at the very top. This should be the same one used on the cover page above your name
- The title is centered and not in bold
- All paragraphs must be indented
- Using Level Headings where appropriate (refer to your professor on when to use; see APA manual for all levels of headings: 1-5)

E. Reference Page

- The word “Reference” (or “References” if more than one) is centered and not bold
- The references must be alphabetized (by last name of author of work as listed on the work. DO NOT reorganize the authors in alphabetical order from the source).
- If there is more than one citation with the same author and year, put them in alphabetical order by title and make them 2022a, 2022b, 2022c, etc., as needed.
- Double space references
- Remove extra space between references
- Only single spacing after punctuation
- Remember that personal communication in-text citations are not listed on the reference page
- Remove hyperlinks from websites (a line should not appear under websites in your reference page)
- If the reference is long and continues on the next line, then you must indent the second line (this is called a “hanging indent”)
- All references MUST have an in-text citation to match (except in personal communication; only in-text citations are used).
- If the reference has an edition, it goes in parentheses and is not italicized. For example, Turner, F. J. (2017). *Social work treatment: Interlocking theoretical approaches* (6th ed.). Oxford University Press.

Following are explicit examples that can serve as guides for you when writing your papers.

- Boston University School of Social Work:
<http://www.bu.edu/ssw/files/2010/10/BUSSW-style-guide-6th-ed-April-13.pdf>
- Sample APA Paper Owl Purdue:
http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf
- Son of Citation Machine Citing Support:
<http://citationmachine.net/index2.php?reqstyleid=2&newstyle=2&stylebox=2>

EXAMPLES OF APA ERRORS

- ❖ Missing comma after name and before year
 - Incorrect: (Dobson & Pewter 2013)
 - Correct: (Dobson & Pewter, 2013)
- ❖ Missing parenthesis
 - Incorrect: Many children in America are diagnosed with ADHD Dobson & Pewter, 2013.
 - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).
- ❖ Using *and* instead of & in a citation
 - Incorrect (Dobson and Pewter, 2013)
 - Correct: (Dobson & Pewter, 2013)
- ❖ Using “pp.” instead of “p.” to denote page.
 - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, pp. 5).
 - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Missing punctuation at the end of sentences when citing.
 - Incorrect: Many children in America are diagnosed with ADHD. (Dobson & Pewter, 2013)
 - Correct: Many children in America are diagnosed with ADHD (Dobson & Pewter, 2013).

Correct Citation Example:

In-Text: (Dobson & Pewter, 2013)

Reference Page: Dobson, J. H. & Pewter, W. P. (2013). Understanding writing for bachelor social work students. *Journal of American Health, 4*, 24-29.

- ❖ Using quotation marks without page number/paragraph information.
 - Incorrect: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013).
 - Correct: “Many children in America are diagnosed with ADHD” (Dobson & Pewter, 2013, p. 5).
- ❖ Example of how to cite a class handout: (Be sure to use the hanging indent on your paper)
 - Rappaport, C. (2022). *The muscular system*. [Class handout]. SOWK 3305: Biological Foundations of Social Work Practice. Social Work Department, Texas A&M University-Central Texas: Killeen, TX.
- ❖ Example of how to cite a movie: (Be sure to use the hanging indent on your paper)

- Cassavetes, N. (Director). (2002). *John Q.* [Motion picture]. New Line Cinema; Burg/Koules Productions; Evolution Entertainment.
- To obtain information for a movie citation, look up the movie on the internet and select the IMDb listing. Get the name of the director and the year at the beginning of the entry. Click on Full Cast and Crew, then on Company Credits to list the production companies (ignore the list of distributors, but be sure to list all of the production companies).
- ❖ Example of how to cite an episode of a television series:
 - Writer, W. W. (Writer & Director), Writer, D. D. (Director). (2020, March 26). Title of episode (no italics), (Season No., Episode No.) (TV series episode). In P. P. Producer (Executive Producer), Title of TV series (in italics), Production companies (separated by ;).

