



COURSE AND INSTRUCTOR INFORMATION

Course Number: SOWO 501, Section 003
Course Title: Confronting Oppression and Institutional Discrimination
Semester and Year: Spring 2018
Time and Location: Tuesday 9:00-11:50 am, Room 101
Instructor: William J. Hall (Will), PhD, MSW, LCSWA
Email Address: wjhall@email.unc.edu
Office Hours: By appointment in room 324e

COURSE DESCRIPTION

This course examines institutionalized oppression and its implications for social work practice at all levels, emphasizing the consequences of social inequality and the social worker's responsibilities to fight oppression.

COURSE OBJECTIVES

Students who successfully complete this course 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.

REQUIRED TEXTS

Adams, M., Blumenfeld, W. J., Castaneda, C. R., Hackman, H. W., Peters, M. L., & Zuniga, X. (2013). *Readings for diversity and social justice* (3rd ed.). New York, NY: Routledge.

[Hereafter: **RDSJ**]

Carlton-LaNey, I. (2005). *African Americans aging in the rural south: Stories of faith, family and community*. Durham, NC: Sourwood Press.

Required articles and chapters will be available on the course's Sakai site under Resources: <http://sakai.unc.edu>.

ASSIGNMENTS

Reflection Paper on the Cycle of Socialization

Due on Feb. 20

The goal of this paper is to advance your critical self-awareness related to race/ethnicity. This paper should be no more than 8 pages. References are not necessary. Follow these steps to complete this paper:

- Briefly describe your personal background in terms of race/ethnicity, including the social location of your racial/ethnic identity.
- Go to the Project Implicit website (<https://implicit.harvard.edu/implicit/takeatest.html>) and choose one of the tests related to race/ethnicity (i.e., Skin-tone IAT, Native IAT, Arab-Muslim IAT, Asian IAT, or Race IAT). After taking the test, describe your results and your reactions to the results (e.g., thoughts, feelings, and physical sensations).
- In **RDSJ**, read Harro's (2013) "The Cycle of Socialization" (pp. 45-52). Then, respond to the following prompts using the concepts from the reading:
 - During your childhood and adolescence, how were you *socialized* about race/ethnicity? Reflect on your own racial/ethnic identity and a racial/ethnic group from your IAT. What *messages* did you receive, how were they *transmitted*, and what *institutions* (e.g., family, school, religion, media, and government) played the most significant roles in your socialization? How was this socialization *enforced* over time?
 - What were the *results* of this socialization for you in terms of attitudes, beliefs, values, assumptions, stereotypes, and/or preferences concerning your own racial/ethnic group and the racial/ethnic group from your IAT? To what extent were these results conscious or subconscious? How could your socialization potentially affect your work with those from other racial/ethnic backgrounds?
 - What have been some experiences that pushed you away from continuing the cycle and toward directions for change?
- Finally, read one of Sue's (2003) readings that are posted on sakai: (1) "Personal Responsibility for Change," which is geared toward White people, or (2) "What Must People of Color do to Overcome Racism," which is geared toward people of color. Then, discuss where you currently are in terms of being an ally or advocate for people of color (i.e., your strengths and resources, personal triggers, areas you need to learn more about, and your fears or concerns). Finally, discuss your goals and plans for developing your strength as an ally or

advocate for people of color. Which *principles* or *strengths* will you draw upon moving forward in confronting racism within yourself or others?

Group Presentation on Institutional Oppression

Due on March 6, March 20, March 27, or April 3

Understanding institutional oppression and developing policies, programs, and practices that promote social justice is one of the goals of this course. Students will be broken up into 4 groups and each group will be assigned a social system of oppression to focus on (i.e., heterosexism/genderism, sexism, ableism, and ageism). Each group will pick a specific institutional system (i.e., neighborhoods and housing, education, employment and the workplace, law enforcement and criminal justice, health care, human services or social services, mass media, and economic or political systems) where the oppression is institutionalized. Each group will do a 45-minute presentation to the class, which should be didactic and interactive. The presentation should include the following:

