

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW 517 - Diversity, Social and Economic Justice, and Oppression
(2 credit hours)
Fall 2008**

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Class Time: Monday, 5:30 to 7:20 pm

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Code of Conduct

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct Code that is in the College of Social Work MSSW Handbook (www.utk.csw.edu).

The Honor Statement

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2008).

Disability

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact The University of Tennessee Office of Disability Services at 2222 Dunford Hall (865-974-6087). This will ensure that you are properly registered for services.

Course Description

This course is a required Foundation course. The course critically assesses theory and research about sources, forms, and outcomes of oppression in the context of the cultural, ecological, developmental, and transactional theories, social work values and ethics, and a human rights perspective. The course integrates local to international information about our global, diverse, multicultural society with evidence-based knowledge and skills that address oppression, are culturally affirming, and promote social and economic justice and human dignity.

Course Rationale

Social work's traditions, values, and code of ethics provide the basis for the professional commitment to work with client systems (i.e., individuals, families, groups, communities, organizations) that experience the impact of oppression and social injustice, and the responsibility to challenge oppressive social systems. Social work students, therefore, must understand and critically analyze theory and research concerning the forms, mechanisms, and consequences of oppression, discrimination, and social injustice. Students require evidence-based knowledge and skills in preparation for culturally competent practice in work with multicultural client systems, organizations, agencies, and communities.

Course Competencies

By the completion of this course, the students are expected to be able to demonstrate (through course activities, assignments, and/or exams):

- 1-Communicate affirmation & respect for the diversity and strengths across and within various cultures/cultural backgrounds (i.e., race, ethnicity, class, gender, sexual orientation, disability status, family structure, relational status, national origin, age and religion) as detailed in the NASW Code of Ethics and the International Federation of Social Work Code of Ethics. (Values/ethics- F.1, 2; Diversity-F.1). *(content: broad definitions of culture and diversity; the dimensions, such as gender roles, family structure, social rules, that may vary within and across cultures/cultural backgrounds (e.g., race, ethnicity, gender, age, ablism, immigration status, sexual orientation, religion, social and economic class).*

- 2-Articulate the influence of personal belief systems and values concerning diversity and culture/cultural background(s) on their own social work practice. (CT/EBP-F.2; Values/ethics-F. 1, F.2; Pops at-Risk & SJ-F.5; Diversity -F.2). *(content: social constructions of normality, values, and concepts; self-awareness and critical analysis of one's own culture, cultural identity(ies), beliefs, biases, values, privilege and status, and naiveties; personal epistemology).*

- 3- Formulate a four-year plan to begin developing cultural competence in a commitment to life long professional learning and to utilizing critical analysis to engage the client as informant for culturally affirming evidence-based practice. (Diversity- F.2, F.5; CT/EBP- F.1, F.2, F.3; Values/ethics-F.2, F.4; Pops at-risk & SJ- F.2, F.5). *(content: critical analysis of research findings, and research; information technology skills for locating culturally specific knowledge for practice with multicultural populations (e.g., Afrocentric, feminist, Hispanic/Latino, Native American, Asian American,, religious, disability and/or GLBTQ); critical analysis of the ongoing influence of one's own values, lifestyle, class, culture on client/client system-practitioner work; social constructions of normality).*

- 4-Explicate how culture/cultural background (e.g., race, class, gender, sexual orientation, religion, age, ethnicity, and disability and/or immigration status) interact to influence the formation of identity, belief systems, worldview, values, and feelings of clients/client systems, practitioners, group membership, and access to resources, social & economic justice. (Diversity-F.2, F.3; Pops at-risk & SJ-F.5, F.6; Practice-F.8). *(content: historical experiences of diverse cultures and how these shape world views, belief systems, values, expectations and feelings of clients and client systems; heterogeneity and homogeneity within and across cultures/cultural backgrounds; the role of socio-economic class in the interaction of culture/cultural background and the development of identity, beliefs, worldviews, acculturation, assimilation; the experience of multiple oppression {inter-sectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).*

- 5-Explicate the role of power and privilege in institutionalized oppression, stigmatization, and discrimination, for example, in racism, sexism, classism, heterosexism, and ageism, locally, across the globe and in thinking about culture, cultural background and social issues and concerns. (Diversity-F.3, F.6; CT/EBP- F.1, F.4; Pop at-Risk & SJ- F.3, F.5; Practice-F.8).*(content: nature of power and privilege, and their roles in the dynamics of oppression;*

current status of historically oppressed groups, including, for example, African American, Hispanic/Latino, Asian American, Native American, females, religious minorities, the poor, and immigrating persons; institutional oppression and discrimination; the effect of oppression on access to societal resources, human and civil rights; theories explaining societal mechanisms in oppression, oppressive social systems and structures; the local, national, and global inter-connectedness of oppression; cultural/national identity development, immigration/acculturation).

