



COURSE NUMBER: SoWo 501 Section 957
COURSE TITLE: **Confronting Oppression & Institutional Discrimination**
SEMESTER AND YEAR: Spring 2019
TIMES: Fridays, 9:00- 11:50, Classroom B, 5th floor, 741 N. Highland Ave.
INSTRUCTOR: Theresa Palmer, MSW, LCSW, LMFT
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OFFICE HOURS: Fridays and 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: Upon completion of the course, students should be able to:

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

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

The Code of Ethics of the National Association of Social Workers (NASW) stipulates that one of the ethical principles that must guide social workers is that social workers challenge social injustice. 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, 2017, p. 5). 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, 2017, 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 NASW Code.

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

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

Required Text:

Adams, M., Blumenfeld, W. J., Catalano, D. C. J., DeJong, K., Hackman, H. W., Hopkins, L. E., Love, B. J., Peters, M. L., Shlasko, D., & Zuniga, X. (Eds.). (2018). *Readings for diversity and social justice* (4th ed.). New York, NY: Routledge. [referred to in the syllabus as *Readings for Diversity and Social Justice*]

NOTE: When citing a reading from this text, please use the name of the author(s) of the reading as part of an edited textbook using APA formatting. Do not cite the textbook editors only.

Additional required readings listed in this syllabus are posted on Sakai.

Teaching Methods and Expectations:

Teaching methods will include class discussion and lecture as well as multimedia presentations, guest speakers, and experiential activities. My perspective is that we all have much to learn and much to teach. 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 class will ask you to personally reflect on issues and material that may not always be comfortable. We will discuss early on the concept of “safer space,” and will generate some guidelines that will encourage all of us to engage authentically, and to treat each other with respect, compassion, and honor.

Assignment Descriptions:

Descriptions of the various course assignments are below.

Class Participation (10 points)

To maximize everyone’s learning, we will rely on the contributions and insights of all students when issues are discussed. The participation of each student is essential, and responsibility for class discussion will be shared by both the instructor and students. Class participation includes such things as being prepared to discuss readings and assignments, sharing your thoughts on the topic at hand,

facilitating the participation of other students, and engaging guest speakers. For each reading or video, 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. Attendance at all class sessions is expected; it is important to be on time so as not to disrupt class. Absences, tardiness, and level of contribution will impact your participation grade. If you will not be able to attend a class, let the instructor know as soon as possible. It is your responsibility to obtain handouts, information about class content, and information about announcements, etc., from your classmates if you are unable to attend a class. Students with more than two absences will earn an “L” unless they have made prior arrangements with the instructor. It is your responsibility to notify the instructor in advance if you will miss class.

You are responsible for reading ALL assigned material before the class date for which they are assigned. This is imperative as these readings and resources will provide the background you need to fully understand, benefit from, and participate in class discussions.

Comprehension Quizzes (12 points total) – Due on unidentified dates throughout semester

To fully participate in class, it is essential to not only have completed the online Brief History of Oppression & Resistance modules assigned over the summer but also complete the assigned readings and videos for this course; please come prepared to discuss and apply their teachings in class each week. In-class Comprehension Quizzes related to course readings, videos, and the online oppression course will be given during randomly selected class meetings, including class days on which other assignments may be due so please be sure to include reading and video completion among your priorities weekly.

Heritage Gallery Assignment (4 points) – Due January 18

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 before us. Heritage names and shapes us in profound ways. It is a piece of human essence. The ways we express heritage are numerous and varied. Heritage exists in food, clothes, gardens, art, music, and language. Heritage exists in rituals, symbols, festivals, and ceremonies. Heritage exists in technologies, architecture, and artifacts. Heritage tells of our past and our futures. This assignment is designed to honor the heritage of everyone in class. For the second class, bring an expression of your heritage for display and discussion. This can be an artifact, food, glossary of terms, tradition, a performance, an art form—anything that comes from your group or family identity. Be prepared to briefly explain and share this part of your heritage to the class; presentations no more than about 5 minutes per person.

Grading Rubric:

Presentation includes the artifact or object and how it represents part of your familial or social identity formation	1 point
Explanation covers how this part of your heritage continues to affect your life	1.5 points
Presentation demonstrates depth of self-reflection, planning, and creativity	1.5 points
TOTAL	4 points

Personal Reflections (5 points each; 15 points total) – Due February 8, March 8, and April 12

These exercises will allow you to think through (in writing) your personal responses to course readings, discussion, and/or activities. There are three due dates for the reflections throughout the semester. The reflections should be 2-3 pages long (not including the required cover page) and can be written in the first person. Citations are not necessary nor a reference page, but you should otherwise

follow APA formatting, including attention to spelling and grammar. Please use Times New Roman 12-point font, double-spaced, and 1” margins.

