

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

Course Number: SOWO 501

Course Title: Confronting Oppression & Institutional Discrimination
(Discrimination and Inequality), Spring 2009

Day and Time: Monday 2:00 PM – 4:50 PM

Location: Tate-Turner Kuralt Building, Room 226A

Instructor: Walter C. Farrell, Jr., Ph.D., M.S.P.H. (Section 2)
The School of Social Work, 301 Pittsboro St., CB#3550
Chapel Hill, NC 27599-3550
919 843-8318 (O)/960-9284 (H)/960-9275 (Fax);
wfarrell@email.unc.edu and
wcfpr@bellsouth.net

Office Hours: 12:00pm – 1:50pm Monday and Tuesday-Friday by Appointment.
TTK 548K

Course Description: This course examines discrimination and its implications for social work practice. Particular attention is paid to issues of gender, race, etc., and the consequences of social inequality on individuals and families.

Course Outcomes:

- (1) Students will understand how contemporary social work practice is situated in cultures in which oppression is institutionalized.

Suggested measurement of this outcome:

- a. Students will write a paper in which they select a population and critically analyze existing institutional structures that maintain the oppression of this group.

Course Objectives – Upon completion of the course, students should be able to:

1. Demonstrate an understanding of the nature of prejudice and the impact of discrimination on individuals and groups, especially with regard to race, gender, disability, sexual identity, and ethnicity.

2. Demonstrate knowledge of the historical and social forces that have worked for and against the exclusion of groups of people from opportunities and services at the institutional, community, and societal levels.
3. Demonstrate knowledge of the roles played by advocacy groups in minimizing barriers to opportunities and services for populations who experience discrimination.
4. Identify and consider ways of addressing institutional discrimination as it appears in social welfare policy and in the management and practice of human services.
5. Demonstrate an ability to apply social work values and ethics to practice with diverse populations.
6. Demonstrate knowledge of differential assessment and intervention skills needed to serve diverse populations.
7. Demonstrate an understanding and appreciation of human diversity and family and community strengths.

Course Rationale

Evidence-based practice is defined as the use of the best available evidence to make practice decisions. It involves integrating the preferences of clients and one's own accrued practice expertise with current scientific information. Because "the evidence" is unlikely to ever be so robust as to fully inform practice with the diversity of human kind, the evidence must always be interpreted and, in some cases, extrapolated. It is in this crucial process that knowledge of the impact of discrimination and inequality on human behavior becomes paramount.

The Code of Ethics of the National Association of Social Workers (NASW) stipulates that one of the ethical principles that must guide social workers is that "Social workers challenge social injustice" (1999, p.2). Specifically, the Code directs social workers to "pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice" (NASW, 1999, p.2) These activities are anchored to one of the fundamental missions of the social work profession, which is to "strive to end discrimination, oppression, poverty, and other forms of social injustice" (NASW, 1999, p.1). The intent of this course is to prepare students to fulfill their responsibilities related to fighting injustice and oppression, as prescribed by the Code.

All social workers have a responsibility to meet the needs of diverse client systems in our society; therefore, all social workers must have knowledge and understanding of the structures, systems, and policies that create and maintain institutional oppression. The focus is on special population groups that should be understood in the context of not only problems that often accompany their particular status, but also from the richness of their heritage and the potential for their beneficial contribution to society.

This course serves as a foundation for the understanding of the nature, character, and consequences of being excluded or left out of many available opportunities and services. This course explores the implications and connections of discrimination for oppressed groups, including racial and ethnic minorities, women, older persons, people with disabilities and gay, lesbian, bisexual, and transgendered (GLBT) people. The common denominator for all of these groups is the fact that they have been constantly affected by social, economic and legal biases—they have been victimized by institutional structures and social policies that maintain and perpetuate their oppression.