Checklist to avoid some common errors using APA in papers
Dr. Claudia Rappaport

_____ **The title on the front page is repeated on the first page of the text of the paper, and both titles are exactly the same wording.**

_____ **Entire paper in Times New Roman 12 font. You can't change font in title, on the front page, etc., to be decorative**

_____ **The front page can ONLY contain the page number; the title of the paper, in bold and followed by an extra space; your name; Department of Social Work, Texas A&M University-Central Texas; Dr. Claudia Rappaport; and due date of assignment. Nothing else!!**

_____ **No contractions (isn't) are used anywhere in the paper unless quoting someone.**

_____ **There is no extra line space between paragraphs (to achieve this, go to page layout, then go to spacing and make sure that the spacing is set to 0").**

_____ **All paraphrasing from another source has an in-text citation, and the format would be like this: (Rappaport, 2022). If exact words are used from the source, then you also use quote marks and the page number is included in the in-text citation (the format would be: Rappaport, 2022, p. 2 or pp. 2-3). If you are using more than one Rappaport handout for citations, you will have to use Rappaport 2022a, Rappaport 2022b, etc., and the letters will be assigned based on the titles of the handouts being in alphabetical order on your reference page.**

_____ **When writing a paper about an interview of a person, you use personal communication citations within the text of the paper. After every paragraph in which you summarize information given in the interview, your in-text citation will appear like this: (C. Rappaport, personal communication, August 1, 2022). THERE IS NO REFERENCE PAGE ENTRY FOR PERSONAL COMMUNICATION CITATIONS.**

USES OF COMMAS AND OTHER COMMON PUNCTUATION/GRAMMAR ERRORS

The following are some common uses of commas:

Putting two sentences together, joined by *and*, *but*, or another linking word. Both parts have to have both a subject and a verb, or you don't need a comma.

- Example: Martha went to the Laundromat, and she discovered that she forgot her money at home.
- Does NOT need a comma: Martha went to the Laundromat and discovered that she forgot her money at home.

- **Note: Two sentences can also be joined together by a semicolon without a connecting word.**
- Example: Martha went to the Laundromat; she discovered that she forgot her money at home.
- Example: I thought this was going to be complicated, but I was surprised; they listened and paid attention.
- **Note: Two sentences can also be joined together by a semicolon and a connecting word such as *however*, followed by a comma.**
- Example: Martha went to the Laundromat; however, she discovered that she forgot her money at home and had to make a return trip.

Writing a list of objects, when no item of the list requires a comma within the item. If one item requires a comma, then the items have to be separated with semicolons instead of commas.

- Example: Martha went to the store and bought apples, plums, oranges, and nectarines to make a fruit salad.
- Need to use semicolons instead: Martha went to the store and bought golden, delicious apples; purple, juicy plums; plump, navel oranges; and nectarines to make a fruit salad.

Note: The above example with semicolons also illustrates another use of commas: When you are using more than one adjective to describe a noun (such as golden, delicious apples), the two adjectives need to be separated with a comma.

Separating the name of a city and the state in which it is located.

- Example: I was born in San Antonio, Texas, in the year 1950.

Separating parts of a date in a sentence.

- Example: On August 1, 2010, my daughter was born.

Separating a person's name and their relationship to another person, the name of a book and its author, etc.

- Example: Her father, Burton Rappaport, was born in New York City in 1921.
- Example: Burton Rappaport, the father of Claudia Rappaport, was born in New York City in 1921.
- Example: Harper Lee's novel, *To Kill a Mockingbird*, is required reading in many schools.

Separating a prepositional phrase at the beginning of a sentence from the remainder of the sentence.

- Example: In case of a fire, you need to move quickly to the nearest exit.
 - **Note another grammar rule: Do not put the adverb in between *to* and *move* (i.e., do not say "you need to quickly move to the nearest exit"). Doing this is referred to as a split infinitive. Just remember Shakespeare: It is "To be or not to be," not "To be or to not be."**
- Example: From one social worker to another, you need to be on the lookout for signs of social work burnout.

- Example: During the depression of the 1930's, food was scarce and unemployment rates were high.
 - Question: Why do you not need a comma after scarce?
- Example: If you are not ready to calm down, I want you to go to your bedroom and think about why your behavior has not been appropriate.
- Example: Because she got paid a lot less this week, she was not able to give the landlord her rent.
- **Note: If the prepositional phrase is in the middle of the sentence, it does not require commas.**
 - Example: The hot air in the classroom made it very difficult to study.
 - Example: She couldn't give the landlord her rent because she got paid a lot less this week.

After using a single word to catch your attention at the beginning of a sentence; most commonly this will be done in conversation, not in formal writing.

