



Course No: SOWO 501, Section 004
Course Title: Confronting Oppression & Institutional Discrimination
Semester/Year: Spring 2018
Time and location: Tuesdays, 9:00 – 11:50, Room
Instructor: Travis J. Albritton, PhD, MSW, M.Div
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Mondays: 8:30 – 9:30
Office Hours: Tuesdays 12:15 – 2:15 or by appointment

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.

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. In addition to understanding clients systems’ rich heritage and contributions to society, social workers need to understand the structures, systems, and policies that create and maintain oppression. This course serves as a foundation for the understanding of the nature, character, and consequences of being excluded from many available opportunities and services. It 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. Members of these groups have been affected by social, economic and legal biases and by institutional structures and social policies that maintain and perpetuate oppression.

REQUIRED TEXTS:

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

Coates, T. (2015). *Between the World and Me*. New York, NY: Spiegel & Grau.

Hill, M. L. (2016). *Nobody: Casualties of America’s War on the Vulnerable, from Ferguson to Flint and Beyond*. New York, NY: Atria Books.

hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*. New York, NY: Routledge.

Other required articles and chapters will be available on the course’s Sakai site:
<http://sakai.unc.edu>.

RESOURCES

All course lectures, syllabus, assignment information, and external links to useful web sites are or will be available on Sakai, at <http://sakai.unc.edu>

TEACHING METHODS

Teaching methods will include lecture and class discussion, as well as multimedia presentations, guest speakers, and experimental activities. My perspective is that we all have much to learn from one another. Full participation is essential to your learning process in the class, and will allow you to successfully apply the course material in a way that is personally and professionally meaningful. The course will ask you to reflect on and discuss difficult and complex issues and material that may not always be comfortable. We will develop a supportive learning environment, reflecting the values of the social work profession. This requires listening to the ideas and views of others, attempting to understand and appreciate a point of view which is different from your own, articulating clearly your point of view, and linking experience to readings and assignments. Most importantly I will ask you to be curious about why you think the way you do and why others think the way they do, ask genuine questions, explain your reasoning and intent, and test your assumptions and inferences. During the first class session, we will generate guidelines that will allow all of us to engage authentically, and to treat each other with respect, compassion, and honor. Attendance is critical to your learning, as well as to the atmosphere of inclusiveness and trust in the class. It is also important to be on time so as not to disrupt class.

CLASS ASSIGNMENTS

Student performance will be evaluated based on the following assignments, which are briefly described below (**full, detailed assignment instructions and grading guides are available on Sakai**):

Requirement	Due Date*	Points
Class participation and attendance	Ongoing	15
Personal reflections	Student selection (see below)	15
Cycle of Socialization Paper	February 12 th 11:59pm	20
Group presentation	Assigned by instructor	25
Final Paper	Apr. 27th – Apr. 30th 11:59	25

Class participation and attendance (10pts)

Each student will participate in group discussions and will individually and collectively be responsible for contributing to class discussion and the analysis of issues. For each reading, students should be able to summarize its key elements, critique its relevance and strengths or weaknesses in the context of contemporary society, and discuss the implications for social work practice.

A pattern of being late for class and/or leaving early will impact your attendance points awarded.

Heritage Gallery Presentation

Due: Jan 24, Class 2

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 our cultural heritage are numerous and varied. Heritage exists in food, clothes, art, music, and language. Heritage exists in rituals, symbols, festivals, and ceremonies. Heritage exists in technologies, architecture, gardens, and artifacts. Cultural heritage tells of our past and our futures.

This assignment is designed to honor the heritage of everyone in class. Please bring an expression of your cultural heritage to share and discuss with the class. This can be an artifact,

food, glossary of terms, tradition, performance, image, art form – anything that is an expression of your cultural heritage and identity. Briefly explain why you chose the particular piece and how this representation of social, familial, and/or cultural heritage continues to influence your life. Your presentation should be about 5-10 minutes and demonstrate self-reflection, planning, and creativity.

