

Salt Lake Community College Course Curriculum Outline

CATALOG INFORMATION

Course Abbreviation: ETHS **and Number:** 2410

Course Title: African American Culture (SS, DV)

Course Description: Intro to historical, political, social & cultural experiences of African Americans in US society including the impact of privilege & discrimination; use of social work frameworks to increase competency in complex cultural & community issues.

Course Prerequisites: none

Number of credits: 3

Number of instructional contact hours: 3

Number of lecture hours per week: **Number of lab hours per week:** 0
(hours per week or equivalent number per week for a full semester or equivalent)

Type of credit: Transfer

Course Fee (if applicable): 0

Course will be offered:

Semester of Implementation: Spring 2007

APPROVALS:

Faculty Submitting Proposal: Mequette Sorenson. M.S.W.

School Curriculum Committee: Dr. John McCormick, April 13, 2006

Technical Review: Cindy Clark, 19, April 2006

Received by Articulation: (Articulation advisor's name and date)

General Education Committee: Jonathan Stowers, 30 August 2006

Other Committees (specify): (chair's name and date)

Curriculum Committee: Curtis Barnett, September 25, 2006

Accepted by Senate: Curtis Barnett, October 16, 2006

Final Curriculum Approval: (AVP name and date) David Richardson, 12/1/06

INSTITUTIONAL IMPACT

Rationale for the change or addition of course:

This is an existing course being revised to fulfill our new diversity requirement. This course as it stands fulfills the diversity requirement for Social Work and Pre-Teacher Education students and as such is an active component of articulation agreement to the University of Utah and the University of Phoenix.

Financial impact: What resources will be needed:

Because it is being added to SLCC’s diversity requirement, more qualified Adjunct Faculty will be needed. To maintain present articulation agreements, faculty for these courses will need to have an M.S.W. degree and/or professional experience in the Social Work field. If the course will be a diversity course it is likely sections offered will fill and be financially self supporting.

What programs will utilize this course?

As is, this course is an active part of an articulation agreement for students who are in the Social Work program and the Pre-Teacher Education programs. It will fulfill the diversity requirement for all SLCC students.

SYLLABI INFORMATION

<u>ASLO</u>	<u>Course Objectives/Student Outcomes</u>	<u>Assessments</u>
1	Students will be able to demonstrate substantive knowledge of the historical, political, cultural and social experiences of the African Americans living in the U.S.	Midterm examinations will include components that assess the students’ general knowledge of the impact of history, politics, and societal influences on African Americans with a minimum score of 70%. Small and large group exercises.
2, 5	Students will be able to effectively understand, discuss and write about events and/or practices prevalent among members within the African American community.	Completion of an ethnography assignment based on an outside class activity and reaction paper and class discussions.
2,4	Students will be able to comparatively and analytically assess and articulate cultural patterns that have shaped the African American family and its members.	Compare and contrast essay, class discussions and group presentation.

2,4, 5	Students will demonstrate appropriate interpersonal skills when working with African Americans.	Individual oral response to scenarios provided in class utilizing Social Work frameworks, reaction papers and final group presentation.
4, 5	Students will be able to apply theoretical frameworks of identity and self concept in order to work more effectively with diverse groups in the community.	Midterm examinations will test students' understanding of the application of the framework; Large and small group discussions.
2, 4, 5	Students will be able to identify a specific issue in the African American community and will utilize effective problem solving skills including using the expertise of professionals in the community to develop a strategic intervention to address the identified problem.	Final group presentation that will assess students' ability to identify issues and develop problem solving interventions for members of the African American community.
1,4,5	Students will demonstrate an awareness of civil rights, historical discrimination and the challenges of assimilation in order to better understand the concerns of African Americans and to more effectively provide services to members of the African American community.	Through class discussions and the group presentation.
2, 5	Students will understand the complexity and differences embodied within the African American experiences.	Individual oral responses in class, large and small group discussions, reaction papers and final group presentation.

Delivery Format(s): Lecture

Instructions on Specific Assignments and Processes:

The class will consist of instructor lectures, small and large group discussion of the readings, student presentations, and handouts. Class lectures and discussions may not cover all of the assigned readings, as the instructor will attempt to respond to the particular needs of students as a group in focusing classroom activity. Students will become culturally aware and gain a greater understanding of African Americans within our society so that they can become more culturally aware working professional.

Students will be asked to explore a variety of mediums including but not limited to lectures, readings, films, site visits, and class discussions to arrive at a more complete understanding of the African American experience within the larger context of the multicultural U.S. society.