- An overview of how the system of oppression manifests itself within the selected social institution. Use statistics, specific examples, vignettes, and/or illustrative quotes to describe the nature of oppression in the institution.
- A brief explanation of your rationale for choosing the social institution to focus on.
- A description about individuals and groups who are most affected by the institutionalized oppression, and how they are negatively impacted by the oppression. Impacts can occur along different dimensions, including personal, mental, physical, social, economic, and political impacts.
- Strategic recommendations for changing policies, programs, and practices to address the system of oppression in the institution. What needs to change in the institution to reduce or eliminate the oppression?
- Allow at least 5-10 minutes at the end of your presentation to address questions or comments and facilitate discussion with the class.

In addition to the presentation, each group will create and pass out a 1 page handout (one- or two-sided) to the class that outlines the issues and recommendations covered in your presentation. Each group's presentation materials should be emailed or printed out and given to the instructor on the day of the presentation.

Community Meeting or Event Paper

Due by March 27

There is great diversity in society, and social workers must work with people from various backgrounds. Nonetheless, individuals often structure their lives within relatively insular social and cultural groups and communities in which they feel comfortable. An aim of this assignment is to deliberately step outside the familiar and have an experience with a community that you do not belong to. Each student will attend a meeting or event of a community or group other than your own, such as a racial/ethnic, sexual orientation, or religious community. Choose a meeting/event that you are genuinely interested in. You should go to the meeting/event by yourself.

After you attend the meeting/event, write a paper where you will describe the meeting/event, including the date and time, purpose, leaders/organizers, audience/attendees, and setting. Analyze your experience using concepts from the course readings and class sessions. What did you take from this event that may help you better understand the experience of difference and/or social oppression. Explain your personal response to and reflection of the meeting/event. What are some implications for your future growth and professional development as a social worker? This paper should be no more than 4 pages. References are not necessary. You should submit this paper on the class session following the community meeting/event but no later than class 10. Below are some campus resources that may be helpful in locating meetings and events.

- African Studies Center: http://africa.unc.edu/events/display_events.asp
- American Indian Center: <http://americanindiancenter.unc.edu/>
- Asia Center: <http://carolinaasiacenter.unc.edu/>
- Center for Jewish Studies: <https://jewishstudies.unc.edu/academics/jewish-studies-b-a-degree/>
- Center for the Study of the Middle East and Muslim Civilizations: <http://mideast.unc.edu/>
- Carolina Latinx Collaborative: <http://clc.unc.edu/>
- LGBTQ Center: <https://lgbtq.unc.edu/>
- Office for Diversity and Inclusion: <https://diversity.unc.edu/news-updates/>
- Stone Center for Black Culture and History: <http://stonecenter.unc.edu/>

Final Paper

Due by April 30th at 2:00 pm

TBD

Assignment	Points Possible	Points Earned
Class Attendance and Participation	10	
Reflection Paper on the Cycle of Socialization	25	
Group Presentation on Institutional Oppression	25	
Community Meeting or Event Paper	20	
Final Paper	20	
Total	100	

COURSE GRADE

H	High Pass	100 – 94	Clearly Excellent
P	Pass	93 – 80	Entirely Satisfactory
L	Low Pass	79 – 70	Inadequate
F	Fail	69 or below	Unacceptable

LATE ASSIGNMENTS AND EXTENSIONS

Each assignment should be submitted at the beginning of the class session in which it is due. Late assignments are strongly discouraged. To obtain permission to submit an assignment after the deadline, the student must request approval from the instructor at least 24 hours before the

assignment is due via email or in-person communication. Extensions may be granted under certain circumstances (e.g., illness, loss, or multiple assignments due). If permission for late submission is not granted before breaking a deadline, the grade will automatically be reduced 10%, and another 10% reduction will occur for every 24 hour period past the due date and time. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor provided sufficient explanation, and possibly, documentation of emergency.

ASSIGNMENT GUIDELINES

Written assignments should be typed and follow APA format as specified in the APA Publication Manual (6th edition). Several writing resources are posted on the SSW website (<http://ssw.unc.edu/students/writing>). You can also refer to the *APA Publication Manual* (6th edition), and to a tutorial on APA style at: <http://library.unc.edu/citationbuilder/>.