Personal Reflections (15 pts; 3 reflections @ 5 points each)

Reflection 1 due: pick a date class 2, 5, 6

Reflection 2 due: pick a date between classes 7-10

Reflection 3 due: pick a date between classes 11-14

These exercises will allow you to think through (in writing) your personal responses to course readings. There are three due dates for the reflections throughout the semester. You can feel free to focus on any aspect of the course that strikes you on a personal level. The reflections should be 2 - 3 pages long (a bit longer if you like, but not necessary), can be written in the first person, and do not need to use APA style other than spelling and grammar. **Please use Times New Roman 12 point font, double-spaced, and 1” margins.** The late policy does not apply to this assignment. That is, if you do not turn in your paper within the timeframes specified, you will not get credit.

You should begin with a brief reference to the reading(s) or activity on which you will be reflecting. For example “This reflection focuses on my personal responses to the classism activity that we completed in class.”

In writing your reflection, the following questions may be helpful in developing your thoughts (don’t let these limit you, however; feel free to use them as needed to jump start the reflection process):

- In what way did this reading strike a personal chord for you?
- What is the nature of your reaction to the reading? Positive? Negative? Ambivalent? Confused? Dissonant? What emotions did you experience?
- Where or in what way do you see the content of the reading playing out in your professional or personal life (e.g., work or volunteer setting, interactions with friends or family, experiences here at school)?
- How do your personal responses relate to your ongoing development as a social worker? What areas of strength and/or potential growth can you identify? Your thoughts do not need to be fully formed or organized in an “academic” way. Anything that you communicate will be held in confidence and you will not be required to share anything you write with other class members.

Grading Rubric

The reading/activity being reflected upon is clearly introduced	1 point
The reflection explores the student’s own personal response and reasons for it	2 points
The reflection explores implications for the student’s future social work practice	1 point

The paper adheres to writing standards outlined above (citations and reference list not needed)	1 point
Total	5 points

Reflection Paper: The Cycle of Socialization

25 Points

Due February 6

For this 6 - 8 page paper, you will use the Harro (2013) *Cycle of Socialization* article to examine your personal experiences, the messages that you have received, and how these have socialized how you think about race and racism, gender and sexism, sexual orientation and heterosexism, class and classism . The purpose of this paper is to enable us to become more aware of socialized messages, how they affect our attitudes and behavior, and to become mindful of how to attend to social messages in challenging racism. We will discuss the “cycle of socialization” in class and detailed instructions will be posted on Sakai for this paper.

Group Presentation: Oppression by Social Institutions/Systems and Responses (25 pts)

Due: each group will be assigned a date

This 40 minute presentation will be completed in teams of 3-4 students. You are free to use PowerPoint or other media and group exercises to communicate your message to the class. The following is a broad overview of what will be asked of each team:

Select a social institution/system for the focus of your presentation (for example, health/medical care, mental health care, child welfare, education (multiple levels), housing, neighborhoods, employment/workplace, criminal justice (multiple systems), social service systems, religious/faith organizations, media organizations). Focus your presentation on examining structural/institutional oppression that is related to the topic of the week that you are presenting. For example, in one of the sessions on racism we will examine racism (structural) in the criminal justice system; the group that presents during session 7 could present on how specific work places or professions structurally oppress women. Using the scholarly literature as your foundation, address the following:

1. **What is the nature of the structural/institutional oppression in this social institution/system?** What does it look like? How does it show up? How does it affect the population that you are examining (e.g., racism in the criminal justice system: harsher sentencing for people of color; sexism in the workplace: lower wages for women). What are examples of specific oppressive or discriminatory practices or structural components of this social institution/system?
2. **How did this come to be?** What key historical developments led to this oppression? Be sure to incorporate material from the online oppression course. What assumptions, beliefs, attributions, or cultural dynamics appear to drive the oppression – how are these embedded in the social institution/system?

3. **What has been done and what is being done to address it?** What advocacy efforts have there been in the past? What is currently being done? How are groups/organizations responding to the oppression? Identify a minimum of two examples of advocacy/resistance/empowerment work. In what ways have these groups been effective? In what ways do they struggle to achieve their aims?
4. **What will you do?** What are direct practice and macro-level implications for social workers who work with or in this social institution/system? How can you work within what might be oppressive institutional structures to provide responsive services? How can you work towards institutional change, working with existing advocacy efforts or in other ways?

