Course Number: SOWO 501

Course Title: Discrimination and Inequality, Spring 2008

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

Location: Tate-Turner Kuralt Building, Room 135

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

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

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

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

1. Demonstrate an understanding of the nature of prejudice and effects of discrimination on individuals and groups, especially with regard to race and gender. Other populations to be considered are ethnic groups; older persons; gays, lesbians, and bi-sexuals (GLBT); people with disabilities; and persons who reside in rural areas.

2. Demonstrate knowledge of the historical and social forces that have worked for and against the exclusion of groups of people from opportunities and services at the institutional, community, and societal levels.

3. Demonstrate knowledge of the roles played by advocacy groups in minimizing barriers to opportunities and services for populations who experience discrimination.

4. Demonstrate an understanding of the dynamics of excluding and being excluded at the individual, group, and familial level.

5. Identify and manage their own feelings of difference and similarity as they relate to the development of self and their own practice skills.
6. Identify and consider ways of addressing institutional discrimination as it appears in social welfare policy and in the management and practice of human services.

7. Demonstrate an ability to apply social work values and ethics to practice with diverse populations.

8. Demonstrate knowledge of differential assessment and intervention skills needed to serve diverse populations.

9. Demonstrate an understanding and appreciation of human diversity and family strengths.

Course Rationale:

This course recognizes the fact that all social workers have a responsibility to meet the needs of diverse client systems in our society; therefore, all social workers should have some specific knowledge about these groups. The focus is on special population groups that should be understood in the context of 

not only problems that often accompany their particular status, but also from the richness of their heritage and the potential for their beneficial contribution to society.

This course serves as a foundation for the understanding of the nature, character, and consequences of being excluded or left out of many available opportunities and services. Although institutional racism and sexism are the main thrust, the course also explores the implications and connections of discrimination for other special populations, including ethnic groups, older persons, Gay, Lesbian, Bisexual, Transgendered (GLBT) groups, and persons with disabilities. The common denominator for all of these groups is the fact that they have been constantly affected by social, economic and legal biases—they have been made to feel different from the majority or dominant group.

Required Texts:


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

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

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

Evaluation:
The School of Social Work operates on an evaluation system of Honors (H), Pass (P), Low Pass (L), and Fail (F). For this class, the numerical value of an H ranges from 94 – 100; a P is 80-93; an L ranges from 70 – 79; and an F is any grade below 70. A grade of P is “entirely satisfactory.” On a traditional grading scale, a P would range from B- to A-. The grade of Honors signifies that the work is clearly excellent in all respects. A student receiving an F or nine or more Low Passing credits is ineligible to continue in graduate school.

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

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

The Honor Code:

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

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

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

Late Papers and Attendance:

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

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

Format for Papers:

The School of Social Work faculty has adopted APA style as the preferred format for papers and publications. The best reference is the Publication Manual of the American Psychological Association (APA, 2001) which is available at most bookstores. The following web sites provide additional information:
Accommodations for Students:

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

EVALUATED ASSIGNMENTS:

Diversity Definitions (10 pts.)

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

Seminar Co-leadership (10 pts.): The instructor will lecture on key concepts and content as needed, but the course will be conducted as a seminar. Each student group will be responsible for a leadership role in one seminar. The group will be expected to develop a 35-40 minute applied exercise on the concepts and materials from the assigned reading(s).

Seminar co-leadership will include:

(1) Providing a 5-10 minute introduction of the concepts and material that will be the focus of your exercise;

(2) Selecting one brief current periodical reading (from a newspaper, magazine, or the internet) that is illustrative of the theme, concepts, etc. that you will address in your exercise and distribute it to the class; and

(3) Facilitating the class in the completion of the exercise; and

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

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

Students will also be required to complete diversity exercises and analyze diversity problems in class as required by the instructor. The dates are listed on the syllabus. This class will be conducted in a true seminar format, and participation is expected from all students on a regular basis. We will operate as colleagues.
Journal Assignments (8 pts. each = 16 pts.)

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

Book Review (10 pts.)

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

Group Book Review Presentations (10 pts.)

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

Midterm Evaluation (20 pts.)

Students will have to complete a midterm evaluation of a diversity challenge/issue using materials drawn from the readings. This will be an applied examination/exercise over first half of the course material. Details will be provided in class. The take-home exam will be distributed on February 26th and due in my first floor mailbox or emailed on March 4th by 4:50 pm.

Questions on the African American Aging text (10 pts.):

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

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

#### Class and Date

<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Unit: Introduction: Conceptual Framework and Overview</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 1</td>
<td>January 15</td>
<td>- Introduction and overview</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Rationale (mission and school)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Objectives and requirements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- KWL Exercise</td>
</tr>
</tbody>
</table>

**Assignment:** Diversity Definitions and read SoWo Code of Ethics (See Appendix, page 15)

**Suggested Reading:**

#### Class 2

<table>
<thead>
<tr>
<th>Class 2</th>
<th>January 22</th>
<th>Unit 2: The Nature of Prejudice &amp; Effects of Discrimination</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Develop a common vocabulary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Develop a common understanding of oppression dynamics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Emerging demographics of America</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Social identity development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identify underlying assumptions for the course</td>
</tr>
</tbody>
</table>

**Required Reading:**

**Assignment Due:**
Typed response to question: “How does Diversity relate to SoWo Code of Ethics” and Definitions?

**In-Class Exercise/Study #1:** Heritage Presentation
### Class 3  
**January 29**

#### UNIT 3: HISTORICAL AND SOCIAL FORCES IMPACTING EXCLUSION: AMERICAN REVOLUTION TO CIVIL WAR
- Black family development
- Black life under Jim Crow slavery
- Types of resistance to oppression in the Ante-bellum period that led to the Emancipation Proclamation of 1863 and forced the nation to Civil War