Assignments should be printed out and submitted in paper form. Electronic submissions will not be accepted, except for the final paper. Do not put your name on any assignment. Instead, put your PID number so that assignments will be graded anonymously to promote fair grading. Also, write the following pledge on all written assignments: *"I have neither given nor received unauthorized aid in preparing this written work."* Do not sign your name. Instead, put the date and your PID number.

HONOR CODE

The University of North Carolina at Chapel Hill has had a student-led honor system for over 100 years. Academic integrity is at the heart of Carolina and we all are responsible for upholding the ideals of honor and integrity. The student-led Honor System is responsible for adjudicating any suspected violations of the Honor Code and all suspected instances of academic dishonesty will be reported to the honor system. Information, including your responsibilities as a student is outlined in the Instrument of Student Judicial Governance. Information about the Honor Code can be found here: <https://studentconduct.unc.edu/students>

Your full participation and observance of the Honor Code is expected. Academic dishonesty is contrary to the ethics of the social work profession, unfair to other students, and will not be tolerated in any form. In keeping with the UNC Honor Code, if reason exists to believe that academic dishonesty has occurred, a referral will be made to the Office of the Student Attorney General for investigation and further action as required.

Plagiarism is the "deliberate" or "reckless" representation of another's words, thoughts, or ideas as one's own without attribution in connection with submission of academic work. Quote and cite any words that are not your own. If you paraphrase the words of another, you must still give proper attribution. Please refer to the APA Manual for information on attribution of quotes, plagiarism, and appropriate citation.

WRITING SUPPORT

Clear, cogent writing is an essential skill for social work professionals. Writing support is available to all students through the School's Writing Support Team; they can help you strengthen your writing skills by sharing strategies for organizing information, presenting a cohesive argument, ensuring clear communication, and mastering APA style. Writing Support

offers a *learning opportunity* for students but does not merely copy edit student papers. Writing support is available in-person, by e-mail, or by phone. E-mail a requested appointment day and time to SOSWwritingsupport@gmail.com . In addition, see the Writing Resources and References page on the School's website (under the Current Students tab: <https://ssw.unc.edu/students/writing>).

CLASS PREPARATION, ATTENDANCE, AND PARTICIPATION

The assigned readings should be completed prior to the class session in which they are listed. Also, please complete the readings in the order in which they are listed. In order to fully participate in and benefit from each class session, students should complete required readings before class and come to class prepared to discuss and apply concepts from them. We all have much to learn and much to teach.

Attendance at all class sessions is expected, and an attendance sign-in sheet will be passed around at the beginning of each class. It is important to be on time as to not disrupt class. We will cover a great deal of information in each class session. If you will not be able to attend a class, let the instructor know as soon as possible, including the reason for your absence. If you are unable to attend a class, it is your responsibility to obtain notes, handouts, information about class content, and information about announcements.

Students are expected to participate in small group and whole class discussions. Students will also be expected to participate in small group activities that involve applying concepts and skills presented in the readings and during class. Small group activities may involve informal presentations to the class and fielding questions and comments.

Self-reflection is vital for social workers to develop a deeper understanding of their backgrounds and upbringing, which influence their worldviews and interactions with others from different sociocultural contexts. For certain classes, students will be asked to do some investigation and reflection on some aspect of their background and bring something to class to share with the other students. These "show and tell" activities will be described in the class session before they are due. These assignments will not be graded but count toward class participation.

ELECTRONIC DEVICES IN THE CLASSROOM

Phones should be turned off or silenced during class – not on vibrate. No text messaging during class. The use of electronic devices, such as laptops or tablet computers, in the classroom is only allowed for viewing or taking notes or completing group tasks. Electronic devices can be distracting and they can discourage active listening, participation, and higher-level thinking during class. Students who are caught using electronic devices for non-class activities (e.g., checking email, instant messaging, shopping, or web-browsing) will lose the right to use their device in class for the remainder of the semester, and each incident of inappropriate use will result in a 10 point deduction from the student's final grade.

