

**Diversity & Social Justice Dynamics**  
**Human Services 455**  
**Department of Human Services and Rehabilitation**  
Woodring College of Education • Western Washington University

Winter 2011

Bellingham Campus

**Instructor:** Dr. Trula Nicholas

**Phone:** 360.650.6872

**E-mail:** [Trula.Nicholas@wwu.edu](mailto:Trula.Nicholas@wwu.edu)

**Fax:** 360.650.7792

**Mailing Address:** Trula Nicholas  
WWU  
516 High Street  
Bellingham, WA 98225-9091

**Office Location:** Miller Hall 316D

**Office Hours:** Mondays 12:30 p.m. – 1:30 p.m.  
Wednesdays 12:30 p.m. – 1:30 p.m.  
OR By Appointment (send me an email to schedule an appointment)

**Class Day/Time:** Mondays; 2:00 p.m. - 5:50 p.m.; January 10<sup>th</sup> – March 14<sup>th</sup> (we will meet via Blackboard during the week of January 17<sup>th</sup> and February 21<sup>st</sup>).



### CATALOG DESCRIPTION

Examination of the current complexity and historical context of diversity in relationship to human services systems. Topics include responses to institutional oppression and privilege as manifested in societal systems.

“**Diversity** refers to raising awareness about promoting inclusion of historically oppressed groups (i.e. racial minorities, women, people with disabilities) and developing an appreciation of cultural difference” (Watt, 2007, p. 115).

“This awareness about **diversity** comes as one develops critical consciousness about his/her own privilege status” (Watt, 2007, p. 115).

**Social justice** goes beyond raising awareness and addresses “ issues of equity, power relations, and institutionalized oppression” (Goodman, 2001, p.4).

“To advocate for **social justice**, individuals must raise their awareness and reevaluate the dominant value system that operates within the American culture” (Watt, 2007, p. 115).

“**Social justice** requires that individuals challenge dominant ideology and advocate change in institutional policies and practice” (Watt, 2007, p. 115).

## STANDARDS AND COURSE OUTCOMES

<i>Standards</i>	<i>Specifications</i>	<i>Outcomes</i>	<i>Readings &amp; Activities</i>	<i>Assessments</i>
#12 – Provide knowledge of human systems including individual, interpersonal, group, family, organization, community, and society and their major interactions	<ul style="list-style-type: none"> <li>• Emphasis on context and the role of diversity (including, but not limited to ethnicity, culture, gender, sexual orientation, learning styles, ability, and socio-economic status) in determining and meeting human needs.</li> <li>• An understanding of the capacities, limitations, and resiliency of human systems.</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptualize cultural competence and skills required to provide professional services to cultures, subcultures, and those with values, beliefs, abilities, or habits other than one’s own.</li> </ul>	<ul style="list-style-type: none"> <li>• Alexie (2009)</li> <li>• Rothenberg (2010)</li> <li>• Rothenberg (2008)</li> <li>• Mini lectures</li> <li>• Video clips</li> <li>• Documentaries</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Homework assignments</li> <li>• Privilege Essay</li> </ul>
<i>Standards</i>	<i>Specifications</i>	<i>Outcomes</i>	<i>Readings &amp; Activities</i>	<i>Activities</i>
#17 – Develop interpersonal skills	<ul style="list-style-type: none"> <li>• Clarifying expectations</li> <li>• Dealing effectively with conflict</li> <li>• Establishing rapport with clients</li> <li>• Maintaining behavior that is congruent with expressed values</li> <li>• Critical thinking for analysis, problem solving, synthesis, decision making, and predicting outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptualize cultural competence and skills required to provide professional services to cultures, subcultures, and those with values, beliefs, abilities, or habits other than one’s own.</li> <li>• Access and analyze information on how various cultures impact human services and how human services impacts culture, both of individuals and communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Alexie (2009)</li> <li>• Rothenberg (2010)</li> <li>• Rothenberg (2008)</li> <li>• Mini lectures</li> <li>• Video clips</li> <li>• Documentaries</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Homework assignments</li> <li>• Privilege Essay</li> </ul>
<i>Standards</i>	<i>Specifications</i>	<i>Outcomes</i>	<i>Readings &amp; Activities</i>	<i>Activities</i>
#19 – Transmit the major human service values and attitudes to students in order to promote understanding	<ul style="list-style-type: none"> <li>• Choosing the least intrusive intervention in the least restrictive environment</li> </ul>	<ul style="list-style-type: none"> <li>• Conceptualize cultural competence and skills required to provide professional services to cultures, subcultures, and those with values, beliefs,</li> </ul>	<ul style="list-style-type: none"> <li>• Alexie (2009)</li> <li>• Rothenberg (2010)</li> <li>• Rothenberg</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Homework assignments</li> <li>• Privilege Essay</li> </ul>

