Course Number: SW360K/ WGS340/AFR 374   **Instructor:** Dr. Dorie Gilbert
Unique Number: 61765/46630   **Contact**: dgm@mail.utexas.edu
Meeting Times Tuesday & Thursday 12:30-2:00pm   **Office Phone:** Ph: 512-471-8229
Meeting Room: SSW 2.118   **Office:** SSW 3.130H
Semester: Spring 2015   **Office Hrs:** T/TH 2-3:00 or By Appt

SOCIAL WORK PRACTICE WITH AFRICAN AMERICAN FAMILIES

I. Course Description
This course is designed to provide an overview of historical and contemporary issues facing African American and African-descent families and children. This course is an upper-division, social science elective and is open to BSW students as well as other majors. Topics include: African Heritage and Cultural History, Impact of Racism & Oppression, Africentric Social Work Practice & Theories, Health and Mental Health Care & Disparities, Gender, Sexuality and Relationships, Adolescent Development & Racial Identity, Faith-based and Community interventions, and Criminal Justice concerns.

II. Course Objectives
By the end of the semester, students will be able to:
1. Demonstrate an understanding of African American family structures and dynamics from a social systems perspective.
2. Demonstrate an understanding of the historical background of African American families and its impact on contemporary family life.
3. Demonstrate an understanding of the psychosocial dimensions of African American families.
4. Identify specific social issues facing African American males and females, children, families & other subsets of the population
5. Identify and describe the variety of life styles among African Americans and the situational determinants of different family forms and patterns of adaptation.
6. Identify barriers facing specific African American populations, including persons with disabilities, the elderly, women, gays and lesbians.
7. Critique the treatment of African American families in American scholarship.
9. Demonstrate an awareness of value dilemmas and policy initiatives that differentially affect African American families and diverse social service providers.
10. Promote social justice by recognizing and identifying ways to address discrimination against African Americans and other oppressed populations.

III. Teaching Methods

Lectures, class discussion, reading assignments, small group discussions in class and via blogging and presentations will be utilized to achieve course objectives. Guest lecturers and films will provide supplementary learning resources. Lectures are designed to supplement readings. Students are expected to come prepared to each class and participate in discussions of assigned readings and of supplementary material presented in lectures.

IV. Required Readings

– Required reading packet available on Blackboard.

V. Course Requirements

1. Attendance (10%)
Students are expected to attend all class sessions, participate in class discussions and assigned activities.

2. Contribution and Reflection (15% of grade)
Students are expected to attend all class sessions and actively participate by raising questions and helping t foster discussions. Students choose one of the articles from the readings to summarize and present for discussion. See Blackboard for details.

3. Blogging (20%)
This course involves a significant amount of required reading and classroom interaction. Each student will create a blog and make weekly entries that reference the readings, classroom discussions, and responses to relevant issues. The purpose of this assignment is to demonstrate understanding of course content as well as:

a) Clarify students' understanding of course content covered by the readings, videos, activities and discussion;
b) Examine the personal and professional use of self in ethical, culturally competent, and just social work practices;
c) Reflect on the impact of discrimination and oppression on public policy, institutional structure, service delivery, and one's own role in promoting social and economic justice.
d) Extend the dialog outside the classroom in a reflective and thoughtful manner through the inclusion of a service-learning project related to social work with African American populations.

The professor may elect to provide specific questions related to the readings or class discussions for students to respond to in their blog posts. Blog posts can include photographs, video, and poetry, etc. as well as written reflections and responses to the readings. You are also required to comment on at least two blogs of fellow students each week. While blog posts are candid and honest portrayals of your reflections and experiences, they must be respectful and are not an arena for digression on unrelated issues or personal attacks. If you are referencing readings or data, cite sources using APA format (see Publication Manual of the American Psychological Association, 6th Edition).

Criteria
- Timely completion of the assignment.
- Address the key points from the readings/videos/classroom exercises
- Connection between themes discussed in readings/videos/classroom
- Comprehension, analysis and evaluation of themes discussed in readings/videos/classroom exercises
- Use of references and citations for all referenced material and data.

Blog posts are due every Saturday by noon for the previous week. See Blackboard document for "How to start blogging".

4. Midterm Examination (30% of grade)
Students complete in-class midterm. The exam will contain a combination of objective and essay questions.

5. Service Learning Project   (20% of grade)
The purpose of this project is to engage students as active agents of change by addressing an area of concern or issue related to the African American population. Students can use a variety of methods, media and collaborations. Projects may be a photo essay or a video, a series of interviews, a survey, a film screening, forum, or community service. Students may use a number of ways to report on their project, such as a video or online venue, such as YOUTUBE. There is a great deal of latitude; however, students must prepare a project proposal that provides details prior to approval. The approved proposal will serve as the specific criteria of the project. Students will submit updates throughout the semester that demonstrate progress towards achievement of the project as detailed in the proposal. Students will present their projects in class and provide a handout of their action plan and useful resources. See Service Learning Project Description on Blackboard.