Required Texts:

Adams, M. et al., eds. (2000). *Readings for Diversity and Social Justice*. New York: Routledge. [hereafter referred to in the syllabus as Adams]

Carlton-LaNey, I. (2005). *African Americans Aging in the Rural South: Stories of Faith, Family and Community*. NC: Sourwood Press, Inc.

The instructor WILL distribute and assign additional required readings throughout the course of the semester via his website: <http://www.unc.edu/~wfarrell>.

***TEACHING METHODS**

Instruction will include **PowerPoint presentations**, In-Class exercises/case studies related to the readings. **The instructor will also draw upon examples from his experience in addressing diversity issues in nonprofit and for-profit organizations.** Students will also have leadership roles in class discussions.

A supportive learning environment will be emphasized, one that is fostered by listening to the ideas and views of others, appreciating a point of view that is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. The instructor appreciates your contributions to making this a safe and respectful class for learning and growth.

***POLICY ON INCOMPLETES AND LATE ASSIGNMENTS**

***There will be no extensions of due dates for assignments except in case of emergency.* EMERGENCY SITUATIONS MUST BE BROUGHT TO THE INSTRUCTOR'S ATTENTION PRIOR TO THE DUE DATE VIA PHONE OR EMAIL. A formal excuse must be presented in order to complete the assignment.**

Points for an assignment will be awarded on an **assigned points'** basis. To **receive all or a portion of** the points on an assignment, the student must (1) **submit it to the instructor at the beginning or end of the class session when it is due** and (2) write something that **meets all of the assignment criteria**. Papers will be graded, and feedback will be supplied promptly after submission. **There will be no extra credit assignments.**

Any EXCUSED ABSENCE will require formal documentation (e.g., doctor's excuse, funeral program, etc.). An unexcused absence will result in a denial of the option to make up any assignment due and/or completed on that date.

INCOMPLETES will be given on rare occasions when the student has notified the instructor of an emergency that prevents him/her from completing remaining course requirements. Students must be current in all assignments at that time.

***POLICY ON ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES**

Students with disabilities that affect their participation in the course and who wish to have special accommodations should contact the University's Disabilities Services and provide documentation of their disability. Disabilities Services will notify the instructor that the student has a documented disability and may require accommodations. Students should discuss the specific accommodations they require (e.g., changes in instructional format, examination format) directly with the instructor.

To obtain disability-related academic accommodations, students with disabilities must Contact the instructor and the Department of Disability Services as soon as possible. You may reach the Department of Disability Services at 919-962-8300 (Voice/TDD) or <http://disabilityservices.unc.edu>

***POLICY ON USE OF ELECTRONIC DEVICES IN THE CLASSROOM**

NO ELECTRONIC DEVICES CAN BE USED IN CLASS WITHOUT PRIOR APPROVAL OF THE INSTRUCTOR. Students with disabilities must provide written documentation of a disability requiring the use of a laptop or other electronic device for class. Use of electronic devices for non-class related activities (e.g., checking email, playing games, etc.) is prohibited.

***OTHER POLICIES/GENERAL INFORMATION**

Students are expected to attend classes and TO ARRIVE AT 2:00 PM.(as there will be In-Class case studied/exercises to complete), complete ALL assigned readings, participate in class discussions, and **SUBMIT WRITTEN ASSIGNMENTS IN CLASS ON THE DATE DUE OR PLACED IN THE INSTRUCTOR'S MAILBOX ON THE FIRST FLOOR IN TTK.** No assignments will be accepted via email to the instructor's account. Unexcused tardiness will RESULT IN A DEDUCTION OF POINTS for each late arrival.

Be advised that all typewritten papers will be GRADED FOR CONTENT and basic MECHANICS OF GRAMMAR—whether subject(s) and verb(s) agree, run-on sentences, misspelled words, fragment sentences, inappropriate use of commas, etc. for which 1 point will be deducted for each of the aforementioned errors.

Students whose class attendance conflicts with religious holiday(s) should bring this matter to the instructor's attention. No students will be excused for vacations, conferences, etc. unless approved by the SOWO administration.