ACCESSIBILITY RESOURCES AND SERVICES

The School of Social Work aims to create an educational environment that supports the learning needs of all students. The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students

with disabilities, chronic medical conditions, a temporary disability, or pregnancy complications resulting in difficulties with accessing learning opportunities. The Accessibility Resources and Service (ARS) Office at UNC has been established to coordinate all accommodations. If you might need accommodations at any point during the semester, please contact ARS prior to the beginning of the semester or as early in the semester as possible so that they can assist you; this process takes time. You can visit their website at <http://accessibility.unc.edu>, and contact ARS by email: accessibility@unc.edu or phone at 919-962-8300. The accommodations process starts with ARS and helps instruct Faculty at the School of Social Work on how best to proceed. As a School, we are committed to working with ARS and students to implement needed accommodations for all of our students. In addition to seeking ARS supports, please also reach out to your instructor to communicate how best your needs can be met once you have begun the ARS process.

TRAUMA CONTENT

This course includes some intense content related to traumatic events experienced by individuals, families, and communities. Students may experience strong reactions related to their own trauma history, or related to their lack of previous exposure to detailed accounts of harm that children/adults experience. Students may find themselves emotionally triggered or possibly overwhelmed, as well as having judgmental thoughts (e.g., about victims, caregivers, and perpetrators of harm). Students are encouraged to develop and use self-care strategies during class sessions and when reading and/or completing assignments for class. Students may have strong reactions that are more safely processed outside of the classroom and with appropriate support from the instructor or with professional support. In the event that students experience significant distress, please notify the instructor. The instructor will seek to foster a safe classroom environment in which learning may occur. This includes setting guidelines for safe behavior collaboratively with students, preparing students for graphic case material, and utilizing alternative assignments when determined to be beneficial.

COURSE SCHEDULE AND OUTLINE

Class	Date	Topic Area	Assignments Due
1	Jan. 16	Introduction	
2	Jan. 23	Diversity, Racism, and Microaggressions	Show & Tell: Cultural Heritage
3	Jan. 30	Use of Self in Confronting Racism	
4	Feb. 6	Confronting Racism in Agencies/Organizations	
5	Feb. 13	Confronting Institutional Racism	
6	Feb. 20	Ethnocentrism and Nativism	Cycle of Socialization Paper Show & Tell: Family Ancestry
7	Feb. 27	Heterosexism and Genderism	
8	Mar. 6	LGBTIQ Affirmative Practice and Activism	Group 1 Institutional Oppression Presentation
	Mar. 13	No class – Spring break	
9	Mar. 20	Sexism	Show & Tell: Gendering During Childhood Group 2 Institutional Oppression Presentation
10	Mar. 27	Ableism	Community Meeting/Event Paper Group 3 Institutional Oppression Presentation
11	Apr. 3	Ageism	Group 4 Institutional Oppression Presentation
12	Apr. 10	Classism and Economic Inequality	
13	Apr. 17	Conclusion	
14	Apr. 24	Potential make-up snow day or catch-up day	
	Apr. 30		Final Paper

*****Readings are listed here in “APA lite” format for brevity. Full APA style citations are available on the sakai site.*****

January 16

Class 1: Introduction

Jones (2000). Levels of racism: A theoretic framework and a gardener’s tale (pp. 1212-1215).

McIntosh (1990). White privilege: Unpacking the invisible knapsack (pp. 1-5).

African American Policy Forum (2008). A primer on intersectionality (pp. 1-12).

In-Class Video: *A Girl Like Me* (5 min)

January 23

Class 2: Diversity, Racism, and Microaggressions

Assignment Due: Show & Tell about your cultural heritage

Sue (2003). Are you a racist? (pp. 3-10).

Sue (2010). Microaggressions in everyday life (pp. 3-20, 42-51).

Nadal (2015). A qualitative approach to intersectional microaggressions: Understanding influences of race, ethnicity, gender, sexuality, and religion (pp. 147-163).