Each reflection paper should focus on some element of the course that resonates with you on a personal level from the previous classes (i.e., paper 1 should focus on some element from the first 4 or 5 classes, paper 2 from the middle classes, and paper 3 from that later classes during the semester). You should begin each paper with a brief identification of the reading or activity on which you will be reflecting. For example, “This reflection focuses on my personal responses to the sexism activity that we completed in class,” or “This reflection focuses on the Sue articles about microaggression,” or “This reflection focuses on the guest speaker addressing ageism.”

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

- In what way did this reading, video, or activity strike a personal chord for you?
- What is the nature of your reaction to the reading or class activity? Positive? Negative? Ambivalent? Confused? Dissonant? What emotions did you experience?
- Where or in what way do you see the content of the reading or class activity 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?

For each paper, include an exploration of how your reflection might impact your future social work practice. Engaging in open, honest, and substantial reflection is encouraged. 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
Adherence to writing standards outlined above (citations & references <u>not</u> needed)	1 point
TOTAL	5 points

Cycle of Socialization Paper (26 points) – Due February 15

The goal of this paper is to deepen your critical self-awareness related to race and ethnicity. The paper should be 5-7 pages in length (not including the cover page and references). Given the nature of the prompts, you will write in the first person. Please cite a minimum of 4 readings from the course (NOTE: Remember to cite specific authors in *Readings for Diversity and Social Justice* rather than just the editors of the overall textbook) and use appropriate APA formatting throughout. Please use Times New Roman 12-point font, double-spacing, and 1” margins. Using headings, please respond to the following prompts:

1. **Identity.** Briefly describe your personal background in terms of racial and/or ethnic identity development (review readings from class 2). Although not required, feel free to include other relevant elements of your intersectional identity if you wish.
2. **Hidden Bias.** Go to the Project Implicit website (<http://implicit.harvard.edu/implicit/>) and either register/ log-in or continue as a guest then navigate to the *Education* section and read *Overview* and *About the IAT* sections. Proceed to *Take a Test* and take one (or more) of the Implicit Association Tests (IAT) related to race/ ethnicity (i.e., Race IAT, Skin-tone IAT, Native IAT, Arab-Muslim IAT, Asian IAT). After taking the test, describe your results and your reactions to the results (e.g., thoughts, feelings, physical sensations).

3. **Cycle of Socialization.** In *Readings for Diversity and Social Justice*, re-read Harro's (2018) "The Cycle of Socialization" (pp. 27-34) then respond the following prompts using concepts from the cycle:
- During your childhood and adolescence, how were you *socialized* about race/ ethnicity? Reflect on your own racial/ ethnic identity and a racial/ ethnic identity that differed from your own (perhaps from the IAT exercise listed above). 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* (or reinforced) 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 as well as other racial/ ethnic groups? To what extent were these impacts conscious or subconscious for you? 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 *continuation* of the cycle of socialization and toward directions for positive change?
4. **Moving Forward.** Read one of two selections by D. W. Sue (2003) from his book *Overcoming our Racism: The Journey to Liberation* posted on Sakai under Assignments: "How Do You Develop a Nonracist White Identity?" (geared toward White people) or "What Must People of Color Do to Overcome Racism" (geared toward people of color) then respond to the following:
- Discuss where you currently are in terms of being an ally or advocate for people of color by addressing your strengths and resources, personal triggers, any fears or concerns, and areas you need to learn more about.
 - Discuss how you plan to further develop your strength as an ally or advocate for people of color and how you might move forward in confronting racism in yourself or others.
 - Lastly, address why this process of self-reflection and personal development is important as a future social worker.

Grading Rubric:

Prompt 1 (Identity) fully and insightfully answered	3 points
Prompt 2 (Hidden Bias) fully and insightfully answered	3 points
Prompt 3 (Cycle of Socialization) fully and insightfully answered	6 points
Prompt 4 (Moving Forward) fully and insightfully answered	6 points
Critical thinking and depth of analysis Exceptional=2.0 pts Very Good=1.5 pts Good=1.0 pts Needs more=0.5 pts Insufficient=0	2 points
Integration of broad variety of course readings and other resources that clearly support each prompt Exceptional=2.0 pts Very Good=1.5 pts Good=1.0 pts Needs more=0.5 pts Insufficient=0	2 points
Writing quality: Clearly written; logically organized; appropriate paragraph and sentence structure, grammar, and spelling Exceptional=2.0 pts Very Good=1.5 pts Good=1.0 pts Needs more=0.5 pts Insufficient=0	2 points
Correct use of APA formatting, including citations and reference	2 points
TOTAL	26 points

Community Meeting Paper (10 points) – Due March 22

There is great diversity in society and social workers must work with people from a variety of 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 or group that you do not belong to. You are asked to attend a meeting, gathering, or event of a community group other than

your own, such as a social support, racial, ethnic, sexual orientation, or religious gathering you would be interested in learning more about. It is essential that *you attend alone*. As you do so, be mindful of cultivating a spirit of respect, cultural humility, and an appreciation for differences you may not fully understand. In 3-4 pages (not including the required cover page), describe the meeting, including the purpose, audience, setting, and elements of difference. Analyze your experience using concepts from this class, including at least 2 APA-compliant citations from course readings. Present your personal response and explain how this assignment will affect your professional social work practice. Please use Times New Roman 12-point font, double-spaced, and 1" margins with appropriate grammar and spelling.