Assignments **must be prepared on a word-processor in accordance with APA guidelines, 5th Edition**, the format required by many leading journals in Social Work and related fields.

HONOR CODE

Students are expected to complete assigned and independent readings, contribute to the development of a positive learning environment, and demonstrate their learning through written assignments and class participation. Original written work is expected and required. The University of North Carolina has a rich and longstanding tradition of honor. If you have not yet done so, please see the Student Code of Honor. All submitted work must conform to the Honor Code of the University of North Carolina. For information on the Honor Code, including guidance on representing the words, thoughts, and ideas of others, please see: <http://instrument.unc.edu>

Please note that plagiarism is defined in the Code as "representation of another person's words, thoughts, or ideas as one's own." Violation of the Honor Code will result in an "F" grade, and referral to the Honor Court. From the Code: "It is the responsibility of every student to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. Students will conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes."

All written work must be accompanied by a signed Honor Code statement, and work lacking this affirmation (unless excused) will not be accepted. The statement is to read as follows:

I have neither given nor received any unauthorized assistance on this assignment.
<Student's Signature>

ASSIGNMENTS

Seminar Co-Leadership/Diversity Article (10 pts.)

Seminar Co-leadership (10 pts.): The instructor will lecture on key concepts and content as needed, but the course will be conducted as a seminar. Each **student group will be responsible for a leadership role in one seminar.**

The group will be expected to develop a 35-40 minute **applied exercise, role play, etc. on the concepts and materials from the assigned reading(s). (Details will be provided in class.)**

Seminar co-leadership will include:

- (1) Providing a 1-2 minute introduction of the concepts and material that will be the focus of your exercise;
- (2) Developing an exercise, PowerPoint presentation/video, role play, etc. that is illustrative of the themes, concepts, etc. that you will address in your activity and that **allows for class participation**; and
- (3) Facilitating the class in the completion of the activity. **(See Class Schedule for the date of your group presentation. A written draft of your exercise should be presented to the instructor prior to class.)**

Journal Assignments (5 pts. x 2 = 10 pts.)

Each student will submit two journal assignments. The journal entries should combine personal reactions and identification of salient issues in response to the readings. Students should also discuss ways to use the material from this course in their professional lives. Each assignment is limited to two, **double-spaced, single-sided pages**, word-processed using APA style. **Due dates and focus of the journal entries will be distributed in class. (Please use 12 Font and 1 inch margins.)**

Class Participation (10 pts.)

Students will be graded on their **contributions to class discussions**, individually and in teams, and **participation in class exercises** that elaborate on the readings in applied ways.

Questions and/or exercises will be distributed on a weekly basis.

Midterm Evaluation (15 pts.)

Students will have to complete a midterm evaluation of a diversity challenge/issue **using materials drawn from the readings**. This will be an applied examination/exercise over first half of the course material. Details will be provided in class. **The take-home exam will be distributed in class March 2nd and due in my first floor mailbox on March 16th by 5:00 pm. The Midterm is to be double-spaced, single-sided.**

Questions on the *African American Aging* text (2 x 5 pts. = 10 pts.):

Two sets of questions will be distributed on the *African American Aging* text. You will be asked to **relate the material to themes from the class units on the assigned dates.** **You are encouraged to begin reading the text now.**

Heritage Expression Assignment – (5 pts.) Due: Monday, Jan. 26, 2008

Heritage is rich, deep, and ever-present in people's lives and actions. It is often cherished and sacred, coming from those who have lived and died. Heritage names us and shapes us in profound ways. It is a piece of human essence. The ways we express heritage are numerous and varied. Heritage exists in food, clothes, gardens, art, music, and language. Heritage exists in rituals, symbols, festivals, and ceremonies. Heritage exists in technologies, architecture, and artifacts. Heritage tells of our past and our futures.