If you are using PowerPoint slides, they should be formatted using APA style for citations and references. That is, you should provide citations at the bottom of slides containing information from scholarly sources, and include a complete list of references on the final slides, or as a handout. You do not need to make copies of your slides for the class, BUT you should bring a hard copy to the instructor at the start of class AND submit an electronic copy via Dropbox on Sakai. Your group will also submit presentation objectives and description. Full instructions and a rubric is posted on Sakai under assignments

Grading rubric

The presentation accurately and comprehensively describes the nature of the structural/institutional oppression within a specific social institution/system.	4 points
The presentation content accurately describes key historical developments, assumptions, beliefs, and cultural dynamics that attribute to oppression within the specific system.	4 points
Two or more examples of past and present advocacy efforts that address the oppression are provided and sufficiently described.	4 points
The presentation clearly identifies and describes specific action steps for social workers within the specific institution/system.	4 points
Relevant materials from the online Brief History of Oppression course are clearly and accurately integrated.	3 points
All group members were meaningfully included in the presentation delivery.	2 points
The organization and flow of information on each slide and throughout the presentation was clear and logical, compelling, and effective.	2 points
The presentation as a whole was effective and compelling	2 points
Total	25 points

Reflection Paper on Justice and Liberation

25 points

Due by Apr. 27 – Apr. 30 11:59pm

At the conclusion of this course, each student will complete a paper focused on liberation and moving forward in social justice. First, read the following readings:

- Love (2010). Developing a liberatory consciousness (pp. 599-603).
- Harro (2010). The cycle of liberation (pp. 52-58).
- Johnson (2010). What can we do? (pp. 610-616).
- Pharr (2010). Reflections on liberation (pp. 591-598).

Second, compose a paper of 8-10 pages responding to following prompts regarding social justice and liberation drawing from the readings:

- *Developing a Liberatory Consciousness* (Love, 2010): In your own words, describe your understanding of the concept of liberation.
- *The Cycle of Liberation* (Harro, 2010): Identify and discuss elements of the model where you feel that you have developed understanding, competence, and/or mastery. Identify and discuss elements of the model where you feel that you are less developed in terms of knowledge, skill, and/or experience. Discuss implications and plans for growth and development as a social worker regarding one of these areas for improvement.
- *What Can We Do?* (Johnson, 2010): Drawing from the section on *Little Risks: Do Something*, give three specific examples of ways you have recently changed or plan to change your behavior in relation to systems of oppression.
- *Reflections on Liberation* (Pharr, 2010): Identify a cross-cutting social problem (e.g., harassment and violence, access to healthcare, mass incarceration, achievement gaps in education, sexually transmitted diseases and infections, obesity, and PTSD) that affects multiple, often disadvantaged, social groups. Outline what a transformational solution to this social problem might look like.

GRADING SYSTEM:

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

EXPECTATIONS FOR WRITTEN ASSIGNMENTS

Students are expected to use good academic English; grades will be lowered for poor grammar, syntax, or spelling. Those who have difficulty writing are **STRONGLY** encouraged to use online resources of the campus Writing Center (<http://writingcenter.unc.edu/>) and the School of Social Work (<http://ssw.unc.edu/students/writing>) and/or seek assistance from Diane Wyant or Susan White in the School of Social Work.

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. **All written assignments for this course should be submitted in APA style**, unless assignment instructions indicate otherwise. Information concerning APA style and writing resources are listed below:

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th Edition*. Washington, D.C.: American Psychological Association.

- <http://www.apastyle.org/learn/faqs/index.aspx> (Frequently asked questions about APA Style)
- <https://owl.english.purdue.edu/owl/resource/560/01/> (Additional APA Style guidance)

- ❑ <http://www.bartleby.com/141/> (electronic version of Strunk's *The Elements of Style* which was originally published in 1918)
- ❑ <http://writingcenter.fas.harvard.edu/> (The Harvard University Writing Center)

POLICY ON INCOMPLETES AND LATE ASSIGNMENTS:

A paper is considered late if it is emailed any later than the start of class on the day it is due. The grade for late papers will be reduced 10% per day, including weekends. Therefore, a paper that would merit a grade of 100 on Friday will receive a grade of 70 if submitted on Monday. Similarly, a paper due at 2pm on Monday handed in at 3pm will be considered 1 day late.