Grading Rubric:

Description of the meeting, including the purpose, audience, setting, and elements of difference	1 point
Analysis of the experience using concepts from readings and class (minimum of 2 citations)	2 points
Personal response to the experience	2 points
How the assignment will affect your professional practice as a social worker	2 points
Writing quality: Clearly written; logically organized; appropriate paragraph and sentence structure, grammar, and spelling Exceptional=2.0 pts Very Good=1.5 pts Good=1.0 pts Needs more=0.5 pts Insufficient=0	2 points
Correct use of APA formatting, including citations and reference	1 point
TOTAL	10 points

Liberation and Justice Paper (23 points)- Due April 26

At the conclusion of this course, each student will complete a paper focused on liberation and moving forward in social justice. After carefully reviewing the assigned readings for Class 13 (particularly the various readings on liberation) and conducting additional research on an identified social problem of interest to you, compose a 5-7 page paper (excluding the title page or reference list and using 12-point font Times New Roman with 1-inch margins) responding to the following prompts regarding social justice and liberation drawing from these and other course materials (a minimum of 6 course readings should be included as well as 2 or more additional outside resources):

1. **Liberation.** In your own words, articulate your understanding of the concept of liberation. Next identify and discuss elements of the cycle of liberation model where you feel that you have developed understanding, competence, and/or mastery. Identify and discuss elements of the cycle 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.
2. **Behavioral Changes.** Explore three specific examples of ways you have recently changed or plan to change your behavior in relation to systems of oppression as a result of this course (i.e., ways in which you have moved along the cycle of liberation).
3. **Macro-level Problem.** Next identify a specific macro-level social problem that you are particularly interested in or passionate about that affect marginalized populations (e.g., environmental justice issues, human trafficking, criminal justice issues, access to healthcare, need for a living wage, achievement gaps in education, food justice, political reform, etc.). Briefly identify assumptions, beliefs, attributions, or cultural dynamics that appear to drive the oppression relative to this issue and provide evidence that indicates ways in which institutionalized or structural oppression is occurring or has occurred relative to this issue.
4. **Current Advocacy Efforts.** In considering the social problem selected above, summarize current advocacy efforts or advocacy groups that are responding to the social problem by

providing a minimum of two examples of their advocacy, resistance, and/or empowerment work. Briefly share your understanding of the ways in which these groups have been effective and the ways in which they struggle to achieve their aims. Lastly, identify what you personally can envision yourself doing in terms of macro-type action steps to help address this social problem.

5. **Course Take-aways.** Conclude the paper by highlighting what you're leaving this course with personally and as a future social work professional in terms of combating oppression and discrimination while working toward liberation and social justice.

Grading Rubric:

Prompt 1 (Liberation) fully and insightfully answered	3 points
Prompt 2 (Behavioral Changes) fully and insightfully answered	3 points
Prompt 3 (Macro-level Problem) fully and insightfully answered	3 points
Prompt 4 (Current Advocacy Efforts) fully and insightfully answered	3 points
Prompt 5 (Course Take-aways) fully and insightfully answered	3 points
Critical thinking and depth of analysis Exceptional=2.0 pts Very Good=1.5 pts Good=1.0 pts Needs more=0.5 pts Insufficient=0	2 points
Integration of broad variety of course readings and other resources that clearly support each prompt Exceptional=2.0 pts Very Good=1.5 pts Good=1.0 pts Needs more=0.5 pts Insufficient=0	2 points
Writing quality: Clearly written; logically organized; appropriate paragraph and sentence structure, grammar, and spelling Exceptional=2.0 pts Very Good=1.5 pts Good=1.0 pts Needs more=0.5 pts Insufficient=0	2 points
Correct use of APA formatting, including citations and reference	2 points
TOTAL	23 points

Course Grade Scale:

H = 94-100 P = 80-93 L = 70-79 F = 69 and below

Each assignment comprises the following percentage of the total grade:

Class Participation	10 points
Comprehension Quizzes	12 points
Heritage Gallery	4 points
Cycle of Socialization Paper	26 points
Community Meeting Paper	10 points
Personal Reflections (total of 3 at 5 points each)	15 points
Liberation and Justice Paper	23 points
TOTAL	100 points

Accessibility and Resources 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 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 may include intense content related to traumatic events. 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 others have experienced. Students may find themselves emotionally triggered or possibly overwhelmed, as well as having judgmental thoughts about themselves or others (e.g., victims, bystanders, and/or perpetrators of harm). Students are encouraged to develop and use self-care strategies during class sessions and when 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. If students experience significant distress, please notify the instructor. The intention is to foster a supportive classroom environment in which deep learning can occur. This includes developing class guidelines for behavior collaboratively with students, helping students prepare for or respond to intense material, and potentially developing alternate assignments.

