SSWM 586: Race and Class: Implications for Social Work Practice

I. Course Description

This course explores in-depth two critical issues that intersect in our society and in social work practice on all levels: race and class. These issues impact not only social work practice but also policy, research and program development. This course provides the student with the opportunity to integrate concentration content within a perspective focusing on race and class. Specific attention will be focused on the effects that race and class have on individual, family and community social functioning. Students will explore the manifestations of race and class on critical life areas. These areas include but are not limited to education, housing, health care, and involvement with legal justice system. Course will provide student with opportunity to conceptualize and develop a practice model in response to the influence of these issues--on any level of social work practice--based on research and theory. This course will build upon content from each core foundation area.

II. Course Objectives

Students completing this course should possess the following:

1. A practice model that reflects the integration of culturally competent techniques, research and theory (SWP; CT).

2. Ability to identify the impact of effects of race and class on access to opportunity within U.S. society (SWP; CT).

3. Understanding and knowledge of strategies used to ameliorate the effects of race and class (CT; C).

4. Understanding and knowledge of social work contribution to amelioration and
perpetuation of the effects of race and class (CT; SWP).

5. Understanding and knowledge of institutional practices that perpetuate race and class conflict (CT; VE).

6. Understanding and knowledge of the effects of race and class on life chances (SWP).

III. Required Texts


Recommended Texts


Suggested Web Pages
http://www.census.gov
http://www.fedstats.gov
http://www.prb.org/
http://www.bea.doc.gov/
http://www.cdc.gov/nchs/

IV. Assignments

There will be 3 graded assignments for this class. The guidelines for these assignments are attached.

V. Grades

A final grade based on a 100-point system will be given upon successful completion of the course. No assignments will be accepted late unless extenuating circumstances exist and/or prior clearance has been received from instructor. Later papers will be docked 3 points, per day, for each day late.

90-100 A = Outstanding/ Superior. Exceptional performance. Consistently exceed expectations.

80-89 B = Very Good. Student consistently meets, and occasionally exceeds, normal expectations for the course.
VI. Course Content & Class Schedule

The class meets on Friday, May 4th, Saturday, May 5th, and Sunday May 6th, and Saturday, June 2nd, and Sunday, June 3rd at MSASS. Class will begin promptly at 9:00am and continue until 5:00pm. Lunch will be from 12 noon to 1:30pm. Attendance at all sessions is mandatory.

### Course Outline: Topic and Required Readings

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<tr>
<th>Day</th>
<th>Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Theories of Racism &amp; Poverty</td>
<td>Wilson, W. J. Chapter 6 (on reserve)</td>
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<td></td>
<td>Background Information</td>
<td>Zelly, E. W. Journal of Sociology &amp; Social Welfare, 22 (1), 75-86. (reserve)</td>
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<tr>
<td>Day 1 pm</td>
<td>Where We Are Today (Race)</td>
<td>West, C. Introduction &amp; Chapters 1-5</td>
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<tr>
<td>Day 2 am &amp; pm</td>
<td>Race &amp; Social Work Practice</td>
<td>Dhooper, S. &amp; Moore, S. Chps. 2-7</td>
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<tr>
<td>Day 3 am</td>
<td>Where We Are Today (Class)</td>
<td>Fallows, J. (March 19, 2000). The Invisible Poor. NY Times Magazine. (reserve)</td>
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<td>Harrington, M. Entire Book</td>
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<td>Massey, D. S. Social Service Review, 68(4) 471-487. (reserve)</td>
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<td>Oliver, M. L. &amp; Shapiro, T. M. Chapters 1, 4, &amp; 5 (on reserve)</td>
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<td>Day 3 pm</td>
<td>Class &amp; Social Work Practice</td>
<td>Davis, L.E., &amp; Proctor, E. K. Chapters 11-15 (reserve)</td>
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<td>Day 4 am</td>
<td>Class &amp; Social Work Practice (continued)</td>
<td>Pinderhughes, E. Chapters 7 &amp; 8 (reserve)</td>
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<tr>
<td>Day 4 pm</td>
<td>Practice Essentials</td>
<td>Stone, C. National Institute of Justice Journal, April 1999, 26-32. (reserve)</td>
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<td>Social Work Practice in Contemporary Arenas Influenced by Race &amp; Class</td>
<td>Tonry, M. Chapters 1 &amp; 7 (on reserve)</td>
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<td>Time</td>
<td>Activity</td>
<td>Description</td>
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<td>Day 5 am</td>
<td>Guest Lecture</td>
<td>Bryan Adamson, JD</td>
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<td>Race, Class &amp; the Law</td>
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<td>Readings to be assigned</td>
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<tr>
<td>Day 5 pm</td>
<td>Race, Class &amp; the Law (cont.)</td>
<td>Course Evaluation</td>
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Bibliography


Assignment #1:

Read Chapter 3 of Understanding Race, Ethnicity & Power: The Key to Efficacy in Clinical Practice by Elaine Pinderhughes (on reserve in MSASS Harris Library). After reading this chapter you are to write a 3-page review and critique of it. You should discuss the following questions in your chapter review paper.

- What is the source of your experience with difference?
- What were your responses to the experience?
- Whether the experiences were positive or negative, please explain.
- What are your thoughts about the different other’s perception of the experience?
- What would you do differently, today, if that same experience presented itself?

This assignment is due May 6th.

Assignment #2:

Write a 6-8 page paper discussing the impact of race or class on access to essential resources (e.g., health care, housing) or involvement with social institutions (e.g., child welfare, mental health). Discussion should identify and highlight differences due to race or class and the role that social workers can take to empower and facilitate access by client or lessen involvement. Discussion of the advocacy role at the micro and macro levels is critical to this process and should be incorporated into the discussion.

This assignment is due June 3rd.

Assignment #3:

Develop a feasible practice model for the delivery of social work services to clients served by your field practice agency. The model must target those clients that are different from your own racial or class group. The model can focus on any level of social work practice or client type (e.g., neighborhood, organization). The model should integrate your assessment of what is occurring, or not occurring, pertaining to race and class issues within the agency. This can include but is not limited to staffing, service delivery options, client involvement, and agencies policies and procedures. The model must integrate sound empirical literature, a theoretical perspective, and strategies to overcome obstacles. Model should include discussion of past or current practice approaches with the identification of pros and cons of those approaches. Model should take into consideration the influences of variables relevant to clients’ socioeconomic status. Paper should be between 10-15 pages in length not including references.

This assignment is due June 30th.