A grade of **Incomplete** is given only in exceptional and rare circumstances that warrant it, e.g. family crisis, serious illness. It is the student's responsibility to request and explain the reasons for an Incomplete. The instructor has no responsibility to give an Incomplete without such a request.

POLICY ON ACADEMIC DISHONESTY:

It is the responsibility of every student to obey and to support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing in actions involving the academic processes of this class. Students will properly attribute sources used in preparing written work and will include the following pledge on the first page of all written assignments: **"I have not given or received unauthorized aid in preparing this written work."** Credit will not be awarded for unpledged work. Please refer to the *APA Style Guide*, *The SSW Manual*, and the SSW Writing Guide for information on attribution of quotes, plagiarism and appropriate use of assistance in preparing assignments. 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.

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 (<http://disabilityservices.unc.edu>) 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.

POLICY ON THE USE OF ELECTRONIC DEVICES IN THE CLASSROOM

Use of electronic devices is permitted for learning purposes such as taking notes and looking up information relevant to a discussion or small group activity, but is prohibited for purposes not relevant to the class and/or when it is distracting to others or keeps the student from being engaged in class. In such cases, the student will be asked to refrain from use.

ACCESSIBILITY AND RESOURCES SERVICES:

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. All accommodations are coordinated through the Accessibility Resources and Service Office. In the first instance please visit their website <http://accessibility.unc.edu>, or 919-962-8300 or Email; - accessibility@unc.edu. A student is welcome to initiate the registration process at any time, however, the process can take time. ARS is particularly busy in the run-up to Finals and during Finals. Students submitting Self-ID forms at that time are unlikely to have accommodations set until the following semester. Please contact ARS as early in the semester as possible.

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>).

COURSE SCHEDULE - Overview

Class	Date	Topic Area	Assignment Due
1	Jan. 16	Introduction Overview of foundational concepts and topics	
2	Jan. 23	Multiculturalism, Identity and Socialization	5 minute heritage presentation
3	Jan. 30	Racism, Implicit and Explicit Bias, Microaggressions	
4	Feb. 6	Institutional and Structural Racism	
5	Feb. 13	Criminal Justice System and Racism	Group presentation (1)
6	Feb. 20	Ethnocentrism and Nativism	Group presentation (2)
7	Feb. 27	Oppressive Gender Roles, Sexism, Patriarchy, and Feminism	Group presentation (3)
8	Mar. 6	Heterosexism and Genderism	Group presentation (4)
9	Mar. 20	LGBTQIA Affirmative Practice	
10	Mar. 27	Ableism and Oppression of Persons with Disabilities	
11	Apr. 3	Ageism	
12	Apr. 10	Classism and Economic Inequality	Group presentation (5)
13	Apr. 17	Ecological Justice	

14	Apr. 24	Course conclusion	

COURSE SCHEDULE

January 16

Class 1: Introduction, Overview of foundational concepts and topics, framing the conversatoin

Assigned readings:

- McIntosh (1990). White privilege: Unpacking the invisible knapsack (pp. 1-5).
- Brown, E. (2009). Education and the law: Toward conquest or social justice. In W. Ayers, T. Quinn, & D. Stovall (Eds.), *Handbook for social justice in education* (pp. 59-87). New York, NY: Routledge.
- Gessen, M. (2016, Nov). Autocracy: Rules for survival. *The New York Review of Books*. Retrieved online: nybooks.com/daily/2016/11/10/trump-election-autocracy-rules-for-survival/
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*, New York, NY. Routledge. Chapters 1- 4.