6. Final Reflection Paper (5% of grade). At the end of the semester, you will prepare and submit an assessment of your learning and development over the course of the semester.

Grading and Weighting of Assignments

Attendance	10%
Contribution and Reflection	15%
Blogging	20%
Midterm exam	30%
Service-Learning Project	20%
Final Reflection Paper	5 %
Total	100%

Grading Scale:

100-94.0 = A	93.999 - 90.0 = A-	89.999 - 87.0 = B+	86.999 - 84.0 = B	83.999 - 80.0 = B-	79.999- 77.0= C+
76.999-74.0= C	73.999-70.0 = C-	69.999 -67.0= D+	66.000-64.0= D	63.999-60.0= D-	Below 60.0 = F

VI. Class Policies

1.   Attendance: Attendance and prompt arrival to class is mandatory. Individual exceptions are made only in the event of *properly documented* extenuating circumstances beyond the student's control and prior notice of reason for absence and/or tardy. Poor attendance/participation will impact grade. Missing more than 2 classes or missing either of the last 2 class days will lower attendance grade because your peers count on you for your attention and support during their presentations Students missing 5 or more classes will automatically fail the course.

2.   Late Assignments: Two points per day will be deducted for late assignments.

3.   APA format: We will use APA editorial style as the standard format for all written assignments. Details of the APA style are included in the Publication Manual of the American Psychological Association, 6th Edition.

4.   Small group work: Groups are expected to resolve challenges. The instructor serves as consultant on group dynamics and teamwork. Groups are not penalized in their grade for consulting with the instructor.

5.   Respect and Civility: The instructor and classmates have the ethical responsibility to see that the class environment is maintained as a respectful and inviting place to grow together. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

6.   Technology in the classroom: Laptops, phones and use of social media devices in class is strictly prohibited.

7.   Student feedback: Students are also encouraged to provide feedback during office hours and at mid-term review.

8.   Blackboard: Students can find support in using Blackboard at the ITS Help Desk by calling 475-9400.

OTHER POLICIES:

The University of Texas Honor Code. The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Professional conduct in class. The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Classroom civility. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues.

Unanticipated distress. Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students are encouraged to inform the instructor. The instructor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

Policy on social media and professional communication. Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by peers, clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material that could be considered inappropriate. Because of this, students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image. Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks.

Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way.

Policy on scholastic dishonesty. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students (http://deanofstudents.utexas.edu/sjs/).

Use of class materials. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This includes, among other things, uploading class materials to websites for the purpose of sharing those materials with other current or future students.

Documented disability statement. Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visithttp://www.utexas.edu/diversity/ddce/ssd/.

Religious holidays. By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

Use of e-mail for official correspondence to students. Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible to keep the university informed about changes to their e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time- sensitive. Students can find UT Austin's policies and instructions for updating their e-mail address at http://www.utexas.edu/its/policies/emailnotify.php.

Safety. As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student's responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

Behavior concerns advice line (bcal). If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual's behavior. This service is provided through a partnership among the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visithttp://www.utexas.edu/safety/bcal.

Emergency evacuation policy. Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation: (1) Familiarize yourself with all exit doors of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered the building; (2) If you require assistance to evacuate, inform the professor in writing during the first week of class; (3) In the event of an evacuation, follow the professor's instructions; (4) Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.

SOCIAL WORK PRACTICE WITH AFRICAN AMERICAN FAMILIES
COURSE SCHEDULE   SPRING 2015
(*Professor reserves the right to update as necessary*)

DATE   TOPIC AND READINGS   _____

WEEK 1   **African American Families: African Heritage and History**

Jan 20   Course Overview
                           Class Exercise: Editorial Response to Bob Herbert's "A New Civil Rights Movement"

Jan 22   *Film: Ethnic Notions: Black people in the minds of whites*

WEEK 2   **African American Family: Diversity and Commonality**

Jan 27   Topic: White Privilege-Then and Now
                           Discussion: Sorting People Interactive Exercise: Understanding race as a social construct

                           Wander & Martin (2005). The roots of racial classification from *Whiteness: The power of the past*
                           in P. S. Rothenberg (Ed.).White Privilege: Essential readings on the other side of racism. Worth
                           Publishers, NY, NY.

                           Barret & Roediger (2005). How white people became white from *Whiteness: The power of the
                           past* in P. S. Rothenberg (Ed.).White Privilege: Essential readings on the other side of racism.
                           Worth Publishers, NY, NY.