6-Identify culturally acceptable resources for clients/client systems that build upon the strengths, resources, and inherent support systems of clients/client systems' cultures/cultural backgrounds in order to advocate for basic human rights, including freedom, safety, privacy, adequate standard of living, health care and education. (Diversity- F.4, F.5; CT/EBP- F.3; Pops at risk F. 4). (*content; information technology skills for locating culturally acceptable and culturally specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives that lead toward advocacy for basic human rights*).

Required Text

Andersen, M. L. & Collins, P. H. (2007). *Race, class, & gender: An anthology* (6th ed.). Belmont, CA: Wadsworth Publishing Co.

There are also other **required** readings that are listed in the syllabus and made available at the UTK on-line Library Course Reserves site.

Course Requirements

Graduate level work includes an ability to synthesize one's experience and knowledge into an explanation that illuminates theory and an understanding of the course material. The writing of papers is expected to be organized, succinct in conceptualization and syntax and grammatically correct. Even if you use a word processing program with spell check, proof read your work. All work must be cited. The **Publication Manual of the American Psychological Association (5th ed.)** is expected to be used as a guide for format, title page, headings/subheadings, in-text citations, and listing references at the end of the paper. The following criteria will be used for all graded assignments:

- Quality and clarity of writing and organization;
- Comprehensiveness;
- The extent to which course concepts, discussion and readings are reflected in the writing; and
- Submission of assignments on the dates specified within the guidelines provided.

1. Assigned Readings, Activities, and Attendance

Students are expected to complete all readings assigned by the instructor before attending class; participate in all on-line and in class discussions; and demonstrate respect for all beliefs and experiences of others in all course activities and interactions with fellow

classmates. Students are also encouraged as they read and as they work in the field to bring to class their reactions and questions for discussion. The format for activities will be performed in class or via Blackboard related to the course readings and discussions in small group exercises.

Regular attendance is essential. Students are expected to be on time, attend all class sessions, and stay until the completion of the class. In the case of a medical or personal emergency, students should make reasonable effort to contact the instructor in advance via e-mail or voice mail. Students will only be excused for documented emergencies. For those absences that are NOT due to documented emergencies there will be no make-ups available for graded in class activities. Unexcused absences from the course and chronic lateness will result in reduction of the final grade by one grade level.

All class assignments are expected to be submitted on their specific due date. Any assignment **NOT submitted** on the specified due date is subject to a **penalty of two (2) points per day** until the assignment is turned in. **Any assignment that is more than 7 days overdue will not be accepted.**

2. Assignments

Interview and Self-Reflective Analysis (20 points) Due Week 3 (9/08/08)

The purpose of this assignment is to develop an understanding what it means to live as a member of an ethnic group unlike the one(s) to which you yourself belong and to gain an insider's view of the world of the informant. Students will be asked to interview an individual from a culture different from their own. You may NOT use a relative, a colleague, a client or supervisor at your place of employment or field placement nor another UT student, staff or faculty member as your informant.

Although this interview should focus on the informant's story, students will be asked to write a paper describing what is it like to be a person with his/her demographic characteristics; his/her experiences in school, place of employment, social activities such as dating, meeting people, shopping centers, buying groceries, applying for work, and other general events/experiences. This is NOT a social work interview. Guidelines for completing this written assignment will be discussed in class and available on the course website.

Cultural Literacy (10 points) Due Week 7 (10/06/08)

The purpose of this assignment is to help students learn about a culture different from their own. Focusing on the culture of the informant used for the previous assignment (self-reflective analysis), students will be asked to find out as much as he/she can about this cultural group in order to figure out how to best meet the needs of a client from this culture using evidence based strategies. Guidelines for completing this assignment will be discussed in class and available on the course website.

“To Market” (10 points) Due Week 9 (10/20/08)

The purpose of this assignment is to expose students to the normal activities of a culture different from their own. Focusing on the culture of the informant used for the previous assignments, students will be asked to take a trip to a market that services the informant’s ethnic group and conduct an environmental analysis. The analysis will consist of concepts and symbols reflective of the culture in everyday life.

After visiting the market, students will be asked to report on their experience, what they learned about the culture, how their lives changed, and how their professional practice was enhanced from having participated in this activity. Guidelines for completing this assignment will be discussed in class and available on the course website.

A Four Year Life Long Learning Plan (20 points) Due Week 12 (11/10/08)

Students will develop self-awareness through a personal self-assessment or his/her own cultural competence. Upon examination of one’s values, lifestyle, class, culture on client/client system practitioner work, students will develop a detailed plan outlining an ongoing commitment to life long professional learning and professional development for culturally competence practice. Additional information regarding the guidelines for completing this assignment will be discussed in class and available on the course website..