Recommended

- World Trust Education Services. (2012). *Glossary of terms*. www.RacialEquityLearning.org
- National Association of Social Workers (2008). *Code of Ethics*. Washington, DC: Author.
- African American Policy Forum (2008). *A primer on intersectionality* (pp. 1-11). <http://aapf.org/wp-content/uploads/2013/01/59819079-Intersectionality-Primer.pdf>

January 23

Class 2: Multiculturalism, Identity, and Socialization

Assignment due:

- The Heritage Gallery: 5 minute heritage presentation

Assigned readings:

- Tatum, B. D. (1997). The complexity of identity: “Who am I?” In *Why are all the Black kids sitting together in the cafeteria?* (pp. 18-28). New York, NY: Basic Books.
- Coates, T. (2017, January/February Issue). My president was black. *The Atlantic*. Retrieved online: <https://www.theatlantic.com/magazine/archive/2017/01/my-president-was-black/508793/>
- Kirk, G. & Okazawa – Rey, M. (2013). Identities and Social Locations: Who Am I? Who are My People? In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 9 - 15). New York, NY: Routledge.

- Johnson, A.G. (2013). The social construction of difference. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 15-21). New York, NY: Routledge.
- Harro, B. (2013). The cycle of socialization. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 45-52). New York, NY: Routledge.
- Yosso, T (2005). Whose Culture has Capital: A Critical Race Theory Discussion of Cultural Wealth. *Race Ethnicity and Education* 8(1), 69-91.

Recommended Reading

- Yual-Davis, N. (2013). Intersectionality and Feminist Politics. *European Journal of Women's Studies*, 13(3), 193-209.

January 30

Class 3: Racism, Implicit and Explicit Bias, Microaggressions

Assigned readings:

- Coates Part I (pp. 1 -71)
- Sue (2003). Are you a racist? (pp. 3-10).
- Lipsitz, G. (1995). The possessive investment in whiteness: Racialized social democracy and the "white" problem in American studies. *American Quarterly*, 47(3), 369-387.
- Project Implicit. Go to Project Implicit website, explore the website, and take one of the IATs. <http://implicit.harvard.edu/implicit/>

Additional Recommended Readings:

- McIntosh, P. (2009). White people facing race: Uncovering the myths that keep racism in place. St. Paul Foundation & SEED, Wellesley Centers for Women, www.wcwonline.org/seed
- Sue (2010). Racial/ethnic microaggressions and racism (pp. 137-166)
- Feagin, J. R. (2013). The White Racial Frame. In *The White Racial Frame: Centuries of Racial Framing and Counterframing*. (pp. 1-22). New York, NY: Routledge.

February 6

Class 4: Institutional and Structural Racism

In preparation for a class activity, students will be assigned to one of the following topics and will read at least 2 of the articles listed under their topic in addition to the Schwalbe, Hill and Feagin readings listed below.

Assigned reading:

- Schwalbe, M. (2008). Chapter 1: The roots of inequality and Chapter 2: Rigging the game. *Rigging the game: How inequality is reproduced in everyday life* (pp. 25-84). New York, NY: Oxford University Press.
- Feagin, J. R. (2013). *The Frame in Institutional Operation: Bureaucratization of Oppression*. (pp.141 - 162). New York, NY: Routledge

Readings on 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).

Readings on 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).

Readings on 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).

Readings on Healthcare:

- American Sociological Association (2005). Race, ethnicity, and the health of Americans (pp. 1-16).
- Steel-Fisher (2004). Addressing unequal treatment: Disparities in health care (pp. 1-9).
- Griffith (2007). Dismantling institutional racism: Theory and action (pp. 381-392).

Readings on Mental Health Services:

- Whaley (1998). Racism in the provision of mental health services (pp. 47-57).
- Miller & Garran (2008). Mental health racism (pp. 75-78).
- Corneau & Stergiopoulos (2012). More than being against it: Anti-racism and anti-oppression in mental health services (pp. 261-282).

Additional Recommended Readings:

- Blair, I. V., Steiner, J. F., & Havranek, E. P. (2011). Unconscious (implicit) bias and health disparities: Where do we go from here? *The Permanente Journal*, 15(2), 71-78.
<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3140753/>
- Dovidio, J., & Fiske, S. T. (2012). Under the radar: How unexamined biases in decision-making processes in clinical interactions can contribute to health care disparities. *American Journal of Public Health*, 102(5), 945-952.
- Miller, J., & Garran, A. M. (2007). The web of institutional racism. *Smith College Studies in Social Work*, 77(1), 33-67.

