

Salt Lake Community College Course Curriculum Outline

CATALOG INFORMATION

Course Abbreviation: ETHS **and Number:** 2420

Course Title: Asian Amer. Cultures (SS, DV)

Course Description: Intro to historical, political, social & cultural experiences of diverse Asian 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: John McCormick, April 5, 2011
Technical Review: Danielle Mills, April 7, 2011
Received by Articulation: (Articulation advisor's name and date)
General Education Committee: Jonathan Stowers 20 Apr, 2011
Other Committees (specify): (chair's name and date)
Curriculum Committee: Craig Ferrin, 04/25/2011
Accepted by Senate: 05/13/2011 Electronic Vote
Final Curriculum Approval: Dr. Christopher Picard, 05/13/2011

INSTITUTIONAL IMPACT

Rationale for the change or addition of course:
5 year review

Financial impact: What resources will be needed:

None

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 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 demonstrate substantive knowledge of the historical, political, cultural and social experiences of Asian Americans living in the U.S.	1. In order to measure students' knowledge of the historical, political, cultural and social experiences of Asian Americans living in the U.S. the instructor will include but is not limited to several of the following methods: -Exams/quizzes -Small group exercises -Essays -Reaction papers -Ethnographic assignments -Individual and group final projects -ePortfolio reflective responses
2, 5	Students will effectively discuss both orally and in writing events and/or practices prevalent among members within the Asian American community.	2. In order to measure students' ability to communicate both orally and in writing their knowledge and understanding of events and/or practices prevalent among members within Asian American community the instructor will include but is not limited to several of the following methods: -Exams/quizzes

		<ul style="list-style-type: none"> -Small group exercises -Essays -Reaction papers -Ethnographic assignments -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
2,4	Students will comparatively and analytically assess and articulate cultural patterns that have shaped Asian American families and its members.	<p>3. In order to measure students' ability to assess and articulate cultural patterns that have shaped the Asian American family and its members the instructor will include but is not limited to several of the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Ethnographic assignments -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
2, 4, 5	Students will demonstrate through communication both orally and in writing that they understand and can utilize culturally competent interpersonal skills when working with Asian Americans.	<p>4. In order to measure students' ability to communicate both orally and in writing that they understand and can utilize culturally competent interpersonal skills when working with Asian Americans the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects

		-ePortfolio reflective responses
4, 5	Students will apply theoretical frameworks and models of identity and self concept in order to understand how and why to respond more effectively with diverse groups in the community.	<p>5. In order to measure students' ability to understand and apply theoretical frameworks and models of identity and self concept that result in more effective responses to diverse groups in the community the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
5	Students will understand the complexity and differences embodied within the many diverse Asian American communities, and that the members of each community do not necessarily view themselves as a homogenous group.	<p>6. In order to measure students' ability to understand the complexities and differences embodied within the many diverse Asian American communities the instructor will include but is not limited to the following methods:</p> <ul style="list-style-type: none"> -Exams/quizzes -Small group exercises -Essays -Reaction papers -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses

2, 4, 5	Students will be able to communicate both orally and in writing the identification of a specific issue in the Asian 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. In order to measure students' ability to communicate the identification of a specific issues in the Asian American community and utilize effective problem solving skills in the development of a strategic intervention the instructor will include but is not limited to the following methods: -Exams/quizzes -Small group exercises -Essays -Individual responses to in-class scenarios utilizing effective social work frameworks -Individual and group final projects -ePortfolio reflective responses
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Delivery Format(s): Lecture

Instructions on **Specific Assignments and Processes:**

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 the Asian American within our society so that they can become a more culturally aware working professional.

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

This course will facilitate students understanding the various social, economic and cultural contributions made by Asian Americans to the

United States. By engaging in this process students will be able to clearly distinguish contributions from stigmas and prejudicial attitudes.

As a SS designation various methodologies specific to social work will be incorporated into assignments. These methods will introduce the student to the role as a change agent through the use of effective models, theories and frameworks utilized by social workers in assessing presenting issues and identifying possible interventions and available resources to minimize the presenting issue.

Sample instructions on specific assignments and processes:

Classroom Discussions

A very valuable way of assessing if a student is conceptualizing and integrating the information contained from the text and lectures is through class discussions. Through the articulation of thoughts and ideas prompted by inquiries posed by the instructor, the instructor can assess if the student understands key concepts, historical and current events that have shaped the life of the Asian American as well as prevalent cultural patterns manifested in personal relationships with others. If a student fails in their integration of the material evidenced in their responses it is the responsibility of the instructor to re-assess their approach and find an alternative method in reaching the objective for the class.