                           McIntosh, P. (2005). Unpacking the invisible knapsack. in P. S. Rothenberg (Ed.).White Privilege:
                           Essential readings on the other side of racism. Worth Publishers, NY, NY.

                           Pharr, S. (1988). The common elements of oppression. Chardon Press

Jan 29   *Film, White Privilege and its Consequences for Racial Equity & Justice (Tim Wise)*

WEEK 3   **African American Family: Family Development and Intervention Theories**

Feb 3   Browne, C & Mills, C. (2001). Theoretical frameworks: Ecological Model, Strengths Perspective,
                           and Empowerment Theory. In R. Fong & S. Furuto (Eds.). Culturally competent practice; Skills,
                           Interventions, and Evaluations. Allyn & Bacon, Boston, MA.

                           ♦ ♦ Karenga, M & Karenga, (2007). The Nguzo Saba and the Black family: Principles and practice
                           of well-being and flourishing. In H. P. McAdoo (Ed.), Black families, 4th Edition (pp. 7-28).
                           Thousand Oaks, CA: Sage.

Feb 5   *Critical Analysis of Theory: Film: CNN-Black in America, South Africa Program*

                           ♦ ♦ Harvey, A. & Hill, R. (2004). Africentric youth and family rites of passage program:
                           Promoting resilience among at-risk African American youths. Social Work, 49 (1).

                           Watson, J. E. (1996). A dynamic duo: (An example of Africentric family values). Amsterdam
                           News, 6/29/05, Vol 96, Issue 24

WEEK 4	**African American Families: Historical and Current Demographics & Helping Traditions**
Feb 10	♦Franklin, J. H. (2007). African American families: A historical note. In H. P. McAdoo (Ed.), <u>Black families</u>, 4th Edition (pp. 3-6). Thousand Oaks, CA: Sage. (on-line reading)

♦ Graham, L. O. (1999, February 15). Living in a class apart: The separate world of America's Black elite. U.S. News & World Report, 48-52.

♦ ♦ Hill, R. B. (2007). The impact of welfare reform on Black families. In H. P. McAdoo (Ed.), <u>Black families</u>, 4th Edition (pp. 328-338). Thousand Oaks, CA: Sage.

♦ ♦ Wright, K. (2008). The subprime swindle: How the mortgage industry stole Black America's hard-earned wealth. <u>The Nation</u>, July 14, 2008.

Feb 12   ♦ ♦ Offner, P. (2002). What's love got to do with it?: Disparity between black men and women. *The Washington Monthly*, 34 (3), 15-19.

♦ ♦ Eckholm, E. (2006). Plight deepens for black males: Studies sound alarm. New York Times, 03/20/06,

Raspberry, W. (2002). Successful women who are childless. <u>The Washington Post</u>, 04/29/02, P. A11

Edwards, A. (2002). Bring me home a black girl. <u>*Essence,*</u> 33 (3), p. 176.

McLarin, C. (2006). Race wasn't an issue for him, which was an issue for me. <u>NYT</u>, 09/03/2006

Evans, E. (01-12-09). Dark and lovely, Michelle. *The Root* www.theroot.com

WEEK 5	**African American Relationships: Gender, Race, Class & Sexual Identity**
Feb 17	♦ ♦ Chapman, A. B. (2007). In search of love and commitment: Dealing with the challenging odds of finding romance. In H. P. McAdoo (Ed.), <u>Black families</u>, 4th Edition (pp. 285-296). Thousand Oaks, CA: Sage.

♦ ♦ Bethea, P., D. (1995). African American women and the male-female relationship dilemma: A counseling perspective. <u>Journal of Multicultural Counseling & Development, 23 (2)</u>. 87-96.

Feb 19   Richardson, B.L. & Wade, B. (2001). <u>What mama couldn't teach us about love</u>. Readings on Anti-intimacy Beliefs. *On-line Handout*

♦ ♦ Hammond, W. P. (2005). Being a man about it: Manhood meaning among African American men. <u>Psychology of men and masculinity</u>, 6 (2), pp.114-126.

WEEK 6	**African American Relationships: Gender, Race, Class & Sexual Identity**
Feb 24	

♦ ♦ Freeman, C. T. (2006). Counseling Black men: A misunderstood population. <u>New Jersey Journal of Professional Counseling</u> (58). 72-84.

♦ ♦ DeFrancisco, V. L. & Chatham-Carpenter, A. (2001). Self in community: African American women's views of self-esteem. <u>Howard Journal of Communication</u>, 11(20), 73-92.

♦ ♦ Thomas, A. J. (2001). African American women's spiritual beliefs: Treatment guide. <u>Women & Therapy</u>,23(4), 1-11.