Electronic Devices Policy

Cell phones are a disruption to the learning process. Students are expected silence their cell phones during class. Permission may be given to use laptops or other electronic devices to follow a lecture, as a tool for small group activities and in-class assignments, or as an ARS-approved accommodation for students (see ARS section above). Use of electronic devices for non-class related activities (e.g., checking email, surfing the internet, playing games) is not allowed.

Honor Code:

Students are expected to complete assigned and independent readings, contribute to the development of a positive learning environment, and demonstrate their learning through written assignments and class participation. Original written work is expected and required. The University of North Carolina has a rich and longstanding tradition of honor as well as use of the Student Code of Honor. All submitted work must conform to the Honor Code of the University of North Carolina. For information on the Honor Code, including guidance on representing the words, thoughts, and ideas of others, please see: <http://instrument.unc.edu>. Please note that plagiarism is defined in the Code as “representation of another person’s words, thoughts, or ideas as one’s own.” Violation of the Honor Code will result in a grade of “F”, and referral to the Honor Court. From the Code: “It is the responsibility of every student to obey and support the enforcement of the Honor Code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity. Students will conduct all academic work within the letter and spirit of the Honor Code, which prohibits the giving or receiving of unauthorized aid in all academic processes.”

All written work must be accompanied by a signed Honor Code statement, as follows:

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

<Student’s Signature>

APA and Written Assignments:

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological Association, Sixth Edition (2010, 2nd printing or later). The UNC School of Social Work APA Quick Reference

Guide is also quite helpful: http://ssw.unc.edu/files/web/pdf/APA_Quick_Reference_Guide.pdf. The School of Social Work provides a wide variety of useful resources related to academic writing, which can be accessed through the following link: <http://ssw.unc.edu/students/writing>.

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>).

Late Assignments:

Late assignments are strongly discouraged. To obtain permission to submit an assignment after the deadline, the student must seek approval from the instructor **before** the day the assignment is due. In case of an emergency, a late paper may be accepted without penalty at the discretion of the instructor. If permission for late submission is not granted before passing a deadline, **the grade will automatically be reduced 10% from the total points available for the assignment, and another 10% reduction will occur each day**, including weekends.

COURSE SCHEDULE

Class and Date	Topics Assigned Reading	Due
Class 1 Jan. 11	<p>INTRODUCTION & CONCEPTUAL FRAMEWORK</p> <p>Syllabus Review Course Rationale & Objectives Online Brief History of Oppression & Resistance Course Key Concepts on Discrimination from the Code of Ethics Creating a Safer Space</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i> read: A general introduction (pp. xxiv-xxx) Getting started: Core concepts for social justice education; Introduction (pp. 1-6) 1- The complexity of identity (pp. 7-9) 2- Identities and social locations (pp. 10-15) 3- The social construction of difference (pp. 16-21) 5- The cycle of socialization (pp. 27-34) 6- Theoretical foundation for social justice education & Core concepts (pp. 34-49) 7- Five faces of oppression (pp. 49-59)</p>	<p>COMPREHENSION QUIZZES DUE ANY CLASS DATE BELOW</p>
Class 2 Jan. 18	<p>IDENTITY DEVELOPMENT</p> <p>Racial Identity Models Development of White and Minority Identity</p> <p>Assignment: Bring in \$9.00 student fee for next week's Civil Rights Museum tour</p>	<p>HERITAGE GALLERY</p> <p>\$9.00 DUE FOR TOUR</p>

