

THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL



SCHOOL OF SOCIAL WORK

Course Number: SOWO 501

Course Title: Discrimination and Inequality, Spring 2008

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

Location: Tate-Turner Kuralt Building, Room 135

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
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Office Hours: 7:00-8:50am & 12:00pm – 1:50pm Tuesday and Monday-Friday by
Appointment.

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

1. Demonstrate an understanding of the nature of prejudice and effects of discrimination on individuals and groups, especially with regard to race and gender. Other populations to be considered are ethnic groups; older persons; gays, lesbians, and bi-sexuals (GLBT); people with disabilities; and persons who reside in rural areas.
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. Demonstrate an understanding of the dynamics of excluding and being excluded at the individual, group, and familial level.
5. Identify and manage their own feelings of difference and similarity as they relate to the development of self and their own practice skills.

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6. Identify and consider ways of addressing institutional discrimination as it appears in social welfare policy and in the management and practice of human services.
7. Demonstrate an ability to apply social work values and ethics to practice with diverse populations.
8. Demonstrate knowledge of differential assessment and intervention skills needed to serve diverse populations.
9. Demonstrate an understanding and appreciation of human diversity and family strengths.

Course Rationale:

This course recognizes the fact that all social workers have a responsibility to meet the needs of diverse client systems in our society; therefore, all social workers should have some specific knowledge about these groups. 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. Although institutional racism and sexism are the main thrust, the course also explores the implications and connections of discrimination for other special populations, including ethnic groups, older persons, Gay, Lesbian, Bisexual, Transgendered (GLBT) groups, and persons with disabilities. 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 made to feel different from the majority or dominant group.

Required Texts:

Adams, M. et. al, eds. (2000) *Readings for Diversity and Social Justice*. New York: Routledge.

Carlton-Laney, Iris. (2003) *African Americans Aging in the Rural South*. Pacific Grove, CA: Thomason-Brooks/Cole.

These books can be purchased at the Health Affairs Bookstore, (919) 966-2208.

Other Readings will be available on the World Wide Web via **E-Reserves**. To access **E-Reserves**, go to the main **UNC Library page** (www.lib.unc.edu) click on **Reserves** (under Course Materials), click on **“SEARCH for Electronic Reserves and Course Materials,”** and search for **“Social Work”** and scroll down for **Farrell SOWO501** (be sure to select the appropriate section of the course). **All E-Reserve readings are listed in “Bold” on the syllabus by date.**

To access the class website, type in [http://www.unc.edu/~wfarrell/SOWO 501](http://www.unc.edu/~wfarrell/SOWO_501) and then go to syllabus, readings, etc. (readings can be directly accessed by clicking the appropriate link from the syllabus).

Evaluation:

The School of Social Work operates on an evaluation system of **Honors (H)**, **Pass (P)**, **Low Pass (L)**, and **Fail (F)**. For this class, the numerical value of an **H ranges from 94 – 100; a P is 80-93; an L ranges from 70 – 79; and an F is any grade below 70.** 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. **A student receiving an F or nine or more Low Passing credits is ineligible to continue in graduate school.**

The final grade will be calculated according to the following points:

Diversity Definitions	10 pts.
Seminar Co-Leadership/Diversity Article	10 pts.
Journal Entries (8 pts. each)	16 pts.
Individual Book Review	10 pts.
Questions from <i>African American Aging</i> text	10 pts.
Group Book Review Presentations	10 pts.
MIDTERM EVALUATION	20 pts.
In-Class Exercises/ Case Studies	14 pts.

The Honor Code:

The Student Honor Code is always in effect in this course. The *Instrument of Student Judicial Governance* requires that you vouch for your compliance on all your written work. We expect you to write the following pledge in full on each document. Sign and date your statement.

I have neither given nor received any unauthorized assistance on this assignment.

You may study with your classmates in developing group projects. The crucial thing to remember is that you must credit ideas that are not your own, whether or not those ideas have appeared in print. If you use an example from someone else in an application paper, then you must cite that person in your references.

Late Papers and Attendance:

Late papers will **only be accepted** in the case of illness and/or emergencies **with a formal excuse.** **Documentation of such situations must be presented to the instructor.** **No papers/assignments will be accepted after the deadline.** **Students must seek approval from the instructor in case of emergency before the assignment is due.**

Attendance is expected for all classes. Missed classes will incur point deductions for In-class assignments missed.