The various methodologies employed during this course will facilitate students understanding the various social, economic and cultural contributions made by African Americans to the United States. By engaging in this process students will be able to clearly distinguish contributions from stigmas and prejudicial attitudes.

ADDITIONAL DESIGNATION(S)

This course requests Service Learning/Study Abroad/General Education designation as:

1. Communication:

This course asks students to communicate with one another orally during their group discussions and presentations. Students will use interpersonal communication and interviewing skills when talking with community members and/or professionals about a community issue. They will be required to demonstrate their learning through several writing assignments including reflective and compare and contrast papers. The readings will further facilitate the communication process required to arrive at a deeper and richer understanding of African Americans' social, economic and cultural experience as well as contributions to the social fabric of the U.S. thus developing a more culturally sensitive professional.

2. Creativity:

By reading, writing and discussing the African American experience, students will creatively engage in an analysis of the diverse contributions and issues of African Americans as well as the positive effects of the diverse social fabric of the U.S. The creative responses and expressions of African American experiences within a dominant culture will be explored. Students will be required to use creative thinking and problem solving skills in developing a plan of action to address an issue facing African Americans.

3. Critical Thinking:

Class assignments will utilize a variety of frameworks that will provide the students with tools to effectively analyze and understand African American issues; students will be required to use problem solving skills in developing an action plan for a community issue.

The various mediums utilized in the delivery of this course will provide students with the opportunity to discuss, explore, and analyze the rich social, economic and cultural diversity of the African American culture within the U.S. Through discussions of the readings, lectures, and group presentations, students will be able to apply the information outside the classroom, thereby attaining a deeper and more thorough understanding of African Americans.

4. Esthetics:

Students will be exposed to the richness of various African American cultural expressions such as but not limited to writings, art, films, music and lectures by guest speakers.

Students are also encouraged to examine their own attitudes and values as they relate to the subject matter.

5. Social Web:

The main focus of this course is to examine the experience of African Americans within the diverse fabric of the U.S. This course is designed to encourage students to discuss with one another in small groups and in large group presentations, relevant social, cultural, economical and political issues as well as other relevant issues of the African American population.

By watching films, visiting galleries and/or museums, listening to guest speakers and attending cultural and community activities and/or visit museums, students will gain have a greater

understanding of the common themes that are interwoven through African American culture.

6. Substance:

In order to become culturally responsive professionals to the African American population, students will study principles frameworks and other applications that facilitate understanding of African American experience as well as their social, economic and cultural contributions to the U.S.

7. Interdisciplinary: NA

8. Diversity (only if requesting [DV](#) designation)

8a Course Content:

The course will focus on the historical, social, economic and cultural experience of African Americans within the United States. It will introduce the students to common characteristics of individuals of African decent. Students will explore the dynamics involved in a non-dominant group's attempt to overcome discrimination, stereotypes, marginalization and prejudice, while also contributing to the socio-economic and cultural fabric of the U.S.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the African American-descended peoples in today's society. We will recognize that there are diverse experiences within what the government has designated "African Americans"—which is fairly artificial terminology. We will study commonalities and differences amongst these experiences, in order to create culturally sensitive professionals who can effectively relate to this specific minority-group experience.

Understanding this dynamic will provide a foundation for students to understand general themes of the African American experience and to develop as effective professionals when working with culturally different populations. This course will introduce students to social work frameworks that examine cultural competency models.

8b Methods:

The course will utilize a variety of methods in which to disseminate information and facilitate learning. These include lectures, small and large group discussions, reaction papers, debates, journals, group projects and presentations. In addition there will be opportunities

for exposure to African American expression including films, art and music.

The written assignments will bring together theoretical principles as well as historical, economic, social and cultural perspectives. Community presenters will provide opportunities for practical application of Social Work theory related to African Americans and will provide an experiential component to the course. Assignments will provide opportunities for articulation of Social Work frameworks and concepts. This knowledge will culminate in a final project whereby students will identify an issue facing the African American, community, research the issue, become aware of any community resistance, complete an interview with a professional working in the African American community create a viable and culturally sensitive intervention that would meet the needs of the population.

8c Miscellaneous:

While this course examines the specific historical, social, economic and cultural experience of African Americans, it is also designed to provide students with broad perspective and sensitivity that can be applied to other groups within the broader society. As a Social Work course cultural sensitivity is acquired through frameworks of Social Work.

SALT LAKE COMMUNITY COLLEGE
Department of Social Work

ETHS 2410
AFRICAN-AMERICAN CULTURE

Instructor:
Office:
Office Hours:
Phone:
E-mail Address: Mequette.sorensen@slcc.edu

Required Text: *Why Are All The Black Kids Sitting Together in the Cafeteria?; A Psychologist Explains the Development of Racial Identity*, Beverly Daniel Tatum, Ph.D.