	<p>Required readings for today's class: McIntosh, P. (1990). Unpacking the knapsack of White privilege. <i>Independent School</i>. 49(2), 31-35</p> <p>Quintana, S. M., & Montero, R. (2006) Racial identity development. In Y. Jackson (Ed.), <i>Encyclopedia of multicultural psychology</i> (pp. 389-393). doi: http://dx.doi.org/10.4135/9781412952668.n174</p> <p>Hijioka, S. (2006). Racial identity models. In Y. Jackson (Ed.), <i>Encyclopedia of multicultural psychology</i>. (pp. 394-396). doi: http://dx.doi.org/10.4135/9781412952668.n175</p> <p>Tatum, B.D. (2003). Identity development in adolescence. In <i>Why are all the black kids sitting together in the cafeteria?</i> (pp. 55-69). New York, NY: Basic Books.</p> <p>Tatum, B.D. (2003). Racial identity in adulthood. In <i>Why are all the black kids sitting together in the cafeteria?</i> (pp. 70-80). New York, NY: Basic Books.</p> <p>Tatum, B.D. (2003). The development of White identity. In <i>Why are all the black kids sitting together in the cafeteria?</i> (pp. 82-95). New York, NY: Basic Books.</p> <p>Tatum, B.D. (2003). Critical issues in Latino, American Indian, and Asian Pacific American Identity Development. In <i>Why are all the black kids sitting together in the cafeteria?</i> (pp. 107-130). New York, NY: Basic Books.</p>	
<p>Class 3</p> <p>Jan. 25 PM</p>	<p>FIELD TRIP TO INTERNATIONAL CIVIL RIGHTS CENTER & MUSEUM – HISTORIC WOOLWORTH BUILDING, 134 S. ELM ST. GREENSBORO, NC</p> <p>NOTE: \$9.00 student fee; meet no later than 2:45 pm at the museum in Greensboro for a 3:00 pm tour time; website: https://www.sitinmovement.org/</p> <p>HISTORY OF RACIAL/ ETHNIC EXCLUSION Civil Rights Movement Legacy of Dr. Martin Luther King</p> <p>Required readings for today's class: Davis, L. E. (2011, January 18). <i>Dr. Martin Luther King Jr. Would Be Surprised</i>. Retrieved from http://www.chronicle.pitt.edu/story/dr-martin-luther-king-jr-would-be-surprised</p> <p>King, M.L., Jr., (1963, April 16). <i>Letter from a Birmingham City Jail</i>. Retrieved from http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html</p> <p>Davis, L.E. (2016). Why are they angry with us? In <i>Why are they angry with us? Essays on race</i>. Chicago, IL: Lyceum Books.</p> <p>Davis, L.E. (2016). Internalized racism: The enemy within. In <i>Why are they angry with us? Essays on race</i>. Chicago, IL: Lyceum Books.</p> <p>Davis, L.E. (2016). Do you know anyone in prison? In <i>Why are they angry with us? Essays on race</i>. Chicago, IL: Lyceum Books.</p> <p>Required videos to view before class:</p>	

	<p>King, M.L., Jr., (1963, August 28). <i>Address at March on Washington for Jobs and Freedom</i> (I have a dream). Retrieved from https://www.youtube.com/watch?v=I47Y6VHc3Ms (Approximately 17 minutes long)</p> <p>RACE: The Power of an Illusion - Episode 3: The House We Live In (approximately 57 minutes) http://unc.kanopystreaming.com/video/race-power-illusion-0 (NOTE: Log-in using your ONYEN to access film through UNC)</p>	
<p>Class 4 Feb. 1</p>	<p>THE NATURE OF OPPRESSION & EFFECTS OF DISCRIMINATION Personal Privilege Microaggression & Related Taxonomy Ethical Implications of Microaggression for Social Workers</p> <p>Required readings for today's class: Gay, R. (2013, July). Some thoughts on mercy. <i>The Sun</i>, 24-28.</p> <p>Sue, D.W. (2010). The manifestation of racial, gender, and sexual-orientation microaggressions. In <i>Microaggressions in everyday life: Race, gender, and sexual-orientation</i> (pp. 3-20). Hoboken, NJ: John Wiley & Sons.</p> <p>Sue, D.W. (2010). Taxonomy of microaggressions. In <i>Microaggressions in everyday life: Race, gender, and sexual-orientation</i> (pp. 21-41). Hoboken, NJ: John Wiley & Sons.</p> <p>Sue, D.W. (2010). The psychological dilemmas and dynamics of microaggressions. In <i>Microaggressions in everyday life: Race, gender, and sexual-orientation</i> (pp. 42-61). Hoboken, NJ: John Wiley & Sons.</p> <p>Leviton, M. (2018, December). White lies: Ijeoma Oluo on privilege, power, and race. <i>The Sun</i>, 4-13.</p>	
<p>Class 5 Feb. 8</p>	<p>RACISM Defining Racism Personally-Mediated Racism Institutional & Structural Racism</p> <p>Guest speaker: Ron Mangum, retired UNC-CH SSW Clinical Assistant Professor & Educational Specialist for the Behavioral Health Resource Program</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i>, read selections from Section 2 on <i>Racism</i>: Introduction (pp. 65-69; Note: Only the pages indicated are required.) 9- Defining racism (pp. 74-77) 12- The possessive investment in Whiteness (pp. 87-96) 13- Heteropatriarchy and the three pillars of White supremacy (pp. 96-102) 22- My class didn't trump my race (pp. 138-146) 23- Women, race, and racism: A dialogue in black and white (pp. 147-153) 25- The personal is political (pp. 157-161)</p> <p>Gray, K. (2013, July). The run-on sentence: Eddie Ellis on life after prison. <i>The Sun</i>, 4-12.</p> <p>Bronson, P. & Merryman, A. (2009). Why white parents don't talk about race: Does</p>	<p>FIRST PERSONAL REFLECTION</p>