Format for Papers:

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) which is available at most bookstores. The following web sites provide additional information:

- <http://www.apa.org/journals/webref.html> (APA Style for material in electronic formats)
- <http://juno.concordia.ca/faqs/apanetscape.html> (general information about documentation using APA style)
- <http://www.columbia.edu/acis/bartleby/strunk/> (electronic version of Strunk's *The Elements of Style* which was originally published in 1918)
- <http://www.fas.harvard.edu/~wricntr/html/tools.htm> (The Writing Center, links to on-line reference material and many other useful sites for authors).

Accommodations for Students:

Students with disabilities, which affect their participation in the course, should notify the instructor if they wish to have special accommodations in instructional format, presentation format, etc., considered. Students observing religious holidays that conflict with class dates should notify the instructor to make arrangements.

EVALUATED ASSIGNMENTS:

Diversity Definitions (10 pts.)

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 on the concepts and materials from the assigned reading(s).**

Seminar co-leadership will include:

- (1) Providing a 5-10 minute introduction of the concepts and material that will be the focus of your exercise;
- (2) **Selecting one brief current periodical reading (from a newspaper, magazine, or the internet) that is illustrative of the theme, concepts, etc. that you will address in your exercise and distribute it to the class; and**
- (3) Facilitating the class in the completion of the exercise ; and

The instructor will assign the date for each student (see Schedule and Unit Topics).

In-Class Exercises/Case Studies (14 pts.)

Students will also be required to complete diversity exercises and analyze diversity problems in class as required by the instructor. **The dates are listed on the syllabus.** This class will be conducted in a true seminar format, **and participation is expected from all students on a regular basis.** We will operate as colleagues.

Journal Assignments (8 pts. each = 16 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, **singe-sided pages**, word-processed using APA style. **Due dates and focus of the journal entries are listed on the syllabus. (Please use 12 Font and 1 inch margins.)**

Book Review (10 pts.)

Read one book which examines a "diverse group and/or issue of inequality and discrimination." It will be selected from a list prepared by the instructor. An outline for the **Book Review** follows: (1) Provide a **summary** of the book (2-4 pages); (2) Discuss the **application of the book** to social work practice (1-2 pages); and (3) **Present your personal assessment of the book** (1-2 pages). This assignment should be word-processed using APA style. The review should be double-spaced and **single-sided**. **(Please use 12 Font and 1 inch margins.)**

Group Book Review Presentations (10 pts.)

Book reviews will be grouped by content, and the reviewers of each book will collaborate to answer a series of questions developed by the instructor. **Each reviewer will be responsible for answering each question and addressing the parallels (or divergences) of the other books** based on discussions with group members. **The instructor will distribute the book list to select from on January 22nd, and the group book review questions will be distributed on February 12th.**

Midterm Evaluation (20 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 on February 26th and due in my first floor mailbox or emailed on March 4th by 4:50 pm.**

Questions on the *African American Aging* text (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 on the syllabus. **You are encouraged to begin reading the text now.**

ALL WRITTEN SUBMISSIONS SHOULD BE ON “SINGLE-SIDED” PAGES. They will also be evaluated on **CONTENT** and the **MECHANICS** of **GRAMMAR**. Points will be deducted for verb-subject disagreements, run-on sentences, comma splices, sentence fragments, etc.

Class and Date	<p align="center">CLASS SCHEDULE AND UNIT TOPICS (PowerPoint Presentations Will Be Posted on Day of Class) Assigned Readings Readings may be SUBSTITUTED AND/OR DELETED. Additional handouts will be provided by the instructor for some classes. In-class case studies will also be assigned in selected classes on dates designated by the instructor. AN AGENDA WILL BE PRESENTED AT THE BEGINNING OF EACH CLASS</p>	Due Dates for Assignments
<p>Class 1 January 15</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 • KWL Exercise <p>Assignment: Diversity Definitions and read SoWo Code of Ethics (See Appendix, page 15) Suggested Reading: King, M. L., Jr., (1963, April 16). <i>Letter from Birmingham City Jail</i>. [Online]. (11). www.stanford.edu/group/king. [1999, Dec. 14]. King, M. L., Jr., (1963, August 28). <i>Address at March on Washington for Jobs and Freedom (I have a dream)</i>. [Online]. (14). www.stanford.edu/group/king. [1999, Dec. 14].</p>	
<p>Class 2 January 22</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: Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 1: Conceptual Framework (pp. 1- 60). New York: Routledge.</p>	<p><u>Assignment Due:</u> Typed response to question: "How does Diversity relate to SoWo Code of Ethics" and Definitions? In-Class Exercise/ Study #1: Heritage Presentation</p>