February 13

Class 5: Criminal Justice System and Racism

- Coates, T. (2015). *Between The World and Me*, New York, NY: Spiegel & Grau (pp. 71 - 132).
- Hill, M. L. (2016). *Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond*. New York, NY: Atria Books. Chapters 2,3 & 5.
- Laub, J. H. (2014). Understanding inequality and the justice system response: Charting a new way forward (William T. Grant Foundation Inequality Paper). Retrieved from <http://blog.wtgrantfoundation.org/post/104184374477/new-report-understanding-inequality-and-the>
- Morris, M.W. (2012). *Race, gender and the school-to-prison pipeline: Expanding our discussion to include Black girls*. African American Policy Forum, 1-19.
- Gay, R. (2013, July). Some thoughts on mercy. *The Sun*, 24-28.

Additional Recommended Readings:

- Lawrence, K. O. (Ed.). (2011). *Race, crime, and punishment: Breaking the connection in America*. Washington, DC: The Aspen Institute. (Read Introduction; Chapter 1. The New Jim Crow by Michele Alexander; and Chapter 2. Structural Racism and Crime Control by Ian Haney Lopez, pp.1-55). Retrieved from <http://www.aspeninstitute.org/sites/default/files/content/docs/pubs/Race-Crime-Punishment.pdf>
- The Sentencing Project (2014). Race and punishment: Racial perceptions of crime and support for punitive policies. Retrieved from http://sentencingproject.org/doc/publications/rd_Race_and_Punishment.pdf
- Benjamin Watson's response to Ferguson Decision. Retrieved from <https://www.facebook.com/BenjaminWatsonOfficial/posts/602172116576590>

February 20

Class 6: Ethnocentrism and Nativism

- Congress (2013). Using the Culturagram to assess and empower culturally diverse families (pp. 1-20).
- Coates, T. (2017). "The First White President: The foundation of Donald Trump's Legacy is the negation of Barack Obama's legacy. *The Atlantic*.
- Graham, D. (2018). "Why Trump Can't Understand Immigration from 'Shithole Countries': The President Can't seem to imagine Haitians, Salvadorans or Africans as coequal citizens. *The Atlantic*.
- Huber, L., Lopez, C., Malagon, M. C., Velez, V., & Solorzano, D. G. (2008). Getting beyond the 'symptom,' acknowledging the 'disease': theorizing racist nativism. *Contemporary Justice Review*, 11(1), 39-51
- McQueeney, K. (2014). Disrupting Islamophobia: Teaching the Social Construction of Terrorism in the Mass Media. *International Journal of Teaching and Learning in Higher Education*, 26(2), 297-309

- Romero, A., Arce, S., & Cammarota, J. (2009). A barrio pedagogy: Identity, intellectualism, activism, and academic achievement through the evolution of critically compassionate intellectualism. *Race Ethnicity and Education*, 12(2), 217-233.
- Serwer, A. (2017). "The Nationalists Delusion." *The Atlantic*.

Additional Recommended Readings:

- Congress & Kung (2013). Using the Culturagram to assess and empower culturally diverse families (pp. 1-20).
- Immigration Policy Center. (2010). Giving Facts a Fighting Change. Washington, DC: Author. Retrieved from http://www.immigrationpolicy.org/sites/default/files/docs/Giving_Facts_a_Fighting_Chance_101210.pdf
- DOJ Investigation of Alamance County Sheriff – Letter of Findings. (20012) Retrieved from <http://www.justice.gov/iso/opa/resources/171201291812462488198.pdf>

February 27

Class 7: Oppressive Gender Roles, Sexism, Patriarchy, and Feminism

Assigned readings:

- Sue (2010). Gender microaggressions and sexism (pp. 160-183).
- Collins, P. H. (2005). *Black Sexual Politics: African Americans, Gender, and The New Racism*. New York: Taylor Francis Group. Chapter 4.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*, New York, NY. Routledge. Chapters 7 – 9.
- hooks (2013). A Movement to End Sexist Oppression. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 340 - 342). New York, NY: Routledge.
- Katz (2013). Violence Against Women is a Men's Issue (p. 342 – 346).
- In Adams et al. (2013): Kirk & Okazawa-Rey (2013). He works, she works, but what different impressions they make. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 355 - 356). New York, NY: Routledge.
- Bernstein (2013). Women's pay: Why the gap remains a chasm. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 349 - 351). New York, NY: Routledge.
- Williams, C. L. (2011). The glass escalator: Hidden advantages for men in the "female" professions. In T. E. Ore (Ed.), *The social construction of difference & inequality: Race, class, gender, and sexuality* (5th ed., pp. 389-400). New York, NY: McGraw-Hill.

March 6

Class 8: Heterosexism and Genderism

Assigned readings:

- Sue, D.W. (2010). Sexual-orientation microaggressions and heterosexism. *Microaggressions in everyday life: Race, gender, and sexual orientation* (pp. 184- 206). Hoboken, NJ: John Wiley & Sons.
- Rochlin, M. (1972). Heterosexual questionnaire (pp. 1-2).

- Bernard & Lieber (2009). The high price of being a gay couple: <http://www.nytimes.com/2009/10/03/your-money/03money.html>
- Blumenfeld (2013). How Homophobia Hurts Everyone. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., 379 -387). New York, NY: Routledge.
- Gokhale (2013). A Vision for a Queer Progressive Agenda. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 388 - 390). New York, NY: Routledge.
- Catalano & Shlasko (2013). Transgender Opression. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 425 - 431). New York, NY: Routledge.
- Serano (2013). *Trans Woman Manifesto*. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 343 -346). New York, NY: Routledge.
- Britzman, D. (1995). Is there a queer pedagogy? Or stop reading straight. *Educational Theory*, 45, 151-165.

March 20

Class 9: LGBTQQIA Affirmative Practice

Assigned reading:

- Hernandez, M.M. (1998). Holding my breath under water. In D. Atkins (Ed.) *Looking queer: Body image and identity in lesbian, bisexual, gay, and transgender communities* (pp. 199-204). Binghamton, NY: Haworth Press.
- Evans, N.J., & Washington, J. (2013). Becoming an ally. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 411-420). New York, NY: Routledge.
- Love, B. (2017). A Ratchet Lens: Black Queer Youth, Agency, Hip Hop, and the Black Ratchet Imagination. *Educational Researcher*, 46(9), pp. 539 – 547.
- Burdge, B.J. (2007). Bending gender, ending gender: Theoretical foundations for social work practice with the transgender community. *Social Work*, 52, 243-250. (from SOWO 500)
- Price, D. (2010). Biblical verse: Is it a reason or excuse? In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 381-382). New York, NY: McGraw-Hill.
- Price, A.Y. (2010). The transformative promise of queer politics. *Tikun*, 25, 4, 52.
- Mayo, C. (2017). Queer and Trans Youth, Relational Subjectivity, and Uncertain Possibilities: Challenging Research in Complicated Contexts. *Educational Researcher*, 46(9) pp. 530 – 529.

March 27

Class 10: Ableism and Oppression of Persons with Disabilities

Assigned reading:

- Rozalski, M., Katsiyannis, A., Ryan, J., Collins, T., & Stewart, A. (2010). Americans with Disabilities Act Amendments of 2008. *Journal of Disability Policy Studies*, 21(1), 22-28.
- Mingus, M. (2010, Nov/Dec). Changing the framework: Disability justice. How our communities can move beyond access to wholeness. *Disability justice*, 1-3.

- Jaeger, P.T., & Bowman, C.A. (2005). Physical access, intellectual access, and access in society. In *Understanding disability: Inclusion, access, diversity, and civil rights* (64- 73). Westport, CT: Praeger Publishers.
- Keller, R.M., & Galgay, C.E. (2010). Microaggressive experiences of people with disabilities (241-267). In D.W. Sue (Ed.) *Microaggressions and marginality: Manifestations, dynamics, and manifestations*. Hoboken, NJ: John Wiley & Sons.
- Wendell, S. (2013). The social construction of disability. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 481-485). New York, NY: Routledge.
- Snow, K. (2003). People first language, 1-4. www.disabilityisnatural.com

