SOCW 3307-018/AAST 3317/018 - Human Behavior and Diverse Populations
Spring 2021

Instructor(s): Dr. Pamela Hill

Office Number: NA

Office Telephone Number: 817 272-9642

Email Address: pamelahill@uta.edu

Faculty Profile: http://www.uta.edu/profiles/pamela%20hill

Office Hours: By appointment

Section Information: SOCW 3307 Sec 018 / AAST 3317-018

Time and Place of Class Meetings: Tuesday/Thursday 9:30am – 10:50am

Description of Course Content: Introduction to theoretical, practical, and policy issues related to diverse populations. Historical, political, and socioeconomic forces are examined that maintain discriminatory and oppressive values, attitudes, and behaviors in society and in all levels of organizational behavior.

Student Learning Outcomes:
By the end of the semester, students should be able to:

- Become familiar with historical, political, and socioeconomic forces that maintain racist, sexist, heterosexist, and ablest values, attitudes and behaviors in our society and profession.

- Be able to identify concepts related to race and ethnicity, gender, sexual orientation, and disability status, which include but are not limited to sociopolitical processes, interpersonal processes, and socio-cultural processes.

- Develop an understanding of (a) those client groups who, because of factors of race, ethnicity, gender, sexual orientation, and disability status are particularly oppressed in our society, and (b) those client groups who perpetuate such oppression against individuals due to race, ethnicity, gender, sexual orientation, or disability status.

Required Textbooks:

“Understanding Human Differences: Multicultural Education for a Diverse America” Kent L. Koppleman, Fourth Edition
Technology Requirements

On line teaching tools to be used for this course include Canvas and Teams Students can access tutorials on these tools by clicking on the “Get Started” Box on their Canvas Homepage.

Descriptions of major assignments and examinations:

ASSIGNMENT 1 -Self-Exploration and Cultural Perception Project Presentation: 200 points

Each student will do a class presentation regarding their own diverse, cultural background and include the following information. BE CREATIVE with this assignment…set up a display, or bring photos or items that represent YOU…your ethnic, cultural background

1. Your Ethnic, Cultural background.
   
   a. What are some aspects of your ethnic/cultural background prominent in your life and what childhood experiences reinforced them? (for example..the type of neighborhood you grew up in, relationships with family members..(nucleus or extended), language, customs
   
   b. Growing up, what did you hear or learn about people who are culturally different from you? Has that view changed? If so, what is your current view of people who are culturally different than you?

2. Your Cultural Values
   
   a. What cultural values do you currently hold? (what is important in your culture? Family, Money, Career, Education, Faith, etc)
   
   b. Do you believe any of your cultural values are different from common values of others who are not a part of your cultural group?

3. Interacting with those who are culturally different from you
   
   a. Describe your experiences in interacting with those who are culturally different from you?
   
   b. Do you think others who are culturally different are comfortable interacting with you? And you with them? Why or Why not?

ASSIGNMENT 2 - Human Behavior and Diversity Interview. 200 pts

Interview one person who is “different” from you.. this can extend to culture, religion, able, gender, sexual orientation, socio-economic class, etc You can video interview if interviewee agrees.. or take notes during interview. Questions will be provided by professor and interview will be shared in class

ASSIGNMENT 3 – Reflection Writing (4 writings, 50 pts each,.) total of 200 points

Complete 4 (FOUR) reflective writings, (info on selected articles will be provided)
*Components of Reflection Assignments: Must be 4 paragraphs..3-7 sentences in each paragraph*

1. Describe in detail the issue(s) addressed in this reading. Do you believe it is being addressed in an effective way? Please explain.

2. Please elaborate on three (3) critical points you gathered from this reading and explain how this information is or is not relevant in understanding human behavior.

3. Do you believe this information will be useful in your profession as a Social Worker (or whatever your specific field of study)? Please explain.

4. What do you believe would be the consequences if this issue was not addressed? Please elaborate.

**ASSIGNMENT 3 – Video Writing (4 writings, 50 pts each,) total of 200 points**

Complete 4 (FOUR) reflective writings, (info on selected articles will be provided)

*Components of Reflection Assignments: Must be 4 paragraphs..3-7 sentences in each paragraph*

1. Describe in detail the issue(s) addressed in this reading. Do you believe it is being addressed in an effective way? Please explain.

2. Please elaborate on three (3) critical points you gathered from this reading and explain how this information is or is not relevant in understanding human behavior.

3. Do you believe this information will be useful in your profession as a Social Worker (or whatever your specific field of study)? Please explain.