Quizzes and Exams

Students may be required to take quizzes, mid-terms, and/or exams. These assessments should allow the student to demonstrate their basic knowledge of terms, ideas and reading comprehension.

Small Group Exercises

Students will be asked to participate in exercises with 4-6 members wherein they will be given a case study and asked to assess the underlying issue, apply applicable models to better understand the presenting issue and identify possible interventions and available resources to minimize the issue. Students will be given prompt questions to guide their assessment.

Outside Class Activities and Subsequent Reaction Papers

Students will be required to attend activities outside of the classroom. These activities may include cultural celebrations significant to the Asian American, murals and art exhibits and other cultural sites reflective of the Asian American experience. It is expected of students to develop an intellectual response to their attendance at an outside class activity. This reaction paper will require a discussion of thoughts, feelings and observations through

the lenses of understanding of the social, economic, religious, educational and political influences. This understanding integrated into the knowledge gained from the classroom, the text and additional readings/experiences must be reflected throughout the student's reaction to the outside class experience. Students will be given a prompt question to help guide the theme of their paper.

Research Project

By the end of the course the students will identify a specific issue related to Asian Americans. Utilizing their knowledge gained of the Asian American experience the student will provide research supporting the need for the change, develop a realistic strategy for addressing the identified issue, the cost of the proposed intervention, possible areas of resistance and an interview with a stakeholder in the community who would be committed to the change. The student will be assessed by scoring rubrics.

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 understand and learn the importance of accurate identifiers when describing individuals of Asian descent. Additionally, students will use interpersonal communication and interviewing skills when talking with community members and/or professionals about a community issue.

Students will also have the opportunity to communicate their understanding and integration of the material through several writing assignments. Some of these assignments may include reflective writing assignments, assessment and identification of resources exercises, case study reviews, compare and contrast papers, and a final research paper. The readings assigned by the Instructor will further serve the purpose of facilitating the communication process both orally and in writing in order to arrive at a deeper and richer understanding of Asian Americans social, economic and cultural experience as well as their contributions to the social fabric of the U.S. thus, developing a more culturally competent professional.

2. Creativity:

By reading, writing and discussing the Asian American experience, students will creatively engage in an analysis of the diverse contributions and issues of Asian Americans as well as the positive effects of the diverse social fabric of the U.S. The creative responses and expressions of Asian 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 Asian Americans.

3. Critical Thinking:

Class assignments will utilize a variety of frameworks that will provide students with tools to effectively analyze and understand Asian 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 Asian 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 Asian Americans.

4. Esthetics:

Students will be exposed to the richness of various Asian 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 Asian American 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 Asian American population.

By watching films visiting galleries and/or museums, viewing murals, listening to guest speakers and attending cultural and community activities, students will gain have a greater understanding of the common themes that are interwoven through the Asian American culture.

6. Substance:

In order to become culturally responsive professionals students will study principles, models, frameworks and other applications that facilitate understanding of Asian 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 Asian Americans within the United States. It will introduce students to common characteristics of individuals of Asian descent. 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.

Students will identify possible issues that may result from the personal experiences of the Mexican American as well as effective interventions and resources to empower the Mexican American and support them in their endeavor for equality in today's society.

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

8b Methods:

The course will utilize a variety of methods 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 Asian 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 Asian 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 Asian American community, research the issue, become aware of any community resistance, complete an interview with a professional working in the Asian American community and create a viable and culturally competent intervention that would meet the needs of the population.

8c Miscellaneous:

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

SALT LAKE COMMUNITY COLLEGE
Department of Social Work

ETHS 2420
ASIAN-AMERICAN CULTURE

Instructor: Sandra Kikuchi, MSW, CSW
Office: CT 258
Office Hours: By appointment
Phone: 801-957-4593
E-mail Address: sandra.kikuchi@slcc.edu

Required Text: *Asian Americans: Emerging Minorities*. (3rd Ed) by Kitano, H. H.L., & Daniels, R.

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

Required Readings:

Yamashiro, G. and J. Matsuoka. (1997). *Help-seeking among Asian populations: A multiperspective analysis*. *Social Work*, **42**(2), 176-186.

Wu, F.H. (2002). *East is east, east is west: Asians as Americans*. In *Yellow: Race in America Beyond Black and White*. (pp. 1-38). Basic Books:New York, NY.

Chow, J. (1999). *Multiservice centers in Chinese American immigrant communities; practice principles and challenges*. *Social Work* **44** (1), 70-80

Nah. K. (1993). *Perceived problems and service delivery for Korean immigrants* *Social Work* **38**, 289-296.

Mui, A.C. and Kang, S-Y, 2006. *Acculturation stress and depression among Asian immigrant elders*. *Social Work*, July.