Explorations in Cultural Competence in Social Work Practice,
by Hilary N. Weaver

Required Readings: Daly, A., Jennings, J., Beckett, J. and B. Leashore, 1995.
Effective coping strategies of African Americans. *Social Work*
40 (2) 240-248 (accessed through data base at SLCC library)

Scannapieco, M. and S. Jackson, 1996. *Kinship Care: The African American response to family preservation*. *Social Work*,
41 (2), 190-196

Schiele, J. 1996. *Afrocentricity: An emerging paradigm in social work practice*. *Social Work*, 41 (3), 284-294

Miller, D. B. & MacIntosh, R., 1999. *Promoting resilience in urban African American adolescents; Racial socialization and identity as protective factors*. *Social Work Research*, 23 (3), 159-169.

Cultural Standards for Social Workers -
www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

Other handouts/readings as assigned

Course Description

Social Work has always condemned prejudice and discrimination. As a helping profession, Social Work has developed a growing awareness of the importance of cultural

competence. Through the use of Social Work concepts and frameworks students in this course will gain culturally appropriate knowledge and acquire culturally competent skills.

This course is designed to provide students an introduction and overview of cultural experiences of African Americans in the U.S. through a social work lens. We will explore the historical, economic, political and social realities of the African American experience and will critically examine the challenges facing this group in the U.S. Issues such as privilege, prejudice, and racism will be examined within the context of the African American experience. We will also explore topics such as ethnic identity, stereotypes, self-concept, family structure as well cultural expression (e.g. art, music, literature, film) that will aid students to gain a broader understanding of African American culture.

Essentially, this course will provide the student with a broader knowledge of the forces that shape the African American-descended peoples in today's society. We will recognize that there are diverse experiences within what the government has designated "African Americans"—which is fairly artificial terminology. We will study commonalities and differences amongst these experiences, in order to create culturally sensitive professionals who can effectively relate to this specific minority-group experience.

Suggested Additional Readings

Course Objectives/Student Outcomes

1. Students will be able to demonstrate substantive knowledge of the historical, political, cultural and social experiences of the African Americans living in the U.S.
2. Students will be able to effectively discuss and write about events and/or practices prevalent among members within the African American community.
3. Students will be able to comparatively and analytically assess and articulate cultural patterns that have shaped the African American family and its members.
4. Students will demonstrate appropriate interpersonal skills that will enable them to work effectively with African Americans.
5. Students will be able to apply theoretical frameworks of identity and self-concept in order to work more effectively with diverse groups in the community.
6. Student will be able to identify a specific issue in the African American community and will utilize effective problem solving skills including using the

- expertise of professionals in the community to develop a strategic intervention to address the identified problem.
7. Students will demonstrate an awareness of civil rights, historical discrimination, and the challenges of assimilation in order to better understand the plight of African Americans and to more effectively provide services to members of the African American community.
 8. Students will understand the complexity and differences embodied within the African American experience.

Class Format

Because learning involves not only the acquisition of facts and information, but also the examination of prior knowledge, possible misconceptions and personal experience the format of this class will be largely open discussion. Through the study of African American experience and Social Work frameworks students will learn how to become more culturally sensitive professionals.

The course will also make frequent use of outside class activities, audiovisual material and structured exercises of comparison and contrast to the dominant culture. The learning experience will depend heavily on the commitment of the student to be prepared to participate in classroom discussions, exercises and activities. Attendance and participation are crucial to your learning and that of others in class.

Course Requirements

Examinations: There will be two examinations. These examinations will be based on assigned readings, lectures, class discussions, videos and other class activities.

Reaction paper: A reaction paper is an intellectual response in which you discuss your thoughts, feelings and observations as you relate the knowledge you've gained in this class to the outside class activity.

Comparison and Contrast paper: This course will provide you with general knowledge of the African American culture that will enable you to see both similarities and distinct differences to your own culture. A compare and contrast paper is a discussion of these differences and similarities of your own culture's particular characteristics with those of the African American culture.

Research Project:

Class members will divide into self-selected groups of 4-5 members. Each small group will select one social issue related to African Americans that the group members believe needs to be researched. Together, group members should devise a realistic strategy for

addressing the identified issue and bringing about needed change in that specific area. The group should consider the cost, take into account possible resistance, and identify and interview individuals in the community and community organizations that would be committed to the change. For example, the Utah Office of Ethnic Affairs is committed to ensuring that a culturally sensitive police force services are available to serve African American communities.