This assignment is designed to honor the heritage of everyone in class. **For the January 26th class**, bring an expression of your heritage for display and discussion. This can be an artifact, food, glossary of terms, tradition, a performance, an art form—anything that comes from your group identity. **Also summarize your Heritage Expression in a 1-page double-spaced essay.**

Community Meeting (10 pts.)

Attend a community meeting of a population subgroup OTHER THAN YOUR OWN. You may attend a church service, AA meeting, concert, play, dance production, precinct meeting, or club meeting, for example, the Junior League or the Negro Business and Professional Women's Club. It is essential that *you go alone*. In **4 double-spaced pages**, describe the meeting, including the purpose, audience, setting, and elements of difference. Analyze your experience using concepts from this class. Present your personal response and explain how this assignment will affect your professional practice, **or not**.

Your paper cannot exceed TWO pages.

One Page Analytical Memo Assessments (5pts. each x 5 = 25 pts. Total) You will be assigned to write **one page single-spaced** memos on dates noted in syllabus in which you will assess/analyze an issue raised in the required readings. **You will be given directions/guidelines as to the content of the memo 1 week prior to the due date.**

Inaugural Assessment (5 pts.): View the PRESIDENTIAL INAUGURAL activities and read President Obama's January 20th Inaugural Address. You will submit a **two page, double-spaced paper** in which you will examine and contrast the overarching principles of equality, articulated by President Obama (including the Inaugural Event itself) and Dr. King, in their respective statements. Discuss their implications for **diversity (socially inclusive) initiatives (plans/strategies) in the profession of social work** for making the United States of America a **more just and equal** society for citizens of multiple backgrounds (e.g., race, creed, ethnicity, gender, economic status, etc.).

Evaluation:

The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). A grade of P is "entirely satisfactory." On a traditional grading scale, a P would range from B- to A-. The grade of Honors signifies that the work is clearly excellent in all respects.

Grade Scale

H	Clear Excellence	94-100 points
P	Entirely Satisfactory	80-93 points
L	Low Passing	70-79 points
F	Failed	<70 points

SUMMARY OF ASSIGNMENT POINTS

Seminar Co-Leadership	10
Journals	10
Midterm	15
African American Aging Questions	10
Heritage Expression Assignment	5
Community Meeting	10
Analytical Memos	25
Inaugural Assessment	5
Class Participation	10

Attendance: Attendance is crucial to both your learning experience and the learning of your peers. **Students with more than one excused absence will not earn an H. Students with more than two excused absences will not earn a P.** It is your responsibility to notify the instructor *in advance* if you will miss class.

Readings: You are responsible for reading **ALL** assigned material before the class date for which they are assigned. This is imperative as these readings will provide the background you need to fully understand, benefit from, participate in class discussion, and **write the required papers.**

Written assignments: The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological Association (APA, 2001, Fifth Edition). Papers that do not follow APA guidelines may be returned to the student for revision.

Papers are due at the beginning of class, without exception. **No unexcused late papers will be accepted.**

As noted above, students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. Students of all writing abilities benefit from working with the Writing Center. **Those who have difficulty writing are STRONGLY encouraged to contact the Writing Center (962-7710 or <http://www.unc.edu/depts/wcweb/>.**

Class and Date	<p style="text-align: center;">CLASS SCHEDULE AND UNIT TOPICS (PowerPoint Presentations Will Be Posted on Day of Class) (VIDEOS MAY BE SHOWN IN SELECTED CLASSES.)</p> <p>Readings may be SUBSTITUTED AND/OR DELETED. Additional handouts will be provided by the instructor for some classes. Case studies will be analyzed in selected classes on dates designated by the instructor. <u>REQUIRED READINGS IN BOLD ARE ON E-RESERVES.</u> Any changes to the schedule and grading will only be done by a unanimous class vote.</p>	Due Dates for Assignments
<p>Class 1 January 12</p>	<p>UNIT 1: INTRODUCTION: CONCEPTUAL FRAMEWORK AND OVERVIEW</p> <ul style="list-style-type: none"> • Introduction and overview • Rationale (mission and school) • Objectives and requirements <p>Required Reading: National Association of Social Workers (1996/1999) SOWO Code of Ethics. Washington, D.C.</p> <p>Assignment: Diversity Definitions for Discussion (See Appendix, page 16) and Heritage Expression (One page narrative and 2-3 minute Oral Presentation on January 26th)</p>	
<p>January 19</p>	<p>KING HOLIDAY</p>	