Kivel (2002). Words and pictures (pp. 24-25).

January 30

Class 3: Use of Self in Confronting Racism

Kivel (2011). What does an ally do? (pp. 116-120, 130-133).

Davis & Gentlewarrior (2015). White privilege and clinical social work practice: Reflections and recommendations (pp. 191-208).

Greene & Blitz (2012). The elephant is not pink: Talking about white, black, and brown to achieve excellence in clinical practice (pp. 203-212).

Hardy (2013). Healing the hidden wounds of racial trauma (pp. 24-28).

February 6

Class 4: Confronting Racism in Agencies and Organizations

Okun (2001). White supremacy culture (pp. 1-6)

Samimi (2010). Funding America's nonprofits: The nonprofit industrial complex's hold on social justice (pp. 17-25).

Plous (2003). Ten myths about affirmative action (pp. 206-212).

In-Class Video: *Cracking the Codes: The System of Racial Inequity* (1 hr, 15 min)

February 13

Class 5: Confronting Institutional Racism

Students were be divided into 5 groups based on their interest in one of the social institutions below. Each group will be responsible for readings in their institutional area and will meet during class to discuss the main points from the readings.

Neighborhoods and Housing:

- Better (2008). The hidden face of institutional racism: Housing (pp. 45-51).
- Miller & Garran (2008). Residential racism (pp. 66-68).
- Massey (2001). Residential segregation and neighborhood conditions in U.S. metropolitan areas (pp. 347-380).
- U.S. Housing Scholars (2008). Residential segregation and housing discrimination in the United States (pp. 1-27).

Education:

- Hanssen (1998). A White teacher reflects on institutional racism (pp. 694-698).
- Kivel (2011). At school (pp. 248-252).
- Cole (2008). Educating everybody's children (pp. 1-7)
- Better (2008). Institutionalized racism dissected: Education (pp. 51-58).
- Leonardo & Grubb (2014). Education and racism: Future directions (pp. 143-150).

Employment and the Workplace:

- Better (2008). The hidden face of institutional racism: Employment (pp. 63-68).
- Miller & Garran (2008). Employment racism (pp. 70-71).
- Braverman (2008). Kristin v. Aisha; Brad v. Rasheed: What's in a name and how it affects getting a job (p. 250).
- Kivel (2011). At work (pp. 242-247).
- Kivel (2011). Affirmative action (pp. 235-241).
- Wilson (2004). When work disappears (pp. 330-346).

Law Enforcement and Criminal Justice:

- Kivel (2011). The police and criminal justice system (pp. 256-267).
- Reiman (2009). ...and the poor get prison (pp. 234-245).

- Ghandnoosh (2015). Black lives matter: Eliminating racial inequity in the criminal justice system (pp. 1-33).

Healthcare:

- Spalter-Roth (2005). Race, ethnicity, and the health of Americans (pp. 1-16).
- Steel-Fisher (2004). Addressing unequal treatment: Disparities in health care (pp. 1-9).
- Jones (2002). Confronting institutionalized racism (pp. 7-11).
- Griffith (2007). Dismantling institutional racism: Theory and action (pp. 381-392).

February 20

Class 6: Ethnocentrism and Nativism

Assignments Due: Reflection Paper on the Cycle of Socialization, Show & Tell about your family ancestry

Feagin (2002). The first U.S. Latinos: White wealth and Mexican labor (pp. 65-69).

Johnson (1997). Melting pot or ring of fire? (pp. 405-408).

Padilla (1999). Repercussions of Latinos' colonized mentality (pp. 212-215).

Santana (2014). 5 immigration myths debunked (pp. 1-3).

ACLU (2012). Human rights violations on the United States-Mexico border (pp. 1-5).

New York Immigration Coalition (2015). Principles for immigration reform (pp. 1-2).

Congress (2013). Using the Culturagram to assess and empower culturally diverse families (pp. 1-20).

February 27

Class 7: Heterosexism and Genderism

Rochlin (1974). Heterosexual questionnaire (pp. 1-2).

Dunlap (2014). Coming-out narratives across generations (pp. 318-335).