**Required Reading:**

**Other References:**

### In-Class Exercise/Case Study #2

### Class 4  
**February 5**

#### UNIT 3: HISTORICAL AND SOCIAL FORCES IMPACTING EXCLUSION: CIVIL WAR, JIM CROW, TWO WORLD WARS, AND CIVIL RIGHTS MOVEMENT AND TODAY
- Oppression codified by laws and custom known as Jim Crow
- Context created by the two World Wars that created climate for Civil Rights Movement
- Impact of exclusion today

**Required Reading:**

**Suggested Reading:**

### Assignment Due:
**Journal #1 – The Nature of Prejudice**

### Class 5  
**February 12**

#### UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES
- Racism
  - Identify and discuss our racial and ethnic heritages
  - Understand socialization into a racist culture
  - Guiding assumptions about race and racism
  - Increase understanding of individual, institutional and societal/cultural manifestations of racism
  - Understand conscious and unconscious racism
  - Explore the concept of white privilege, collusion, internalized racism, and empowerment

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

**Sexism**
- Develop an understanding of the ways gender role messages are communicated and reinforced
- Understand the process of gender role socialization and the influence of social institutions on our gender identity and behavior
- Learn common language and theoretical framework from which to understand and discuss sexism
- Explore issues of violence against women
- Gain a general understanding of feminism

**Required Reading:**

**Class 6**
February 19

**Class 7**
February 26

**Heterosexism**
- Explore personal feelings, thoughts, and beliefs about homosexuality, bisexuality, and sexual orientation
- Raise awareness and understanding of the destructive consequences of heterosexism and homophobia
- Understand heterosexual privilege
- Understand heterosexism on the individual, institutional, and societal levels
- Make connections between heterosexism, sexism, and other forms of oppression
- Expose stereotypes about lesbian, gay, and bisexual people
- Understand the historical context of present day homophobia and heterosexism

**Ableism and Classism**
- Increase awareness of the existence and manifestation of ableisms at all levels
- Increase understanding of the experience of being disabled
- Increase awareness and understanding of individual, institutional, and cultural manifestations of classism

**Required Reading:**

**Class 8**
March 4

**MIDTERM EXAMINATION**

**March 11**

**SPRING BREAK**
Class 9  March 18

**UNIT 4: DYNAMICS OF EXCLUSION: EFFECTS ON INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES**
- Incarceration
- Immigration
- Education
- Hate Crimes
- Poverty

Required Reading:
UNIT 5: THE ROLE OF ADVOCACY GROUPS IN COMBATING DISCRIMINATION

- Hate Crimes, Racial Profiling
- Affirmative Action
- Immigration Policy
- Moving from awareness to action
- Personal Empowerment
- Strategies to bring social change and interrupt oppression

Required Reading:

Suggested Reading:

Class 11
April 1
UNIT 6: PRACTICE SKILLS FOR CONFRONTING INSTITUTIONAL DISCRIMINATION
UNIT 8: UNDERSTANDING AND APPRECIATING HUMAN DIVERSITY AND FAMILY STRENGTHS

- NASW Standards for Culturally Competent Practice
- Theory on Cultural Identity Development

Required Reading:
NASW Standards for Cultural Competence in Social Work Practice (NASW [Online])
www.naswdc.org/pubs/standards/cultural.htm - Cultural Competence

Suggested Reading:

In-Class Exercise/Case Study #3
African American Aging questions distributed

Group #5: Seminar Co-Leadership Diversity Article
African American Aging questions due
### Class 12
**April 8**

**Unit 6: Practice Skills for Confronting Institutional Discrimination**

**Unit 8: Understanding and Appreciating Human Diversity and Family Strengths**

**Skills Presentations**
- African Americans
- First Nations People

**Required Reading:**

### Class 13
**April 15**

**Unit 6: Practice Skills for Confronting Institutional Discrimination**

**Unit 7: Confronting Discrimination in Policy and Management**

**Unit 8: Understanding and Appreciating Human Diversity and Family Strengths**

**Skills Presentations**
- Latino Americans
- Disabled
- Women of Color
- Workplace Discrimination
- Gender Equity
- GLBT

**Required Reading:**


### Class 14
**April 22**

**Class Evaluations and Wrap-Up**

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

GROUP #1
Cooper, Anna
Devito, David
Franklin, Anna

GROUP #2
Griesedieck, Erica
Gronback, Jesse
Jones, Joseph

GROUP #3
MAID, SETH
MORGAN, RYAN
PUGH, MIRIAM

GROUP #4
Reese, Rhonda
Sauer, Melissa
Shandley, Elizabeth

GROUP #5
Thompson, Samuel
Turnage, Danielle
WILKINSON, AMY
APPENDICIES

Ground Rules for SOWO 501

Definitions Assignment

Model Letter
GROUNDS FOR SOWO 501
Spring 2008

1. We shall operate as peers and colleagues. It is assumed that “everyone” will read the same information.

2. Opinions expressed will be informed by the readings and related practical experiences, “pro” or “con” the issue under discussion.

3. No diversity topic is off limits. Harsh ethnic terms will be discussed, on occasion, in the context of their implications and acceptance.

4. We will not operate with “politically correct answers or positions.” (It must be remembered that the whole issue of diversity is a dynamic one).

5. Each member of the class will be treated with respect at all times.

6. You have the right to challenge the use of a reading(s) if you feel there is a better alternative.
DEFINITIONS ASSIGNMENT
(Due January 22, 2008)

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

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

QUESTION

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