<p>Class 2 January 26</p>	<p>UNIT 2: THE NATURE OF PREJUDICE & EFFECTS OF DISCRIMINATION</p> <ul style="list-style-type: none"> • Develop a common vocabulary • Develop a common understanding of oppression dynamics • Emerging demographics of America • Social identity development • Identify underlying assumptions for the course <p>Required Reading: Assignment: Diversity Definitions for Discussion (See Appendix, page 16) King, M. L., Jr., (1963, April 16). <i>Letter from Birmingham City Jail</i>. [Online]. www.stanford.edu/group/king. [Retrieved 12/18/05]. King, M. L., Jr., (1968, April 3). <i>I see the Promised Land</i>. [Online]. www.stanford.edu/group/king. [Retrieved 12/18/2005]. King, M. L., Jr., (1963, August 28). <i>Address at March on Washington for Jobs and Freedom</i> (I have a dream). [Online]. www.stanford.edu/group/king. [Retrieved 12/18/05]. Obama, B. H. January 20, 2009 Inaugural Speech</p>	<p>In-Class Discussion of Definitions</p> <p>Heritage Expression Presentation and <u>1-Page Narrative</u></p> <p><u>2-Page Inaugural Assessment</u></p>
<p>Class 3 Feb. 2</p>	<p>UNIT 3: HISTORICAL AND SOCIAL FORCES IMPACTING EXCLUSION</p> <ul style="list-style-type: none"> • Black family development • Black life under Jim Crow slavery • Types of resistance to oppression in the Ante-bellum period that led to the Emancipation Proclamation of 1863 and forced the nation to Civil War <p>Required Reading: Billingsley, A. (1992). The African Heritage of African-American Families. In <i>Climbing Jacob's ladder: The enduring legacy of African-American families</i> (Chapter 3, pp. 83-95). New York: Simon & Schuster. Hurmance, B. (Ed.). (1984). <i>My folks don't want me to talk about slavery twenty-one oral histories of former North Carolina slaves</i>. NC: John F. Blair Publisher, pp. 3-5, 9-13, 62-66 (See Ria Sorrell, Bob Jones, & Elias Jones) Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 1: Conceptual Framework (pp. 1- 60). New York: Routledge. Other References: Bagwell, O. & Bellows, S (Producers). (1998). <i>Africans in America: America's journey through slavery</i>. Boston, PBS. Crow, J. J., Escott, P. D., & Hatley, F. J. (1992). Black life in the age of Jim Crow. In <i>A history of African Americans in North Carolina</i> (Chapter VII, pp. 119-152). Raleigh, NC: Division of Archives and History, North Carolina Department of Cultural Resources.</p>	<p><u>Memo #1 Due (1-Page Single-Spaced)</u></p>