Each group will prepare a 7-9 page written report describing the area of concern, specific strategies for bringing about the change, the general cost of the plan, any anticipated resistance to the change process as well as an interview with an individual who would be committed to this change. A bibliography consisting of all references is required and should be attached on a separate page that does not count as a page of the text. The written report, due the date of the oral presentation is worth 50 points for each member of the group.

In addition, the group will prepare a 15-minute oral presentation describing the group's plan of action. This should not be simply reading the written report. Each student is expected to participate in the presentation in order to receive credit for the presentation. Students are encouraged to utilize media technologies and/or visual aids to make the presentation both informative and interesting. The presentation is worth 50 points for each member participating in the presentation.

Grading

2 examinations - 25 points each)	50
Reaction paper	20
Compare and Contrast	20
Attendance at Community Activity	10
Final Project Presentation	50
Final project paper	50
Participation	<u>50</u>
Total	250

Students with Disabilities

If you need special accommodations, such as note takers, tutoring, readers, etc. please contact the Disability Resource Center (DRC), located on the upper level of the College Center, or 957-4659 (TDD 957-4646). Special testing arrangements will be honored if your request is handled through the DRC.

General Education Statement

This course fulfills the Social Science and Diversity requirements for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide

range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants

Participation

Participation through the articulation of thoughts, opinions, comments and application of knowledge to scenarios given in class will reflect the students' understanding of core concepts as well as their commitment to integrate the knowledge into interpersonal skills

Given this value, 50 points is available at the instructor's discretion based upon engagement in class discussion, demonstration of cultural competency and sensitivity to cultural aspects of African Americans and attendance.

Writing Expectations

It is expected that all papers, essays and reports will be written on a scholarly level with attention to spelling, grammar, appropriate citations and coherent writing. Each product should follow MLA or APA guidelines and be written in a 12-point font, double-spaced with one inch margins on all sides.

Late Work

All work is expected to be completed and turned in on or before the day it is due. **Late assignments/papers are accepted under only dire circumstances and graded at 50% of the total grade.**

Classroom Rules

1. Self –disclosure can often be an important part of the learning process and can lead to valuable personal insight. To encourage the learning process, all personal disclosures made in class will be *respected*, will be held in confidence by students and should not be repeated outside of the classroom.
2. All feelings and opinions are valid, even negative ones. Although these feelings will differ from person to person, all feelings will be respected.
3. Tardiness is disruptive to the learning process for both the teacher and the students. I expect that students will be punctual to class to ensure that the educational process will be maximized.
4. Ringing cell phones, beeping pagers, and text messaging is not permissible during class.

COURSE OUTLINE

Week 1. Discussion of respect and appreciation versus tolerance. Presentation of the deficits model and its impact upon the African American population. Definition of Social Work and the goal of cultural competency. Historical perspective of Social Work services for African American population.

Tues. 1/10: Introduction and overview of the course.

Homework – Read *Why are All the Black Kids Sitting Together in the Cafeteria* – pg. I -28

Read *Exploration in Cultural Competence* – Chapter 1

Read online: “Social Work Cultural Standards”

Read: www.socialworkers.org/practice/standards/NASWCulturalStandards.pdf

Week 2. Definition of race and culture within the Social Work context. Understanding of personal cultural landscape in order to better understand African American culture. Inheritance of personal cultural characteristics and their impact on one’s individual perspective. Focus and discussion on Textbook definition of racism.

Tues. 1/17: Definition and discussion of race and culture. Administer survey of personal knowledge of racism, discrimination and prejudice. Commitment of Social Work to combat racism, discrimination and prejudice. Watch Video “**Race; The Power of Illusion**”

Homework – Read *Why are All the Black Kids Sitting Together in the Cafeteria* – Chapter 1

Read *Exploration in Cultural Competence* – Chapter 3

Week 3. Overview of Historical Background of African Americans. Discussion of slavery and its impact upon Africans, host culture and the U.S.

Tues. 1/24: Presentation of Historical Background prior to American slavery. Discussion of African empires and culture. Explanation and discussion of middle passage. How slaves were chosen, how they were chosen and why they were chosen to become slaves in U.S. Discussion of slavery upon the African culture, the family dynamic. Presentation of strengths perspective principles. Power behind resiliency and Social Work core values of empowerment.

Homework – Read *Exploration in Cultural Competence* – Chapter 6

Week 4. Discussion of Civil War. Explanation and significance of abolition, emancipation and reconstruction.