Gellis, Z. (2003). *Kin and nonkin social supports in a community sample of Vietnamese immigrants*. *Social Work*, **48** (2), 248-256

McIntosh, P. (1990). *White Privilege: Unpacking the Invisible Knapsack*. *Independent School*, (Winter).

Mokuau, N. (1997). *Social workers' perceptions of counseling effectiveness for Asian American clients*. *Social Work*, (32) 331-335.

Chagzoetsang, P. and Berkes, H. (1999). *Tibetan*. In Asian Americans in Utah: A Living History. (pp. 203-228). State Office of Asian Affairs: Salt Lake City, UT.

Lyon, J. *A missing peace*. Salt Lake Tribune, Dec. 13, 2009.

Lyon, J. *Those lucky enough to get to America not so lucky after all*. Salt Lake Tribune, Dec. 13, 2009.

Cultural Standard 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 the students in this course will gain culturally appropriate knowledge and thereby acquire culturally competent skills

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

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

Learning Outcomes:

The primary goal of ETHS 2420 is to introduce the student to historical, political, social and cultural experiences of Asian Americans in US society. The course will examine the impact of stereotypes, prejudice and discrimination as well as apply social work frameworks to increase competency in complex cultural & community issues. The

learning outcomes of this course match the college-wide learning outcomes established by Salt Lake Community College in the following ways.

SLCC Learning Outcome #1: Upon successful completion of any program, students should acquire substantive knowledge in the discipline of their choice sufficient for further study, and/or demonstrate competencies required by employers to be hired and succeed in the workplace.

ETHS 2420 Learning Outcomes: At the end of this course students should be able to:

- demonstrate substantive knowledge of the historical, political, cultural and social experiences of the Asian Americans living in the U.S.
- demonstrate an awareness of civil rights, an understanding of historical discrimination and the challenges and pressures to assimilate in order to better understand the plight of Asian Americans and to more effectively provide services to members of the Asian American community

SLCC Learning Outcome #2: Upon successful completion of any program, students should be able to communicate effectively.

ETHS 2420 Learning Outcome: At the end of this course students should be able to:

- effectively discuss and write about events and/or practices prevalent among members within the Asian American community.
- effectively discuss and write about their understanding of issues specific to the Asian American community and utilizing effective problem solving skills to develop strategic interventions to address the challenges.

SLCC Learning Outcome #3: Upon successful completion of any program, students should develop quantitative literacies necessary for their chosen field of study:

ETHS 2420 Learning Outcome: At the end of this course students should be able to:

- Interpret information represented in data, graphs, tables, statistics and research studies to more effectively understand individual and group patterns of behavior amongst the Asian American communities.

SLCC Learning Outcome #4: Upon successful completion of any program, students should be able to think critically.

ETHS 2420 Learning Outcome: At the end of this course students should be able to:

- demonstrate key aspects of critical thinking in comparatively and analytically assessing and articulating cultural patterns that have shaped the Asian American family and its members.

- demonstrate key aspects of critical thinking through the use of identifying applicable culturally acceptable interpersonal skills when working with Asian Americans.
- demonstrate key aspects of critical thinking through the understanding of racial development models of identity and self concept that will facilitate more effective interpersonal approaches when working with diverse groups in the community.

SLCC Learning Outcome #5: Upon completion of any program, students should develop the knowledge and skills to be civically engaged, and/or to work with others in a professional and constructive manner.

SW 2420 Learning Outcome: At the end of this course students should be able to:

- understand the complexity and differences embodied within the many diverse Asian American communities, and that the members of each community do not “necessarily” view themselves as a homogenous group. This course focuses on the Asian American experience, but will place that experience within the larger context of Asian American experience.
- demonstrate an awareness of the need for social justice amongst disenfranchised, discriminated and oppressed groups.
- demonstrate skills of cultural competence that will enable the student be civically engaged and work with others in a professional and constructive manner.

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 Asian 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.

Additional communication with Students

I will utilize the “*Course Webpage*” throughout the course. Please visit the site to access links and view photos that I have posted to facilitate my instruction. Also, to view if an opportunity for an activity arises in the community to fulfill your community activity requirement.

Course Requirements:

Examinations: There will be four quizzes and one final examination. These quizzes/examinations will be based on assigned readings, lectures, guest speakers, 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 through the lenses of understanding of the social, economic, religious, educational and political influences that you have learned in this class. Through the use of prompts students thoughts will be directed while integrating the knowledge gained from the classroom, the text and other outside class experiences to their response reflected in the reaction paper.