<p>Class 4 February 9</p>	<p>UNIT 3: HISTORICAL AND SOCIAL FORCES IMPACTING EXCLUSION: CIVIL WAR, JIM CROW, TWO WORLD WARS, AND CIVIL RIGHTS MOVEMENT AND TODAY</p> <ul style="list-style-type: none"> • Oppression codified by laws and custom known as Jim Crow • Context created by the two World Wars that created climate for Civil Rights Movement • Impact of exclusion today <p>Required Reading: Morris, A.D. (1999). A retrospective on the civil rights movement: Political and intellectual landmarks. <i>Annual Review of Sociology</i>, 25, 517-539.</p> <p>Suggested Reading: Tolarance.org (2001) <i>Remember the Civil Rights Movement</i>. [Online] Author. www.tolerance.org (December 21, 2001).</p>	<p><u>Journal #1 – The Nature of Prejudice</u></p> <p>Group #1: Seminar Co-Leadership</p>
<p>Class 5 February 16</p>	<p>UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES</p> <p>Racism</p> <ul style="list-style-type: none"> • Identify and discuss our racial and ethnic heritages • Understand socialization into a racist culture • Guiding assumptions about race and racism • Increase understanding of individual, institutional and societal/cultural manifestations of racism • Understand conscious and unconscious racism • Explore the concept of white privilege, collusion, internalized racism, and empowerment <p>Required Reading: Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 2: Racism (pp. 61 - 132). New York: Routledge. McIntosh, P. (1990). <i>White Privilege: Unpacking the invisible knapsack</i>. <i>Independent School</i>, 49(2), 31-35.</p>	<p>Group #2: Seminar Co-Leadership</p> <p><i>African American Aging questions distributed</i></p>
<p>Class 6 February 23</p>	<p>UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES</p> <p>Sexism</p> <ul style="list-style-type: none"> • Develop an understanding of the ways gender role messages are communicated and reinforced • Understand the process of gender role socialization and the influence of social institutions on our gender identity and behavior • Learn common language and theoretical framework from which to understand and discuss sexism • Explore issues of violence against women • Gain a general understanding of feminism <p>Required Reading: Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 2: Sexism (pp. 199 - 260). New York: Routledge.</p>	<p><u>African American Aging questions due</u></p> <p>Group #3: Seminar Co-Leadership</p>

<p>Class 7 March 2</p>	<p>UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES</p> <p>Heterosexism</p> <ul style="list-style-type: none"> • Explore personal feelings, thoughts, and beliefs about homosexuality, bisexuality, and sexual orientation • Raise awareness and understanding of the destructive consequences of heterosexism and homophobia • Understand heterosexual privilege • Understand heterosexism on the individual, institutional, and societal levels • Make connections between heterosexism, sexism, and other forms of oppression • Expose stereotypes about lesbian, gay, and bisexual people • Understand the historical context of present day homophobia and heterosexism <p>Ableism and Classism</p> <ul style="list-style-type: none"> • Increase awareness of the existence and manifestation of ableisms at all levels • Increase understanding of the experience of being disabled • Increase awareness and understanding of individual, institutional, and cultural manifestations of classism <p>Required Reading: Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 2: Sexism (pp. 261-293, 319-355, & 382-420). New York: Routledge.</p>	<p><u>Memo #2 Due</u></p>
<p>March 9</p>	<p>SPRING BREAK</p>	
<p>Class 8 March 16</p>	<p>MIDTERM EXAMINATION/EXERCISE</p>	<p><u>No CLASS</u> <u>EXAM/EXERCISE DUE</u> <u>IN MY MALBOX AT</u> <u>5:00 PM, 1ST FLOOR</u> <u>TTK</u></p>

Class 9
March 23

UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES

- Incarceration
- Immigration
- Education
- Hate Crimes
- Poverty

Required Reading:

Abromsky, S. (1999). Crime: When they get out. *Atlantic Monthly*, 283(6), 30-36.
Adams (et. al.) (2000) *Readings for Diversity and Social Justice* - Section 81: So how did I Get Here (pp. 425 -429). New York: Routledge.
Adams (et. al.) (2000) *Readings for Diversity and Social Justice* - Section 82: On the Meaning of Plumbing and Poverty (pp. 430 - 432). New York: Routledge.
Adams (et. al.) (2000) *Readings for Diversity and Social Justice* - Section 83: Social Class Questionnaire (pp. 432 -434). New York: Routledge.
Adams (et. al.) (2000) *Readings for Diversity and Social Justice* - Section 85: Responsibility for Reducing Poverty (pp. 436 -446). New York: Routledge.
American Psychological Association. (1998). Hate crimes today: An age-old foe in modern dress. [Online]. Author. (13). www.apa.org/pubinfo/hate/ [1999, Dec. 15]
Johnson, J.H., Johnson-Webb, K.D., & Farrell, W.C. (1999). A profile of Hispanic newcomers to North Carolina. *Popular Government*.

