

SYLLABUS
PART I
EDISON COMMUNITY COLLEGE
PSY 229S and SSV 211S: SOCIAL AND CULTURAL DIVERSITY
3 CREDIT HOURS

COURSE DESCRIPTION

Explores theories and practice issues related to living and working in a culturally diverse society. Diversity is presented as a critical area of focus, necessary for effective needs assessment and intervention with clients in the social service setting. The relationships between diversity issues, oppression, and economic/social justice will be addressed. Issues related to race, gender, religion, physical ability, age, sexual orientation, class, appearance, ethnicity will be presented via readings, case studies, lecture, and discussion. Prerequisite: PSY 121S or SSV 111S.

COURSE GOALS

The student will:

Bloom's Level		Program Outcomes
1	1. Define culture, social class, social identity and the concept of ethnocentrism.	
1	2. Describe the PIE (Person- In-Environment) analysis/assessment and problem solving stratification system and how it is utilized with social service clients.	
2	3. Compare models of ethnic identity development.	
1	4. Recognize the dynamic relationship between discrimination, oppression, inequality, power, privilege, and stigmatization.	
2	5. Define race and racism, and compare the micro and macro theories of racism.	
3	6. Develop an appreciation for the unique cultural heritage, aspirations, customs, lifestyles, and value systems of selected minority groups.	
1	7. Examine acculturation and adaptation in relationship to the immigrant experience.	
2	8. Explain the relationship between sexist stereotypes, sexist oppression, and the feminization of poverty	
3	9. Actively demonstrate the concept of appearance discrimination or lookism.	
4	10. Differentiate between a functional disability and a socially imposed disability.	
2	11. Describe affirmative practice implications for working with diverse populations and minority groups.	
2	12. Recognize and identify the risk factors and vulnerabilities associated with race, social class, gender, age, appearance, sexual orientation, ethnicity, disabilities, religion, etc.	
3	13. Apply the PIE (Person-In-Environment) assessment strategies, utilizing case studies.	
5	14. Summarize the value of utilizing the "strengths perspective" when working with clients from diverse backgrounds, cultures, and experiences.	

CORE VALUES

The Core Values are a set of principles which guide in creating educational programs and environments at Edison. They include communication, ethics, critical thinking, human diversity, inquiry/respect for learning, and interpersonal skills/teamwork. The goals, objectives, and activities in this course will introduce/reinforce these Core Values whenever appropriate.

TOPIC OUTLINE

1. Culture, social class, social identity, ethnic identity, race, racism and ethnocentrism.
2. Utilization of the PIE (person in environment) analysis/assessment process.
3. Recognizing relationships between discrimination, oppression, inequality, power, privilege, and stigma.
4. Macro and micro theories of racism.
5. Sexism and the feminization of poverty.
6. The cultural heritage, aspirations, lifestyles, and values of specific minority groups.
7. Functional and social disabilities, ableism, appearance discrimination/lookism.
8. Risk factors and vulnerabilities associated with social class, gender, disabilities, race, ethnicity, age, appearance, religion, and sexual orientation.
9. Social Work practice implications for interventions with diverse populations.
10. Utilization of the “strengths perspective” with clients.

TEXTS AND MANUALS

Appleby, G. A. (2008). Diversity, Oppression, and Social Functioning: Person-In-Environment Assessment and Intervention. Second Edition. Pearson/Allyn and Bacon