Tues. 2/14: Discussion of the role and the impact of abolition, emancipation and reconstruction following the Civil War. Repercussions evident in discriminatory practices such as poll taxes, Jim Crow laws, Declaration of Independence designation of 3/5 person. Discussion of prevalent attitudes of society. Review course materials, review expectations of midterm and important points for test.

Homework – Study for mid-term examination.

Week 5. Celebration of Black History month. Origins of the celebration, significance of the celebration and the importance of the designation of one month concentrating on the African American race. Mid-term examination.

Tues. 2/7: Discussion of the designation of February as Black History month. The impact upon the majority culture and the African American culture. Mid-term examination.

Homework- Read *Why are all the Black Kids Sitting Together in the Cafeteria* – Chapter 2

Attend one Activity (10 points) at SLCC or the University of Utah commemorating Black History Month and write a reaction paper (20 points). All activities should be completed and paper submitted by March 7.

Week 6. Racial Identity Development and Self-Esteem

Tues. 2/14: Introduction of development models and significance upon the adolescent and adult. Discussion of prevalent stereotypes and the impact upon identity development in the African American, Majority race as well as other races. Effects upon self-concept and its manifestation in behavior. Cultural identity and resiliency. Application of Social Work core values in order to work effectively with individuals within the African American populations.

Homework – Read *Why are all the Black Kids Sitting Together in the Cafeteria* – Chapter 3

Read *Exploration in Cultural Competence* – Chapter 2

Read **Schiele, J. 1996. *Afrocentricity: An emerging paradigm in social work practice.* Social Work, 41 (3), 284-294**

Week 7. Oppression, Injustice and Racism/ Coping Strategies

Tues. 2/21: Definition of oppression and racism. Hypervisibility, Experiences of invisibility. Continual attempts to denigrate and oppress. Negative impacting social programs and policies. Civil Rights Movement. Spiritual and religious traditions. Role of church in African American communities. Discussion of origins, roles and core Social Work values in combating oppression.

Homework – Read *Why are all the Black Kids Sitting Together in the Cafeteria* – Chapters 4 and 5.

Read: *Effective coping strategies of African American*. **Social Work 40**
(2) 240-248

Read: <http://www.terry.uga.edu/~dawndba/4500Oppression.html>
“Oppression” by Marilyn Frye

Week 8. Contemporary Issues for African - Americans

Tues. 3/21: Review current rates of socio-economic status, employment patterns, education levels, drug use, incarceration, HIV/AIDS and health status. Children in substitute care. Effective social work approaches introduced to empower the African American family and promote the equality of African Americans. Review course materials, review expectations of midterm and important points for test.

Homework Read *Why are all the Black Kids Sitting Together in the Cafeteria* – Chapters 6 and 7.

Read *The endangerment of African-American men; An appeal for social work action*. **Social Work, 40** (2), 268-274

Study for mid-term examination.

Week 9. Spring Break

Week 10. Family Structure and Values

Tues. 3/7: Review family structures including extended families. Single motherhood. Fatherhood. Parenting roles of grandparents. Stressors that effect caregiving. Roles of Social Workers in enhancing and bolstering existing strengths and resource accessibility. Mid-term examination.

Homework - Read *Why are all the Black Kids Sitting Together in the Cafeteria* – Chapter 8.

Read *Kinship Care: The African American response to family preservation*. **Social Work, 41** (2), 190-196

Homework – Complete Comparison and Contrast Paper (see explanation in syllabus) DUE MAR. 14.

Week 11. African American Youth

Tues: 3/14: Discussion of African American youth in USA. Presentation of education, college success and employment. Environmental risk factors for inner-city African American youth such as exposure to violence, poverty, deteriorated school environment, negative peer environment, traumatic experiences, young

parenthood and behavioral risk factors of alcohol and drug use. Incarceration. Gang involvement.

Homework- Read *Why are all the Black Kids Sitting Together in the Cafeteria* – Chapter 9.

Read *Promoting resilience in urban African American adolescents; Racial socialization and identity as protective factors*. **Social Work Research, 23 (3), 159-169.**

Week 12. Advocacy, empowerment and social policy.

Tues. 3/14: Definition of power and privilege. Violence and Hate crimes based upon race. Brown v. Board of Education. Little Rock Arkansas and reflections of Melba T. Beal's experience. Discussion of Affirmative Action and reactions to both sides of the argument. Integration. Macro and micro-level changes. Community interventions. Review of national and local agencies that advocate for African Americans. Guest Speaker Ed Tanner.

Homework - – Read *Why are all the Black Kids Sitting Together in the Cafeteria* – Chapters 10.

Week 13. Research Project Presentations

Week 14. Research Project Presentations

Week 15. Research Project Presentations

Week 16. Final Project Paper Due