<p>of human service ethics and their application in practice</p>	<ul style="list-style-type: none"> <li>• Client self-determination</li> <li>• Confidentiality of information</li> <li>• Recognition of the worth and uniqueness of the individual including culture, ethnicity, gender, religion, abilities, sexual orientation, and other expressions of diversity</li> <li>• Interdisciplinary team approaches to problem solving</li> <li>• Personal commitment to appropriate professional boundaries</li> </ul>	<p>abilities, or habits other than one's own.</p> <ul style="list-style-type: none"> <li>• Access and analyze information on how various cultures impact human services and how human services impacts culture, both of individuals and communities.</li> <li>• Describe and analyze the dynamics of privilege and institutional discrimination and design strategies to support diverse communities and influence social policy.</li> <li>• Reflect on the conscious use of your professional self in relationship to cultural and historical events, probable world views, current conditions and issues of various cultural groups, including local groups.</li> </ul>	<p>(2008)</p> <ul style="list-style-type: none"> <li>• Mini lectures</li> <li>• Video clips</li> <li>• Documentaries</li> </ul>	
<i>Standards</i>	<i>Specifications</i>	<i>Outcomes</i>	<i>Readings &amp; Activities</i>	<i>Activities</i>
<p>#20 – Provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations.</p>	<ul style="list-style-type: none"> <li>• Conscious use of self</li> <li>• Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency)</li> <li>• Clarification of values</li> <li>• Awareness of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• Reflect on the conscious use of your professional self in relationship to cultural and historical events, probable world views, current conditions and issues of various cultural groups, including local groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Alexie (2009)</li> <li>• Rothenberg (2010)</li> <li>• Rothenberg (2008)</li> <li>• Mini lectures</li> <li>• Video clips</li> <li>• Documentaries</li> </ul>	<ul style="list-style-type: none"> <li>• Class discussions</li> <li>• Homework assignments</li> <li>• Privilege Essay</li> </ul>

## REQUIRED TEXTS

Alexie, S. (2009). *The absolute true diary of a part-time Indian*. New York: Little Brown and Company.

Rothenberg, P. S. (2010). *Race, class, and gender in the United States*. New York: Worth Publishers.

Rothenberg, P. S. (2008). *White privilege: Essential readings on the other side of racism*. New York: Worth Publishers.

++++Plus other journal articles or websites as assigned

## EXPECTATIONS

- It is expected that students will spend 8-12 hours each week, in addition to the four hours we spend in class, completing readings and assignments for this class.
- Refrain from using laptop computers and cell phones during our class sessions. Be sure to turn off your cell phone before class begins.
- I will do my best to start classes on time each session. It is expected that you will do your best to on time for each class session.
- It is important for us to create a safe learning environment for everyone in this class. A part of learning is exploring thoughts, concepts, ideas, and feelings that are new or unfamiliar to us. Let us commit to respecting each other's learning journey.
- It is anticipated that participants in this class is have differing views on various topics we will be discussion during our time together. Let's be curious about the range of views that will emerge, respect those that are different than yours, and anticipate that your views may be altered (however slightly) through your dialogue with others.