RDSJ: Serano (2013). Trans woman manifesto (pp. 443-446).

RDSJ: Blumenfeld (2013). How homophobia hurts everybody (pp. 379-387).

In-Class Video: XXXY (12 min)

March 6

Class 8: LGBTIQ Affirmative Practice and Activism

Assignment Due: Group 1 Institutional Oppression Presentation

Dietert & Dentice (2013). Growing up trans: Socialization and the gender binary (pp. 24-42).

Price (2003). Biblical verse: Is it a reason or an excuse? (pp. 381-382).

RDSJ: Evans & Washington (2013). Becoming an ally (pp. 411-419).

Hines (2012). Using an anti-oppressive framework in social work practice with lesbians (pp. 23-42).

Price (2010). The transformative promise of queer politics (pp. 1-8).

March 13

No Class: Spring Break

March 20

Class 9: Sexism

Assignments Due: Group 2 Institutional Oppression Presentation, Show & Tell about your gendering during childhood

RDSJ: Lorber (2013). “Night to his day”: The social construction of gender (pp. 323-328).

Kimmel (2011). Gendered parents, gendering children (pp. 154-160).

Kivel (2010). The act-like-a-man box (pp. 83-85).

Brady (1971). I want a wife (pp. 1-2).

Bose & Whaley (2001). Sex segregation in the US labor force (197-205).

RDSJ: Kirk & Okazawa-Rey (2013). He works, she works, but what different impressions they make (p. 355).

Reskin (1988). Bringing the men back in: Sex differentiation and the devaluation of women’s work (pp. 198-210).

RDSJ: Bernstein (2013). Women’s pay: Why the gap remains a chasm (pp. 340-350).

Kimmel (2011). America: A history of gendered violence (pp. 393-407).

Van Voohris (2008). Feminist theories and social work practice: The case of Susan (pp. 282-285).

March 27

Class 10: Ableism

Assignments Due: Community Meeting/Event Paper, Group 3 Institutional Oppression Presentation

RDSJ: Wendell (2013). The social construction of disability (pp. 481-485).

Galler (1984). The myth of the perfect body (pp. 128-129).

Clare (1999). The mountain (pp. 1-13).

Mason et al. (2010). Prejudice toward people with disabilities (pp. 173-186).

EEOC (2009). Questions and answers on the ADA Amendments Act of 2008 (pp. 1-4).

Snow (2008). People first language (pp. 1-4).

RDSJ: Peters (2013). Recognizing ableist beliefs and practices and taking actions as an ally (pp. 532-534).

April 3

Class 11: Ageism

Assignment Due: Group 4 Institutional Oppression Presentation

Carlton-LaNey, I. (2005). *African Americans aging in the rural south: Stories of faith, family and community*. Durham, NC: Sourwood Press.

Nelson. (2005). Ageism: Prejudice against our feared future self (pp. 207-214).

RDSJ: Butler (2013). Ageism: Another form of bigotry (pp. 559-565).

Dennis & Thomas (2007). Ageism in the workplace (pp. 84-89).

RDSJ: Larabee (2013). Elder liberation draft policy statement (pp. 571-576).

RDSJ: Markee (2013). What allies of elders can do (pp. 587-588).

Nelson (2016). Promoting healthy aging by confronting ageism (pp. 276-282).

April 10

Class 12: Classism and Economic Inequality

Schwalbe (2015). How much inequality is too much? (pp. 9-19).

Schwalbe (2015). Rigging the game (pp. 55-98).

In-Class Video: *Inequality for All* (1 hr, 45 min)

April 17

Class 13: Conclusion

Schwalbe (2015). Escaping the inequality trap (pp. 267-311).

Schwalbe. (2005). What is an economy for? (pp. 77-82).

April 24

Class 14: Potential Makeup or Catchup Day

We may or may not have class this day. If we have to miss a previous class because of snow/ice, then we will use this day as a makeup. Also, if we have not covered all of the material in prior class sessions, we will use this day to cover planned content.

April 30

Assignment Due: Final Paper is due by 2:00 pm