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<p>Class 3 January 29</p>	<p>UNIT 3: HISTORICAL AND SOCIAL FORCES IMPACTING EXCLUSION: AMERICAN REVOLUTION TO CIVIL WAR</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</p> <p>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>In-Class Exercise/ Case Study #2</p>
<p>Class 4 February 5</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, 25, 517-539.</i></p> <p>Suggested Reading: Tolerance.org (2001) <i>Remember the Civil Rights Movement.</i> [Online] Author. www.tolerance.org (December 21, 2001).</p>	<p><u>Assignment Due:</u> <u>Journal #1 – The Nature of Prejudice</u></p>
<p>Class 5 February 12</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). White Privilege: Unpacking the invisible knapsack. <i>Independent School, 49(2), 31-35.</i></p>	<p><u>Book Review Due</u></p> <p><u>Group Book Review Questions will be distributed.</u></p> <p>Group #2: Seminar Co-Leadership Diversity Article</p> <p><i>African American Aging</i> questions distributed</p>

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<p>Class 6 February 19</p>	<p>UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES 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>Group #3: Seminar Co-Leadership Diversity Article</p> <p><i>African American Aging questions due</i></p>
<p>Class 7 February 26</p>	<p>UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES 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>GROUP BOOK REVIEW PRESENTATIONS</p>
<p>Class 8 March 4</p>	<p>MIDTERM EXAMINATION</p>	
<p>March 11</p>	<p>SPRING BREAK</p>	

<p>Class 9 March 18</p>	<p>UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES</p> <ul style="list-style-type: none">• Incarceration• Immigration• Education• Hate Crimes• Poverty <p>Required Reading: Abromsky, S. (1999). Crime: When they get out. <i>Atlantic Monthly</i>, 283(6), 30-36. Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 81: So how did I Get Here (pp. 425 -429). New York: Routledge. Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 82: On the Meaning of Plumbing and Poverty (pp. 430 - 432). New York: Routledge. Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - Section 83: Social Class Questionnaire (pp. 432 -434). New York: Routledge. Adams (et. al.) (2000) <i>Readings for Diversity and Social Justice</i> - 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. <i>Popular Government</i>.</p>	<p><u>Journal #2:</u> <u>Confronting</u> <u>Discrimination</u></p> <p>Group #4: Seminar Co-Leadership</p>
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<p>Class 10 March 25</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>In-Class Exercise/ Case Study #3</p> <p><i>African American Aging</i> questions distributed</p>
<p>Class 11 April 1</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 Diversity Article</p> <p><i>African American Aging</i> questions due</p>

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<p>Class 12 April 8</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, 1(2), 65-81.</i></p>	<p>Group #1: Seminar Co-Leadership Diversity Article</p>
<p>Class 13 April 15</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, 45, 339-352.</i> Gibelman, M. (1998). Women's perceptions of the glass ceiling in human service organizations and what to do about it. <i>AFFILIA, 13(2), 147-165.</i></p>	<p>Seminar Co- Leadership Diversity Article (if needed)</p> <p>In-class Exercise/ Case Study #4</p>
<p>Class 14 April 22</p>	<p>CLASS EVALUATIONS AND WRAP-UP SUMMATIVE DISCUSSION</p>	

**SOWO 501 GROUP LIST SPRING 2008
(MAY BE REVISED)**

GROUP #1

Cooper, Anna
Devito, David
Franklin, Anna

GROUP #2

Griesedieck, Erica
Gronback, Jesse
Jones, Joseph

GROUP #3

MAID, SETH
MORGAN, RYAN
PUGH, MIRIAM

GROUP #4

Reese, Rhonda
Sauer, Melissa
Shandley, Elizabeth

GROUP #5

Thompson, Samuel
Turnage, Danielle
WILKINSON, AMY

APPENDICIES

Ground Rules for SOWO 501

Definitions Assignment

Model Letter

GROUND RULES FOR SOWO 501 Spring 2008

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

**DEFINITIONS ASSIGNMENT
(Due January 22, 2008)**

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.**