	<p>teaching children about race and skin color make them better off or worse? In <i>Nurtureshock: New thinking about children</i> (pp. 47-69). New York, NY: Twelve.</p> <p>Required videos to view before class: <i>A Girl Like Me</i> (approximately 7 minutes) https://www.youtube.com/watch?v=YWyI77Yh1Gg</p> <p><i>A Class Divided</i> (approximately 46 minutes long) http://www.pbs.org/wgbh/pages/frontline/shows/divided/</p> <p>Pillischer, M. (Producer). (2012). <i>Broken on all Sides: Race, mass incarceration and new visions for criminal justice in the U.S.</i> [Documentary Film]. Portland, OR: Collective Eye. (approximately 65 minutes) http://docuseek2.com.libproxy.lib.unc.edu/cart/product/415 (NOTE: Log-in using your ONYEN to access film through UNC)</p> <p>Recommended: DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy</i>, 3(3), 54-70.</p>	
<p>Class 6</p> <p>Feb. 15</p>	<p>DYNAMICS OF EXCLUSION AND NORTH CAROLINA’S RACIAL AND ETHNIC MINORITIES</p> <p>Guest Speakers: Immigrant speaker panel</p> <p>Required readings for today’s class: From <i>Readings for Diversity and Social Justice</i>, read: 11- This land (pp. 82-87; Note: Only the pages indicated are required)</p> <p>American Immigration Council. (2015, December). Giving the facts a fighting chance: Addressing common questions on immigration. (pp. 1-28). Washington, DC: American Immigration Council.</p> <p>America’s Voice. (2018, June). Immigration reform FAQ/ Frequently asked questions. Retrieved from https://americasvoice.org/why-dont-immigrants-come-here-legally-and-other-frequent-questions-about-immigration-reform/</p> <p>Campisteguy, M. E., Heilbronner, J. M., & Nakamura-Rybak, C. (2018). <i>Research findings: Compilation of all research</i>. Reclaiming Native Truth Project. (pp. 3-15). Retrieved from https://www.reclaimingnativetruth.com/wp-content/uploads/2018/06/FullFindingsReport-screen.pdf [Note: Only the pages indicated are required.]</p> <p>North Carolina Commission of Indian Affairs. (2008). <i>North Carolina’s First People</i>. Raleigh, NC: Author.</p>	<p>CYCLE OF SOCIALIZATION PAPER</p>
<p>Class 7</p> <p>Feb. 22</p>	<p>CLASSISM</p> <p>Required readings for today’s class: From <i>Readings for Diversity and Social Justice</i>- Read selections from Section 3 on <i>Classism</i>: Introduction (pp. 163-169; Note: Only the pages indicated are required) 26- Class in America (pp. 173-182) 36- White poverty (pp. 214-217) 41- “Classism from our mouths” and “Tips from working-class activists” (pp. 229-233)</p>	

	<p>Barsamian, D. (2012, February). Capitalism and its discontents: Richard Wolff on what went wrong. <i>The Sun</i>, 4-13.</p> <p>Frisch, T. (2018, May). An embarrassment of riches: Les Leopold on forty years of runaway inequality. <i>The Sun</i>, 6-14.</p> <p>Reclaim Democracy (n.d.). What is Citizens United? An introduction. Retrieved from http://reclaimdemocracy.org/who-are-citizens-united/</p> <p>Blackshaw, A. (2013, May). Swept under the rug: Ai-jen Poo on the plight of domestic workers. <i>The Sun</i>, 4-11.</p> <p>Ehrenreich, B. (2011). Nickel-and-dimed on (not) getting by in America. In T. E. Ore (Ed.), <i>The social construction of difference & inequality: Race, class, gender, and sexuality</i> (5th ed., pp. 711-724). New York, NY: McGraw-Hill.</p> <p>Required Video to view <u>before</u> class: <i>State of Conflict: North Carolina</i> with Bill Moyers http://billmoyers.com/episode/full-show-state-of-conflict-north-carolina/ (Approximately 56 minutes)</p>	
Class 8 Mar. 1	<p>RELIGIOUS OPPRESSION</p> <p>Guest Speaker: A. Z. Obiedat, PhD, Assistant Professor of Arabic, Middle East & South Asia Studies Program, Wake Forest University</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i>- Read selections from Section 4 on <i>Religious Oppression</i>:</p> <ul style="list-style-type: none"> Introduction (pp. 247-255; Note: Only the pages indicated are required) 46- Examples of Christian privilege (pp. 264-265) 47- Christian privilege and the promotion of “secular” and not-so “secular mainline Christianity in public schooling and in the larger society (pp. 265-271) 56- Jews in the U.S. (pp. 312-316) 58- Modesto-area atheists speak up, seek tolerance (pp. 319-321) 59- Why are you atheists so angry? (pp. 321-324) 61- Guidelines for Christian allies (pp. 329) <p>Hodge, D. R. (2005). Social work and the House of Islam: Orienting practitioners to the beliefs and values of Muslims in the United States. <i>Social Work</i>, 50(2), 162-173.</p> <p>Hodge, D. R. (2002). Does social work oppress evangelical Christians: A “new class” analysis of society and social work. <i>Social Work</i>, 47(4), 401-414.</p> <p>Zelizer, J. E. (2018, October 29). Trump needs to demilitarize his rhetoric. <i>The Atlantic</i>. Retrieved from https://www.theatlantic.com/ideas/archive/2018/10/americas-long-history-anti-semitism/574234/</p> <p>McClennen, S. A. (2018, July 7). America's real Muslim problem is Islamophobia. <i>Salon</i>. Retrieved from https://www.salon.com/2018/07/07/americas-real-muslim-problem-is-islamophobia/</p>	