April 3

Class 11: Ageism

Assigned reading:

- **Carlton-LaNey, I.B. (2005). African-Americans aging in the rural south: Stories of faith, family, and community. Durham, NC: Sourwood Press. (Part 1 (read introduction & select stories), Part 2 (read introduction & select profiles), Parts 3 & 4, pp. 75-99).
- Butler (2013). Ageism: Another form of bigotry. In M. Adams, W. J. Blumenfeld, C. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 559-565). New York, NY: Routledge.
- Dennis, H., & Thomas, K. (2007). Ageism in the workplace. *Generations*, 31(1), 84-89.
- Larabee (2013). Elder liberation draft policy statement. In M. Adams, W. J. Blumenfeld, C. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 571-576). New York, NY: Routledge.
- Markee (2013). What allies of elders can do. In M. Adams, W. J. Blumenfeld, C. Castaneda, H. W. Hackman, M. L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (pp. 587-588). New York, NY: Routledge.
- Nelson, T. D. (2005). Ageism: Prejudice against our feared future self. *Journal Of Social Issues*, 61(2), 207-221. doi:10.1111/j.1540-4560.2005.00402.x

April 10

Class 12: Classism and Economic Inequality

Assigned reading

- Desmond, Matthew. 2016. "[Forced Out](#)." *The New Yorker*.
- Coates, Ta-Nehisi, 2014. "The Case for Reparations." *The Atlantic*
- Collins, C. & Yeskel, F. (2013). The Dangerous Consequences of Growing Inequality. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 157 - 163). New York, NY: Routledge.
- hooks, b. (1994). *Teaching to Transgress: Education as the Practice of Freedom*, New York, NY. Routledge. Chapter 12
- hooks, b. (2013). White Poverty: The Politics of Invisibility. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 199 – 201). New York, NY: Routledge.
- Suitts, S. (2016). Students Facing Poverty: The New Majority. *Educational Leadership*, 74(30), 36-40.

- Hill, M. L. (2016). *Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond*. New York, NY. Chapter 6.

Additional Recommended readings:

- Barsamian, D. (2012, February). Capitalism and its discontents: Richard Wolff on what went wrong. *The Sun*, 4-13.
- Blackshaw, A. (2013, May). Swept under the rug: Ai-jen Poo on the plight of domestic workers. *The Sun*, 1-5.
- Desmond, Matthew. 2012. "[Eviction and the Reproduction of Urban Poverty](#)." *American Journal of Sociology* 118: 88-133.
- **VIDEO:** *State of Conflict: North Carolina* with Bill Moyers (Approximately 56 minutes) <http://billmoyers.com/episode/full-show-state-of-conflict-north-carolina/>

April 17

Class 13: Ecological Justice

Assigned readings:

- Grey, M., Coates, J., & Hetherington, T. (2012). Introduction: Overview of the last 10 years and typology of ESW. In M. Grey, J. Coates, & T. Hetherington (Eds.) *Environmental Social Work*. (1-28) Abingdon, UK: Routledge.
- Pellow, D. N. (2016). Toward a critical environmental justice studies: Black Lives Matter as an environmental justice challenge. *Du Bois Review*.

Additional Recommended Readings

- Klein, N. (2011). *Capitalism v. The Climate*. The Nation.

April 24

Class 14: Conclusion

Assigned readings:

- Pharr, S. (2013). Reflections on Liberation. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 594 - 600). New York, NY: Routledge.
- Love, B. (2013) Developing a Liberatory Consciousness. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 601 - 605). New York, NY: Routledge.
- Johnson, A. G. (2013). What Can We Do? In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 612 - 618). New York, NY: Routledge.
- Anzaldúa, G. (2013). Allies. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 627 - 629). New York, NY: Routledge.
- Zuniga, X. (2013). Bridging Differences through Intergroup Dialogue. In M. Adams, W.J. Blumenfeld, C. Castaneda, H.W. Hackman, M.L. Peters, & X. Zuniga (Eds.), *Readings for diversity and social justice* (3rd ed., pp. 635 - 637). New York, NY: Routledge.