Feb 26	♦ Found: 85, 000 Black gay households. *Essay by Alain Dang & Somjen Grazer.*
	Pitts, L (1998) The choice to be gay and Watson, J (2004). Strange Bedfellows (two 1-page editorials)
	♦ ♦ McCready, L. T. (2004).Understanding the marginalization of gay and gender non-conforming black male students. <u>Theory into Practice</u>, 43 (2).
	Sroyum, C. (2007). At least I'm not gay: Heterosexual identity-making among poor teens. ABSTRACT
	♦ ♦ Gilbert, D. J. and Williams, L. (2007). Deconstructing the down-low: A systems-ecological perspective on African American men who have sex with men. <u>Human Behavior in the Social Environment: An African American Perspective.</u> 501-517
	♦ Fullilove, M. & Fullilove, R. Homosexuality and the African American Church: The Paradox of the "Open Closet".
	Film: A different kind of black man.
WEEK 7	**African American Relationships: Gender, Race, Class & Sexual Identity**
March 3	Guest Speaker
March 5	Mid-term Review
WEEK 8	**Midterm and Project Planning**
March 10	Midterm
March 12	Service Learning Project Planning
	----------------**SPRING BREAK-----Mar 16-Mar 20** --------------------------------
WEEK 9	**African American Family Constellation and Parenting**
March 24	♦ Nobles, W. (2007). African American family life: An instrument of culture. In H. P. McAdoo (Ed.), <u>Black families</u>, 4th Edition (pp. 69-78). Thousand Oaks, CA: Sage.
	Barack Obama on Fatherhood [by W. Parker from About.com)].
	♦ Ochberg, B. (2005). When Fathers and Sons Spend Time Together. <u>University of Michigan School of Public Health</u>, Spring, p 27-31.
March 26	♦ ♦ Cain, D.S. & Combs-Orme, T. (2005). Family structure effects on parenting stress and practices in the African American family. <u>Journal of Sociology and Social Welfare</u>, 32(2). 19-40.
	♦ ♦ Cox, C. (2002). Empowering African American custodial grandparents. <u>Social Work</u>, 47 (1)..45-54.
WEEK 10	**Socialization and Identity in African American Early and Late Adolescents**
March 31	♦ ♦ Tatum, B. D. (2004). Family life and school experiences: Factors in the racial identity development of black youth in white communities <u>Journal of Social Issues, 60 (1</u>),117-135.

April 2	*Film/TBA*
WEEK 11	**Education: African American Children & Adolescents**
April 7	*Film: Boys of Baraka*
April 9	*Barack Obama on Education [from Education.com]*

♦ Steptoe, S. (2004). Closing the gap. Time 164(22), p54-56

♦ Pluviose, D. (2006). Study: "Acting White" accusations has damaging legacy for black students. Diverse Issues in Higher Education, V23 (4), 8-8.

WEEK 12	**Youth, Media and Development**
April 14	*Film: Hip-Hop: Beyond Beats & Rhymes.*
April 16	♦ Watts, R., Abdul-Adil, J., & Pratt, T. (2002). Enhancing critical consciousness in young African American men.. Psychology of Men and Masculinity, 3(1), 41-50.

♦♦ Peterson, Wingwood, DiClemente, Harrington, & Davies (2007). Images of sexual stereotypes in rap videos and health of African American female adolescents. Journal of Women's Health, 15 (8), 1157-1166.

Week 13	**Community, Health, Mental Health & Social Justice Disparities among African Americans**
April 21	♦♦ Brunson, R. (2007). Police don't like black people: African American Young men's accumulated police experiences. Criminology and Public Policy, 6(1) 71-101.

♦♦ Joe, S. (2006). Implications for National Suicide Trends for social work practice with Black youth. Child and Adolescent Social Work, 23(4), 458-468.

April 23	♦♦ Snowden, L. (2003). Bias in mental health assessment and intervention theory and evidence. American Journal of Public Health, 33 (2), 239-242.

African American Mental Health Fact Sheet

♦ Gadson, S. (2006). The Third World Health Status of Black American Males. National Medical Association, Vol 98 (4), p 488-491.

Survey suggests link between racism, high blood pressure in African Americans. Black Issues in Higher Education,10 /25/01 18(18), p14.

Film, TBA
♦ Gilbert, D. J. & Goddard, L. (2007). HIV prevention targeting African American women: An African-Centered Behavior Change Model Perspective. Family and Community Health, 30 (1S). 109-114.

WEEK 14	**Presentations**
April 28	Presentations
April 30	Presentations
WEEK 15	**Presentations, Course Wrap-Up and Course Evaluations**
May 5	Presentations
May 7	Course Wrap-Up and Course Evaluations