4. What do you believe would be the consequences if this issue was not addressed? Please elaborate.

**ASSIGNMENT 4-Final – Project Presentation: 200 pts –**

OUTLINE FOR THIS ASSIGNMENT WILL BE PROVIDED BY PROFESSOR.

1. Self Exploration and Cultural Perception 200 pts
2. Human Behavior and Diversity Interview 200 pts
3. Reading Reflections 200 pts
4. Video Reflections 200 pts
5. Diverse Population Final Project 200 pts

**TOTAL**

1000 POINTS

Grading Scale

1000 – 900 = A  899-800 = B  799-700= C  600 – 699 = D
COURSE SCHEDULE
As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.
–Dr Pamela “Safisha” Hill

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Mandatory Face Covering Policy

All students and instructional staff are required to wear facial coverings while they are on campus, inside buildings and classrooms. Students that fail to comply with the facial covering requirement will be asked to leave the class session. If students need masks, they may obtain them at the Central Library, the E.H. Hereford University Center’s front desk or in their department. Students who refuse to wear a facial covering in class will be asked to leave the session by the instructor, and, if the student refuses to leave, they may be reported to UTA’s Office of Student Conduct.

Institution Information

UTA students are encouraged to review the below institutional policies and informational sections and reach out to the specific office with any questions. To view this institutional information, please visit the Institutional Information page (http://www.uta.edu/provost/administrative-forms/course-syllabus/index.php) which includes the following policies among others:

- Drop Policy
- Disability Accommodations
- Title IX Policy
- Academic Integrity
- Student Feedback Survey
- Final Exam Schedule

Additional Information

Attendance:

At The University of Texas at Arlington, taking attendance is not required but attendance is a critical indicator of student success. Each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this section, I will take attendance. However, while UT Arlington does not require instructors to take attendance in their courses, the U.S. Department of Education requires that the University have a mechanism in place to mark when Federal Student Aid recipients “begin attendance in a course.” UT Arlington instructors will report when students begin attendance in a course as part of the final grading process. Specifically, when assigning a student a grade of F, faculty report must the last date a student attended their class based on evidence such as a test, participation in a class project or presentation, or an engagement online via Canvas. This date is reported to the Department of Education for federal financial aid recipients.

Emergency Exit Procedures:

Should we experience an emergency event that requires evacuation of the building, students should exit the room and move toward the nearest exit. When exiting the building during an emergency, do not take an elevator but use the stairwells instead. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities. Students should also be encouraged to subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at Emergency Communication System.

Student Success Programs:

UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include
tutoring by appointment, drop-in tutoring, etutoring, supplemental instruction, mentoring (time management, study skills, etc.), success coaching, TRIO Student Support Services, and student success workshops. For additional information, please email resources@uta.edu, or view the Maverick Resources website.

The IDEAS Center ([https://www.uta.edu/ideas/](https://www.uta.edu/ideas/)) (2nd Floor of Central Library) offers FREE tutoring and mentoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in or check the schedule of available peer tutors at www.uta.edu/IDEAS, or call (817) 272-6593.

The English Writing Center (411LIBR):

The Writing Center offers FREE tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at the Writing Center ([https://uta.mywconline.com](https://uta.mywconline.com)). Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see Writing Center: OWL for detailed information on all our programs and services.

The Library’s 2nd floor Academic Plaza ([http://library.uta.edu/academic-plaza](http://library.uta.edu/academic-plaza)) offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library’s hours of operation.

Librarian to Contact:

Each academic unit has access to Librarians by Academic Subject that can assist students with research projects, tutorials on plagiarism and citation references as well as support with databases and course reserves.

Emergency Phone Numbers

In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381

Library Information

Research or General Library Help

Ask for Help

- Academic Plaza Consultation Services (library.uta.edu/academic-plaza)
- Ask Us (ask.uta.edu/)
- Research Coaches ([http://libguides.uta.edu/researchcoach](http://libguides.uta.edu/researchcoach)) Resources
- Library Tutorials (library.uta.edu/how-to)
- Subject and Course Research Guides (libguides.uta.edu)
- Librarians by Subject (library.uta.edu/subject-librarians)
- A to Z List of Library Databases ([libguides.uta.edu/az.php](libguides.uta.edu/az.php))
- Course Reserves ([https://uta.summon.serialssolutions.com/#/course_reserves](https://uta.summon.serialssolutions.com/#/course_reserves))
- Study Room Reservations (openroom.uta.edu/)