You will view a movie during class. (1) Discuss your thoughts, feelings, and observations about the movie. (2) Pick one (1) concept from List A and one (1) concept from List B and discuss how these concepts were portrayed in the movie and how they apply to what you have learned in this class. (3) Does anything in the movie apply to your personal experience or experiences of family or friends; if so, how does it apply; if not, why doesn't it apply.

List A

Assimilation
Institutional racism
Cultural racism

List B

Acculturation
White privilege
Accommodation

Attendance of Outside Class Activity: Attendance at Latino community activities, art exhibits, guest lecturers and/or viewing murals in the community is required. A reaction paper (see above for description requirement) for each event will be required.

Research Project: Each class member will select one social issue related to Asian Americans that the member believes needs to be addressed to better serve the Latino communities. The project should include two parts; the first part is the research project and paper and the second part is the reflective writing addition to the final paper.

The poster and final paper should include: 1) research supporting the reason for change or implementation; 2) a realistic strategy for addressing the identified issue and bringing about needed change in that specific area; 3) the cost of the proposed program; 4) possible areas of resistance and 5) identify and interview individuals in the community and/or community organizations that would be committed to the change. For example, the Utah State Division of Asian Affairs is committed to ensuring that more low-income job opportunities are available to Asian individuals. In addition the Housing Authority is committed to providing affordable housing to families struggling with lower socio-economic challenges.

The student will also prepare a poster describing their individual plan of action. The poster is worth 30 points.

The student will also submit a 5-7 page final paper consisting of the information from the poster. A bibliography consisting of at least 3 different sources in addition to the

interview references is required and should be attached on a separate page that does not count as a page of the text.

In addition to the paper the student must include 2-3 paragraphs reflecting on their work. The reflection should address the following question: *Discuss in 2-3 paragraphs how your participation in this assignment demonstrated either achievement or progress towards at least 3 separate Student Learning Outcomes.* (see page 1 syllabi)

The written report and the reflection piece are due the last day of class and are worth 70 points (50 points for the research paper and 20 points for the reflection piece). This report with its accompanying ePortfolio must be submitted

General Education ePortfolios:

Each student in General Education courses at SLCC will maintain a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with a reflective writing piece. It is a requirement in this class for you to add to your ePortfolio.

Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and even post your resume if you choose. As you complete your coursework here at SLCC your ePortfolio will be a multi-media showcase of your educational experience.

For detailed information including a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help, visit www.slcc.edu/gened/portfolio

Other Useful Information:

Students with Disabilities

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by email: linda.bennett@slcc.edu

General Education Statement

This course fulfills the Social Science and Diversity requirement 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.

Attendance and Participation

In order to truly acquire the material disseminated in this class it is required that the student must be attendance in class. Your participation through the articulation of thoughts, opinions, comments and application of knowledge to questions/comments/scenarios given in class will reflect the student's understanding of core concepts as well as their commitment to integrate the knowledge into interpersonal skills

Given this value, 25 points is available at the instructor's discretion based upon engagement in class discussions, demonstration of competence in understanding cultural aspects of Asian Americans and integration of this knowledge into applicable social work frameworks that promote positive changes for the Asian American/s.

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.

Grading:

Reaction paper	20
Midterm	40
Community Activity and write-up	15
Final project paper	60
Final Examination	40
Reading Presentation	20
Quiz x 4	40
Participation	<u>15</u>
Total	250

Grading Scale:

237 - 250	A	171 - 183	C+	106 -118	D-
224 - 237	A-	158 - 170	C	105 and below	E
211 - 223	B+	145 - 157	C-		
197 - 210	B	132 - 144	D+		
184 - 196	B-	119 - 131	D		

COURSE OUTLINE

Week 1: August 31: Introduction, overview of the course and class expectations.

Definition of Social Work and the goal of cultural competency.

Discussion of cultural competency concepts.

- Read online NASW. (2007). *Indicators for the Achievement of the NASW Standards for Cultural Competence.*

<http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf>

- Read *Exploration in Cultural Competence* – Chapter 1

Week 2: September 7: Who are Asian Americans? Historical perspective of Social Work services for Asian populations. Historical background of Asian groups in America and introduction of the Asian American Model.

General areas of review for historical background for each represented Asian group in America. Refugee vs. immigrant status. Socio-economic issues of groups newly arrived versus arrival several generations ago. Differences amongst generations. Introduction of the Asian American Model as represented in the text and the correlation of assimilation to ethnic identity.