## EXPLANATION OF ASSIGNMENTS

1. **Attendance** – It is expected that students will attend all class sessions, arrive to class on time, return from breaks on time, and remain for the duration of the class. *If you miss a class session because of illness (keep in mind that you must stay home if you have flu-like symptoms) you will be given an additional assignment to make up the points for attendance. The assignment is as follows:*

*Find one peer-reviewed journal articles related to diversity and social justice. You will share the information contained in the articles in a 5 minute presentation to be delivered when you return to class.*

Due: Each class session      2 points possible per session      How: Just show up (on time)

2. **Homework** – Throughout the quarter you may be given a variety of homework assignments that will augment and/or compliment the readings for the week (most of the time). In many cases it will be important to complete some or all of the readings before beginning the homework assignment. Descriptions of each homework assignment will be provided at least one week before they are due.

Due: Most Mondays                      Points Possible: TBD                      How: Bring to class

3. **Exploring My Privilege Points: An Essay** – Throughout the quarter we will be exploring the concept of privilege as it relates to race, ability, socioeconomic status, sexual orientation and gender. Near the end of the quarter each student will be required to write an 8-10 page essay that explores their social constructed identities that have privilege in U.S. culture as well as the social constructed identities that do not have privilege in U.S. culture. A more detailed description of each essay will be provided at a later date.

Due: 3.7 (2:00 p.m. WWU time)                      Points Possible: 20                      How: Blackboard dropbox

4. **Essay Presentation** – Each student will present the highlights of their essay during our last class session.

Due: 3.14                                      Points Possible: 2                                      How: During our class session

5. **Ethnic/Cultural Heritage Display and Pot Luck Dish** – Throughout the quarter gather information from family and friends about your ethnic/cultural heritage. First, prepare a dish that represents your family’s heritage to bring to our Cultural Heritage Celebration Pot Luck. Because many of us come from more than one ethnic/cultural background (i.e. ¼ German, ¼ French, ¼ Irish, and ¼ Bohemian), choose one of the cultures to represent. Please refrain from copping out by saying “I’m American so I brought apple pie.” Second, prepare a small display of your cultural heritage that will sit beside your dish. This display may include pictures, artifacts, a small poster board...

I realize that everyone will not be able to fulfill this assignment (adoption, entire family no longer living. . .). Talk to me within the first two weeks of the quarter if you anticipate any difficulties gathering this information.

Due: 3.14                                      Points Possible: 3                                      How: During our class session

### Summary of Assignments

Assignment	Points	Due Date(s)
Attendance	2 per class session	Each class session
Homework	This will vary (usually 5 points per)	Most class sessions
Essay	20 total	3.7
Essays presentation	2 total	3.14
Ethnic/Cultural Heritage Display and Potluck Dish	2 – display 1 – potluck dish 3 total	3.14

## GRADING

Students are graded using WWU's academic grading system:

A	100% - 95%	Superior
A-	94% - 90%	
B+	89% - 87%	Strong
B	86% - 84%	
B-	83% - 80%	
C+	79% - 77%	Developing
C	76% - 74%	
C-	73% - 70%	
D+	69% - 67%	Underdeveloped
D	66% - 64%	
D-	63% - 60%	
F	Below 59%	Course criteria not met; failure
Z		Failure in course due to discontinued attendance without withdrawal
K	Incomplete: To receive a K grade, a student must obtain a contract form from instructor and negotiate a formal agreement specifying the work already done and the remaining work to be completed and the anticipated date of completion.	Given only when student requests due to extenuating circumstances, <b><i>which do not include lateness in completing work or the desire to do extra work to raise a poor grade.</i></b> See <a href="http://www.wvu.edu/depts/registrar/records_grading.shtml">http://www.wvu.edu/depts/registrar/records_grading.shtml</a>

## LATE ASSIGNMENT POLICY

Assignments will be considered late if they are not turned in by **2:00 p.m.** (or the time identified in the syllabus) on the date specified. Ten percent of the total number of points possible will be subtracted for assignments turned in within 24 hours after the day and time specified.

Assignments turned in between two and six days late will only receive half credit. Assignments will not be accepted that are more than one week late.

## THE INCOMPLETE (K) GRADE POLICY

The grade of K (incomplete) may be assigned under all grading systems. It may be assigned only upon request of the student and agreement of the course instructor. Normally it is given only to a student who has been in attendance and has been doing passing work until the final two weeks of the quarter when extenuating circumstances beyond his or her control make it impossible to complete course requirements on schedule. (Extenuating circumstances do not include mere lateness in completing work, the desire of a student to do extra work to rise a poor grade, etc.)