- Example: "Well," she said, "I guess I need to go ahead and start fixing dinner."
 - **Note another rule of grammar: Punctuation marks (commas, periods, exclamation points, question marks) always go INSIDE the quotation marks.**
- Example: Gosh, it is really hot today.
- Example: Hello, my name is Dr. Rappaport.
- Example: No, you can't have a cookie right now.
- Example: Yes, I heard what you said.
- Example: Unfortunately, one of the social work professors has decided to leave Tarleton.
- Example: However, you need to remember that I expect you to study hard for my tests.
- Example: John, did you have a question you wanted to ask?

To add additional details to clarify a sentence; if you removed those additional details, you would still have a complete sentence.

- Example: When I started college, something I had always dreamed of doing, I decided to major in social work.
- You could remove the phrase in the middle and still have a complete sentence: When I started college, I decided to major in social work. Why do you still need a comma there

When getting ready to quote a sentence – but only if you are really quoting the person's exact words, not paraphrasing.

- Example: I wasn't saying, "How could you?" Rather, I wanted to know, "What were you thinking when you did that?"
- Example: Dr. Rappaport always said, "Be careful of using Spell Check as your only type of proof-reading on papers."
- Example of NOT using quotation marks: Dr. Rappaport always told us to be careful of using Spell Check as our only type of proof-reading on papers.

Before adding a phrase starting with *which* or *whose* to add more details to the sentence.

- Example: A major strength of the agency is the fact that each social worker uses a different approach, which allows them to complement each other's skills.

- Example: He is a millionaire now, which only goes to show how much a person can accomplish if he really sets his mind to it.
- Example: The crowd, whose patience had worn thin, was threatening to tear down the sign and instigate a riot.
- Example: The building, whose architect had won a national award, was one of the most popular tourist attractions in the city.

To separate out parenthetical words from the rest of the sentence.

- Example: Expensive items, however, will not be included in the auction.
- Example: Expensive items, of course, will not be included in the auction.
- Example: Expensive items, unfortunately, will not be included in the auction.
- Example: Expensive items, therefore, will not be included in the auction.

Before a word like *also* or *too* or *as well* at the end of a sentence.

- Example: We should plan to have another fundraiser before the end of the month, also.
- Example: He's quite good looking, too.

Do not use a comma if the additional words identify the subject word and are not additional information.

- The company rewards employees who work hard. (Do not put a comma if what you mean is that the company ONLY rewards employees who work hard. If ALL employees work hard and get rewarded, then put a comma: The company rewards its employees, who all work hard.)

You usually do NOT use a comma before "because."

- Example: She was deeply ashamed because she was the only woman who failed the exam.

You often do not need to use a comma after an introductory phrase that designates when something occurred.

- Example: In about five minutes we are leaving for school.
- Example: In 2000 Dr. Rappaport came to teach at TAMUCT.

OTHER COMMON WRITING ERRORS

Capitalizing words that do not need capitals

- Capital letters are used for proper nouns, people's names, names of cities and states, etc. They are often used when they are not needed. For example:
 - I am a student in the Social Work Department at Tarleton State University-Central Texas. It is correct to capitalize social work here because it is in the name of a Department.
 - I want to be a social worker. You do not capitalize it here because it is not a proper noun.
 - My biggest supporter is Mother. You need to capitalize mother here because you are using it as a person's name.
 - I live with my mother and my father. You do not capitalize them here because you are not using them as names.
 - I graduated from Alamo Heights High School. You capitalize high school here because it is the name of a specific high school.

- I graduated from high school. You do not capitalize it here because it is not a proper noun. **Also note that you need the word “from”. I graduated high school is slang without the word from.**

Confusing different forms of words that sound the same.

- **Where:** I asked him where he was born.
- **Were:** There were 25 questions on the test.
- **Wear:** I asked him what he was going to wear to the interview.

- **Their:** These parents really love their children.
- **There:** There are too many students in this class.
- **They’re:** This is the contraction for “they are.” **Note:** You usually do not use contractions in formal written work.

Two different forms for possessives:

- **This is my parent’s house.** Use the apostrophe before the s only if it is **ONE** parent’s house. **Both parents do not live in the house, or you only have one parent.**
- **This is my parents’ house.** Use the apostrophe after the s if it is **BOTH** parents’ house. **Both parents live in the house.**
- **Parents are very important people.** You do not use any apostrophe because you are simply making a noun plural. **Never use an apostrophe unless you are making a noun a possessive word (meaning it belongs to someone).**