- Read *Asian Americans: Emerging Minorities* Chapters 1, 2 and 13
- Read *Explorations in Cultural Competence* Chapter 2
- Quiz #1

Week 3: September 14: Prejudice, Racism, Stereotypes and Racial Identity Development

Past discriminatory social policies. Racially based immigration laws. English only referendums. Xenophobic. Relocation and internment. Hate crimes. Introduction of development models. Discussion of prevalent stereotypes and the impact upon identity development. Effects upon self-concept and its manifestation in behavior.

- Presentation: East is East, East is West (Chap. 2) in *Yellow* by Wu, F. (2002)
- Presentation: *White Privilege: Unpacking the Invisible Knapsack*. McIntosh, (1990).
- Read *Explorations in Cultural Competence* Chapters 3 & 4

Week 4: September 21: The Pacific Islanders

Review of historical background of Pacific Islanders including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Application of Social Work concepts and frameworks/interventions in order to work more effectively with Pacific Islanders populations. Review course materials, review expectations of midterm and important points for test.

- Presentation: *Asian Americans: Emerging Minorities*, Chapter 10
- Read *Explorations in Cultural Competence* Chapter 9
- Quiz #2

Week 5: September 28: The Pacific Islanders continued: **Movie: *Hawaii***

Week 6: October 5: Background of Chinese Americans

Review of historical background of Chinese including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Application of Social Work concepts and frameworks/interventions in order to work effectively with Chinese American populations.

- Read *Asian Americans: Emerging Minorities* Chapters 3 and 4
- Read *Explorations in Cultural Competence* Chapters 8 & 12

REACTION PAPER DUE

Week 7: October 12: Chinese Americans continued. Significance and meaning of cultural celebrations and traditions e.g. Chinese New Year

- Presentation: Multiservice centers in Chinese American immigrant communities by Chow, J.
- Presentation: Social workers' perceptions of counseling effectiveness for Asian American clients by Mokuau, N.

Week 8: October 19: **Background of Japanese Americans**

Review of historical background of Japanese including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification.

- Read *Asian Americans: Emerging Minorities* Chapters 5 and 6
- Presentation: Help-seeking among Asian populations: A multiperspective analysis by Yamashiro, G. & Matsuoka, J.

Week 9: October 26: **The Japanese Americans continued:**

Anti-sentiment attitudes and relocation. Application of Social Work concepts and frameworks/interventions in order to work effectively with Japanese American populations.

Review course materials, review expectations for midterm and important points for test.

Week 10: November 2: **Midterm (5:30 – 6:30 pm)
Guest speaker**

Week 11: November 9: **Background of Filipinos and South Asian Americans**

Review of historical background of Filipino and South Asians including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification.

Application of Social Work concepts and frameworks/interventions in order to work more effectively with these populations.

- Read *Asian Americans: Emerging Minorities*, Chapters 7 and 8

Week 12: November 16: **Background of Korean Americans**

Review of historical background of Koreans including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification. Application of Social Work concepts and frameworks/interventions in order to work more effectively with Korean American populations.

- Read *Asian Americans: Emerging Minorities*, Chapters 9
- Presentation: Perceived problems and service delivery for Korean immigrants by Nah, K.
- Presentation: Acculturation stress and depression among Asian immigrant elders by Mui, A.C. & Kang, S-Y

Week 13: November 23: **The Southeast Asians (Guest speaker: tentative)**

Review of historical background of Southeast Asians including but not limited to systems of government, politics, and social problems. Presentation of immigration patterns, immigration acts, socio-economic and educational issues, familial relationships and patterns, generational issues, racism, prejudice, discrimination, acculturation, assimilation, and bi-cultural identification.

Application of Social Work concepts and frameworks/interventions in order to work more effectively with Southeast Asian populations.

- Read *Asian Americans: Emerging Minorities*, Chapter 11
- Read *Explorations in Cultural Competence* – Chapter 13
- Presentation: Kin and nonkin social supports in a community sample of Vietnamese immigrants by Gellis, Z.

COMMUNITY ACTIVITY WRITE-UP DUE

**Week 14: November 30: The Southeast Asians continued:
Final Project Class Discussion**

FINAL PROJECT PAPER DUE

Week 15: December 7: The Present Status of Asian Americans

Review current rates of socio-economic status, employment patterns, educational levels, health status, and contributions of Asian Americans. Skills for cultural competence and awareness of barriers that minimize or eliminate service use.

Distribute list of community resources and agencies organized to provide outreach, instill empowerment and promote advancement to Asian Americans.

Review course materials, review expectations for final exam and important points for test.

- Presentation: Tibetan by Chagzoetsang, P. & Berkes, H.
- *Asian Americans: Emerging Minorities*, Presentation on Chapter 12
- *Explorations in Cultural Competence* – Presentation on Chapter 13

Week 16: December 14: 5:45 - 7:45 pm

Final Examination