To receive a K grade, a student must obtain a contract form from the appropriate department and negotiate a formal agreement with the course instructor specifying the work done and the remaining work to complete the course and earn a grade. One copy is kept by the student and one by the faculty member.

Normally, the student removes the K grade (completes the work agreed upon) during the next quarter. After one year, if the K has not been removed, it automatically reverts to a failing grade (z), and the student may establish credit only by registering again for the course.

### ACADEMIC DISHONEST POLICY

Western Washington University students are responsible for reading, understanding, and upholding the standards of academic dishonesty as set forth in the *WWU Academic Dishonesty Policy and Procedure* (see Appendix D of the University Bulletin).







### REASONABLE ACCOMMODATION POLICY












It is the policy of Western Washington University to provide reasonable accommodation to the known physical, sensory, or mental limitations of qualified individuals except where such accommodation would impose undue hardship on the institution. To request accommodation, students must contact WWU disability Resources for Students at 360-650-3844 or [www.wwu.edu/depts/drs/](http://www.wwu.edu/depts/drs/)

### WRITTEN WORK POLICY

All written work must be typed, double-spaced, and grammatically correct. All assignments should conform to APA Publication guidelines. Please proofread work before submitting. Poor writing skills and submission of work that does not address assignment criteria will influence the final grade. The Writing Center at WWU is available to provide writing support and assistance. Please contact them for details at: <http://www.acadweb.wwu.edu/writingcenter/index.htm> .

## Class Calendar

Session/ Date	Sessions	What to do before the next class session
1.10 #1	<ul style="list-style-type: none"> <li>Review syllabus</li> <li>Introductions</li> <li>Video – <i>Sound and Fury</i></li> </ul>	
1.17 #2	<ul style="list-style-type: none"> <li><b>Blackboard session</b></li> <li>Share information</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li> Readings</li> <li> Homework</li> </ul>
1.24 #3	<ul style="list-style-type: none"> <li>Discuss readings</li> <li>Share information</li> <li>Class activities</li> <li><b>Guest speakers – James and Joel</b></li> </ul>	<ul style="list-style-type: none"> <li> Readings</li> <li> Homework</li> </ul>
1.31	<ul style="list-style-type: none"> <li>Discuss readings</li> <li>Share information</li> <li>Class activities</li> </ul>	<ul style="list-style-type: none"> <li> Readings</li> <li></li> </ul>

#4		
2.7	<ul style="list-style-type: none"> <li>• Discuss readings</li> <li>• Share information</li> <li>• Class activities</li> </ul>	 Readings  Homework
#5		
2.14	<ul style="list-style-type: none"> <li>• Discuss readings</li> <li>• Share information</li> <li>• Class activities</li> </ul>	 Readings  Homework – if assigned
#6		
2.21	<ul style="list-style-type: none"> <li>• <b>Blackboard session</b></li> <li>• Share information</li> <li>• Class activities; video</li> </ul>	 Readings  Homework – if assigned
#7		
2.28	<ul style="list-style-type: none"> <li>• Discuss readings</li> <li>• Share information</li> <li>• Class activities</li> </ul>	 Readings  Homework – if assigned
#8		
3.7	<ul style="list-style-type: none"> <li>• Discuss readings</li> <li>• Share information</li> <li>• Class activities</li> </ul>	 Essay
#9		
3.14	<ul style="list-style-type: none"> <li>• Eat food</li> <li>• Presentations</li> <li>• Course evaluations</li> </ul>	 Potluck dish and display  Essay presentations
#10		

Assignments received after 6:00 p.m. on the day of our last class session will not receive any credit.

**Remember to keep copies of all assignments turned in. It is also recommended that you keep a backup file for all assignments that you turn in.**

**THIS SYLLABUS IS SUBJECT TO CHANGE**

STUDENTS WILL BE GIVEN THE OPPORTUNITY TO EVALUATE BOTH THE CLASS AND THE INSTRUCTOR AT THE END OF THE QUARTER