



**EDUCATION AND  
SOCIAL WORK**

## Course Outline 2018

### SOCWORK 113: CULTURE AND DIVERSITY (15 POINTS)

#### Semester One

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#### Course Prescription

An introductory exploration of notions of culture and diversity that critically examines impacts on individuals, whānau and communities in Aotearoa. A range of cultural perspectives will lead to, and encourage, critical discovery of 'self' in relation to realms of difference in the context of social and human services.

#### Programme and Course Advice

*Prerequisite: None*

*Restriction: None*

#### Goals of the Course

This course will introduce students to notions of personal and cultural identities, and an appraisal of difference in relation to self in the contexts of social work. It will identify diverse value bases, conflicts and tensions that arise from the social construction of minority groups and analyse respective implications for praxis and the development of inclusive relationships. Content will include:

- definitions of culture, values, beliefs and social justice
- concepts of self, cultural lens, cultural identity, politics of identity.
- basic concepts that may include: nationality, ethnicity, worldview, cultural dominance, stigmatisation, homophobia, heterosexism, ageism, oppression, racism, marginalisation, ethnocentricity and gender discrimination.
- defining features of human difference
- implications of diverse realities – ethnicity, class, ability, gender, sexual orientation, age, youth culture, sexuality and sexual health
- refugee and migrant populations - adaptation process
- experiences of personal, cultural and ethnic identity, self and intercultural relationships

#### Learning Outcomes

*By the end of this course it is expected that the student will be able to:*

1. explain concepts of personal, cultural and ethnic identity
2. identify the social implications of diverse realities arising from human difference
3. discuss the marginalisation of groups encountered in human services
4. identify anti-oppressive practices in work with marginalised groups
5. describe strategies that promote inclusion in intercultural relationships

## Learning and Teaching

Attendance in class as well as engagement with course activities and readings supports academic success. Therefore it is strongly recommended that students make every effort to attend class and complete all the necessary in-class requirements.

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the course director/lecturer and/or tutor.

## Teaching Staff

Dr John Fenaughty  
Faculty of Education & Social Work

## Learning Resources

The required textbook for this course is:

Thompson, Neil (2016). *Anti-discriminatory practice: Equality, diversity and social justice (6<sup>th</sup> ed)*, Macmillan International Higher Education

A range of articles and course materials will be provided.

## Assessment

There are three assessment requirements for this course. Completion to the satisfaction of the examiners. Students must achieve at least 50% for the course and submit all assignments, including the final exam. Because this is a key paper in a professional programme, you are expected to attend both lectures and tutorials.

You will be required to do one 10 minute presentation and one 2,000 word essay on the topics below. You are expected to do these assignments in your own words. This work, as with all University work, will be required to meet the University's academic integrity standards.

Assignment One 10%

Presentation (10 Minutes).

A ten minute presentation that introduces an analysis of your cultural identity(s), values and beliefs.

Assignment Two 40%

Essay – 2,000 words

A response to a provided case study that will involve identifying and responding to issues of discrimination/oppression, the relevance of social constructionism, identifying strengths related to the case study, and a critical self-reflection about your learning in the course.

Assessment Type	Weighting
Assignment One	10%
Assignment Two	40%
Exam	50%
Total	100%