Journal #2:
Confronting
Discrimination

Group #4: Seminar
Co-Leadership

<p>Class 10 March 30</p>	<p>UNIT 5: THE ROLE OF ADVOCACY GROUPS IN COMBATING DISCRIMINATION</p> <ul style="list-style-type: none"> • Hate Crimes, Racial Profiling • Affirmative Action • Immigration Policy • Moving from awareness to action • Personal Empowerment • Strategies to bring social change and interrupt oppression <p>Required Reading: Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 1: Working for social justice: Visions and strategies for change (pp. 447-498). New York: Routledge.</p> <p>Suggested Reading: American Psychological Association. (1998). Hate crimes today: An age-old foe in modern dress. Author. (13). www.apa.org/pubinfo/hate/ Brodie, M.; Steffenson, A.; Valdez, J; Levin, R.; & Suro, R. (2002). 2002 Survey of Latinos. www.pewhispanic.org/site/docs/pdf/LatinoReportExecSumandSectionOne.pdf Henry J. Kaiser Family Foundation, Menlo Park, California and Pew Hispanic Center, Washington, D.C. Gibelman, M. (2000). Affirmative action at the crossroads: A social justice perspective. <i>Journal of Sociology and Social Welfare</i>, 27(1), 153-174. Hirsch, L. (2001) Facing History and Ourselves "Us and Them" http://facinghistory.org/facing/fhao2.nsf/all/September+Lesson+UsThem?opendocument Lorenzo-Hernandez, J. (1998). How social categorization may inform the study of Hispanic immigration. <i>Hispanic Journal of Behavioral Sciences</i>, 20(1), 39-60. Padilla, Y. (1997). Immigrant Policy: Issues for social work practice. <i>Social Work</i>, 42, 595-606. Southern Poverty Law Center, (Winter, 2001) Discounting Hate Intelligence Report. <i>Intelligence Project</i>. Author. Issue # 104 www.splcenter.org/intelligenceproject/ip-index.html Tolerance.org (2001) Hate groups in North Carolina. Author. www.tolerance.org/maps/hate/state.jsp?state_id=34</p>	<p><i>African American Aging questions distributed</i></p> <p><u>Memo #3 Due</u></p>
<p>Class 11 April 6</p>	<p>UNIT 6: PRACTICE SKILLS FOR CONFRONTING INSTITUTIONAL DISCRIMINATION</p> <p>UNIT 8: UNDERSTANDING AND APPRECIATING HUMAN DIVERSITY AND FAMILY STRENGTHS</p> <ul style="list-style-type: none"> • NASW Standards for Culturally Competent Practice • Theory on Cultural Identity Development <p>Required Reading: NASW Standards for Cultural Competence in Social Work Practice (NASW [Online]) www.naswdc.org/pubs/standards/cultural.htm - Cultural Competence</p> <p>Suggested Reading: Sue, D. W., & Sue, D. (1999). Sociopolitical Considerations of Trust and Mistrust in Multicultural Counseling and Therapy, In <i>Counseling the Culturally Different: Theory and Practice</i> (pp. 27-49). New York: John Wiley.</p>	<p>Group #5: Seminar Co-Leadership</p> <p><i><u>African American Aging questions due</u></i></p>