<p>Class 9</p> <p>Mar. 8</p>	<p>HETEROSEXISM, TRANSGENDERISM, & GENDER BINARIZATION</p> <p>Guest Speakers: Mark Maxwell & Timothy Young</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i>- Read selections from Section 5: Introduction (pp. 341-352) 66- Privilege (pp. 367-372) 68- Generation LGBTQIA (pp. 374-377) 70- Masculinity as homophobia (pp. 381-386) 74- Transmisogyny 101 (pp. 394-398) 75- Pansexual visibility & undoing heteronormativity (pp. 398-400) 83- Trans woman manifesto (pp. 429-432) 86- Look! No, don't! The invisibility of dilemma for transsexual men (pp. 439-441) 90- Becoming an ally (pp. 447-455)</p> <p>Rademaker, E. (2017). Male or female? Everyday life when the 'or' is 'and.' In P. Leavy (Ed.), <i>Privilege through the looking-glass</i> (pp. 85-93). Rotterdam, The Netherlands: Sense Publishers.</p> <p>Lowell, S. (2017). Transcending gender binarization: The systematic policing of genderfluid identity and presentation. In P. Leavy (Ed.), <i>Privilege through the looking-glass</i> (pp. 95-102). Rotterdam, The Netherlands: Sense Publishers.</p>	<p>SECOND PERSONAL REFLECTION</p>
<p>Mar. 15</p>	<p>NO CLASS- SPRING BREAK</p>	
<p>Class 10</p> <p>Mar. 22</p>	<p>ABLEISM</p> <p>Guest Speakers: Mark Steele, Jeanette Lawson, & Matt Potter</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i>- Read selections from Section 6 on <i>Ableism</i>: Introduction (pp. 467-471; Note: Only the pages indicated are required) 96- Struggle for freedom (pp. 475-480) 101- Disabled behind bars (pp. 490-492) 103- Go to the margins of the class (pp. 493-497) 106- Understanding deafness (pp. 504-506) 107- How to curse in sign language (pp. 506-512) 112- Increasing awareness (pp. 523-531) 113- Learning disability identity development and social construct (pp. 531-538) 115- Recognizing ableist beliefs and practice and taking action as an ally (pp. 541-543)</p> <p>Mingus, M. (February 12, 2011). Changing the framework: Disability justice, how our communities can move beyond access to wholeness. Retrieved from https://leavingevidence.wordpress.com/2011/02/12/changing-the-framework-disability-justice/</p>	<p>COMMUNITY MEETING PAPER</p>
<p>Class 11</p>	<p>AGEISM/ ELDER OPPRESSION & ADULTISM/ YOUTH OPPRESSION</p>	

<p>Mar. 29</p>	<p>Video in class: excerpt from <i>Maggie Growls</i> produced and directed by Barbara Attie and Janet Goldwater</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i>- Read selections from Section 7: Introduction (pp. 545-550; Note: Only the pages indicated are required) 116- Understanding adultism (pp. 553-559) 119- Ageism (pp. 567-572) 126- Allies to young people (pp. 588-590) 128- What allies of elders can do (pp. 593-594) 129- Youth oppression as a technology of colonialism (pp. 594-597)</p> <p>Applewhite. A. (2016). Where ageism comes from and what it does. In <i>This chair rocks: A manifesto against ageism</i> (pp. 14-38). Brooklyn, NY: Networked Books.</p> <p>Applewhite. A. (2016). Our ages, ourselves – identity. In <i>This chair rocks: A manifesto against ageism</i> (pp. 39-63). Brooklyn, NY: Networked Books.</p> <p>Applewhite. A. (2016). Occupy age! Beyond ageism. In <i>This chair rocks: A manifesto against ageism</i> (pp. 230-251). Brooklyn, NY: Networked Books.</p>	
<p>Class 12</p> <p>Apr. 5</p>	<p>SEXISM</p> <p>Video in class: excerpt from <i>Miss Representation</i> produced and directed by Jennifer Siebel Newsom</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i>- Read selections from Section 5: 63- “Night to his day” The social construction of gender (pp. 354-359) 64- Feminism (pp. 359-362) 65- Patriarchy, the system (pp. 362-365) 67- He works, she works, but what different impressions they make (pp. 373-374) 80- Men explain things to me (pp. 415-419) 82- Violence against women is a men's issue (pp. 425-429) 95- Getting to why (pp. 464-466)</p> <p>Williams, C. L. (2011). The glass escalator: Hidden advantages for men in the “female” professions. In T. E. Ore (Ed.), <i>The social construction of difference & inequality: Race, class, gender, and sexuality</i> (5th ed., pp. 389-400). New York, NY: McGraw-Hill.</p>	
<p>Class 13</p> <p>Apr. 12</p>	<p>SOCIALLY JUST PRACTICE</p> <p>Working Through Personal Challenges Managing Differences Using Power as an Ally and Advocate</p> <p>Required readings for today's class: From <i>Readings for Diversity and Social Justice</i>- Read selections from Section 8 on <i>Working for Social Justice</i>: Introduction (pp. 599-601; Note: Only the pages indicated are required) 130- Reflections on liberation (pp. 604-610) 131- Developing a liberatory consciousness (pp. 610-615) 132- Toward a new vision (pp. 615-620)</p>	<p>THIRD PERSONAL REFLECTION</p>

	<p>133- What can we do? (pp. 621-627) 134- The cycle of liberation (pp. 627-364) 137- Social struggle (pp. 640-644)</p> <p>Southern Poverty Law Center. (2005). Speak up! Responding to everyday bigotry. Retrieved from https://www.splcenter.org/20150126/speak-responding-everyday-bigotry</p> <p>Recommended: Sue, D.W. (2003). Personal responsibility for change. In <i>Overcoming our racism: The journey to liberation</i> (pp. 196-230). San Francisco, CA: Jossey Bass.</p>	
Apr. 19	NO CLASS- UNIVERSITY HOLIDAY	
Class 14 Apr. 26	<p>INTEGRATING AWARENESS & ACTION</p> <p>Required readings for today's class:</p> <p>Palmer, P. (2011). The John Woolman Story. In P. Palmer, <i>Healing the heart of democracy: The courage to create a politics worthy of the human spirit</i> (pp. 20-23). San Francisco, CA: Jossey-Bass.</p>	LIBERATION & JUSTICE PAPER

Additional recommended resources:

Banaji, M.R. & Greenwald, A.G. (2013). *Blindspot: Hidden biases of good people*. New York: Delacorte Press.

Cediel, A. (Producers). (2013). Rape in the fields. *Frontline*. Arlington, VA: PBS. Retrieved from <http://www.pbs.org/wgbh/pages/frontline/rape-in-the-fields/>

Cowell, R. (2012, May). In the backyard: Robert D. Bullard on the politics of where we put our trash. *The Sun*, 4-10.

Cross, T. (2010). Disparities, decision paths, and disproportionate placement of Native American children. In L. E. Davis & R. Bangs (Eds.), *Race in America: Restructuring inequality – Families, youth, and the elderly*. University of Pittsburgh: Center on Race and Social Problems, School of Social Work.

Gaiam Entertainment (Producer) & Shadyac, T. (Director). (2011). *I am* [DVD]. Available from <http://www.iamthedoc.com/>

Gallardo, M.E. (Ed.). (2014). *Developing cultural humility*. Thousand Oaks, CA: SAGE Publications.

Irving, D. (2014). *Waking up white, and finding myself in the story of race*. Cambridge, MA: Elephant Room Press.

Kates, N.D. & Singer, B. (2003). *Brother outsider: The life of Bayard Rustin* [DVD]. United States: PassionRiver.

Ross, H.J. (2014). *Everyday bias: Identifying and navigating unconscious judgments in our daily lives*. Lanham, MD: Rowman & Littlefield.

Shapiro, T. M. (2017). *Toxic inequality: How America's wealth gap destroys mobility, deepens racial divide, & threatens our future*. New York, NY: Basic Books.

Steele, C.M. (2010). *Whistling Vivaldi: And other clues to how stereotypes affect us*. New York: W.W. Norton.

Websites of interest:

Center for Assessment and Policy Development: <http://www.capd.org/>

Center for Social Inclusion: <http://www.centerforsocialinclusion.org/>

Colorlines- News for Action: <http://www.colorlines.com/>

Disability is Natural: <https://www.disabilityisnatural.com/>

Everyday Democracy: <http://www.everyday-democracy.org/>

The Frameworks Institute: <http://frameworksinstitute.org/>

Haas Institute for a Fair and Inclusive Society: <http://diversity.berkeley.edu/haas-institute>

National Association of City and County Health Organizations: <http://www.Rootsofhealthinequity.org>

National Domestic Workers Alliance: <http://www.domesticworkers.org/>

Pew Research Hispanic Trends Project: <http://www.pewhispanic.org/>

Racial Equity Tools: www.racialequitytools.org