<p>Class 12 April 13</p>	<p>UNIT 6: PRACTICE SKILLS FOR CONFRONTING INSTITUTIONAL DISCRIMINATION UNIT 8: UNDERSTANDING AND APPRECIATING HUMAN DIVERSITY AND FAMILY STRENGTHS Skills Presentations</p> <ul style="list-style-type: none"> • African Americans • First Nations People <p>Required Reading: Dhooper, S. (1991). Toward an Effective Response to the Needs of Asian-Americans. <i>Journal of Sociology and Social Welfare</i>, 1(2), 65-81.</p>	<p>Group #6: Seminar Co-Leadership</p> <p><u>Memo #4 Due</u></p>
<p>Class 13 April 20</p>	<p>UNIT 6: PRACTICE SKILLS FOR CONFRONTING INSTITUTIONAL DISCRIMINATION UNIT 7: CONFRONTING DISCRIMINATION IN POLICY AND MANAGEMENT UNIT 8: UNDERSTANDING AND APPRECIATING HUMAN DIVERSITY AND FAMILY STRENGTHS Skills Presentations</p> <ul style="list-style-type: none"> • Latino Americans • Disabled • Women of Color • Workplace Discrimination • Gender Equity • GLBT <p>Required Reading: Barak, M.E.M. (2000). The inclusive workplace: An ecosystems approach to diversity management. <i>Social Work</i>, 45, 339-352. Gibelman, M. (1998). Women's perceptions of the glass ceiling in human service organizations and what to do about it. <i>AFFILIA</i>, 13(2), 147-165.</p>	<p>Group #7: Seminar Co-Leadership</p> <p><u>Memo #5 Due</u></p>
<p>Class 14 April 27</p>	<p>CLASS EVALUATIONS AND WRAP-UP SUMMATIVE DISCUSSION</p>	<p>Community Meeting Paper Due</p>

SOWO 501 GROUP LIST, SPRING 2009

SEMINAR CO-LEADERSHIP

GROUP #1

MS. K. HALL
MS. E. BEAR

GROUP #2

MS. E. BEAR
MS. A. WAGONER

GROUP #3

MS. C. JOHNSEN
MR. N. MARTINSON
MS. F. SCOTT

GROUP #5

MS. L. OSTER-KATZ
MR. A. BIDOT

GROUP #6

MS. C. HARDY
MR. O. THOMPSON

DISCUSSION TEAMS

GROUP #1

MS. C. HARDY
MS. JOHNSON
MS. BEAR

GROUP #3

MS. A. WAGONER
MS. K. HALL

GROUP #4

MR. O. THOMPSON
MS. E. MARKS

GROUP #5

MS. L. OSTER-KATZ
MR. N. MARTINSON

GROUP #6

MR. A. BIDOT
MS. F. SCOTT

APPENDICIES

Ground Rules for SOWO 501

Definitions Assignment

Ground Rules for SOWO 501

Spring 2009

- a. We shall operate as peers and colleagues. It is assumed that “everyone” will read the same information.
- b. Opinions expressed will be informed by the readings and related practical experiences, “pro” or “con” the issue under discussion.**
 1. No diversity topic is off limits. Harsh ethnic terms will be discussed, on occasion, in the context of their implications and acceptance.
 - 2. We will not operate with “politically correct answers or positions.” (It must be remembered that the whole issue of diversity is a dynamic one).**
 3. Each member of the class will be treated with respect at all times.
 - 4. You have the right to challenge the use of a reading(s) if you feel there is a better alternative.**

DIVERSITY DEFINITIONS DISCUSSION
(January 19, 2009: Be prepared to Discuss in Class)

Directions: Definitions should be grounded in their contemporary societal meanings.

1. Discrimination-
2. Diversity-
3. Affirmative Action-
4. Oppression-
5. Reverse Discrimination and Preferential Treatment-
6. Minority Status (Implications)-
7. Prejudice-
8. Race-
9. Ethnicity-
10. Political Correctness-
11. Ethnic Slurs (Give 6 examples and define them)-

QUESTION

12. How does diversity relate to the SOWO Code of Ethics?
13. **Bring item(s), artifact(s), etc. that represent(s) your HERITAGE/ETHNICITY/RACE, "who you are," and be prepared to make a brief presentation to the class about the material.**