On-Line Activities

There will be 3 on-line activities throughout the semester. Details of each activity is listed on the course outline, will be discussed in class and available on the course website. Every student is expected to complete ALL online activities prior to the specific due date. Once the date has past, the blackboard will be locked and you will receive a ZERO for any online activity not completed.

In-Class Activities

These in-class activities will be performed via debates and small group exercises covering the content of required readings. For absences that are NOT due to documented emergencies, there will be no make-ups. You will receive a ZERO for any activity performed in class.

Grade Distribution

On-line Activities (3 @ 5 pts each)	15 points
In-Class Activities (5 @ 5 pts each)	25 points
Interview and Self Reflective Analysis	20 points
Cultural Literacy and Self Reflection	10 points
“To Market” and Self Reflection	10 points

Life Long Learning Plan	<u>20 points</u>
Total	100 points

*Due dates are noted on each assignment as well as the attached course schedule.

Grading Scale

The following grading scale will be used for final course grade.

- A (95-100) Outstanding/Superior – Exceptional performance. Consistently exceeds expectations.
- B+ (90-94) Very Good – Student consistently meets and occasionally exceeds normal expectations for the course.
- B (85-89) Good – Student consistently meets normal expectations for the course.
- C+ (80-84) Average – There is unevenness in grasping course content. Student is inconsistent in meeting the normal expectations for the course.
- C (70-79) Poor - There is a lack of understanding of course content. Student does not meet course expectations.
- F (69-Below) Very Poor – There is a lack of attendance or incomplete assignments. Course expectations are not met.

Course Outline

Week 1 **Overview of course.** Review of syllabus, course outline, assignments, Aug 25 blackboard (Course website) in-class activities, and library reserve information.

Understanding Culture

Lecture: Define and discuss evidence-based knowledge (empirical, expert, and experiential) of diversity, social and economic justice and oppression; what is culture? What is diversity? What is cultural competence?; dimensions of culture and cultural backgrounds; culturally competence practice.

Video PBS: *Race: The power of illusion Part I*

Week 2 *On observance of Labor Day class will not be held.*
Sept 1

Week 3 **Understanding the Dynamics of Cultural Backgrounds**

Sept 8 Lecture: Define and discuss culture, diversity, cultural competence; dimensions of culture and cultural backgrounds; culturally competence practice.

In-Class Activity #1 Small group exercise related to course readings.

Required Readings

Andersen & Collins

Part I, Why race, class, and gender still matter

Part I, Frye -- Oppression
Part I, Lorde -- Age, race, class, and sex: Women redefining difference
Part 1, Takaki – A Different Mirror

Supplemental Readings

Weaver, H. (2005)

Introduction (pages 1-5)

Chapter 1: Social work history and cultural diversity

Chapter 2: Cultural identity: Theories and implications

*** *Interview and Self-Reflective Analysis Due Today* ***

Week 4
Sept 15

Cultural Competence

Lecture: Self-awareness and critical analysis of one's own culture, cultural identity(ies), beliefs, biases, values, privilege and status, and naiveties; personal epistemology.

On-line Activity #1 Cultural competence websites: READ AT LEAST ONE of the websites listed below then respond to discussion board posting #1 on competence and ethics.

National Association of Social Workers (NASW). (2001). *Standards for Cultural Competence in Social Work Practice*.

www.socialworkers.org/sections/credentials/cultural_comp.asp

National Center for Cultural Competence, Georgetown University. Washington, D.C. <http://www11.georgetown.edu/research/gucchd/nccc/>

U. S. Department of Health and Human Services, Public Health Service, Office of Minority Health. (2001). *National standards for culturally and linguistically appropriate service in health care: Final report*

<http://www.omhrc.gov/CLAS/index/htm>

Note: The first step in becoming culturally competent is developing self-awareness. Critically analyze you own culture, cultural identity, beliefs, values, and implication to social work practice. Begin drafting an outline of your 4 year life long learning plan.

Required Readings

Weaver, H. (2005)

Chapter 3: Self-reflection and beyond: The challenges of examining cultural diversity honestly

Chapter 4: Striving for cultural competence

Week 5
Sept 22

Race and Racism

Lecture: Nature of power and privilege: Institutionalized oppression, discrimination, stigmatization, social construction(s), societal influences, dynamics of oppression, and stereotypes.

In-Class Activity #2 Small group exercise related to course readings.

Required Readings

Andersen & Collins

- Part II: Systems of power and inequality
- Part II, Bonilla_Silva -- Racism without “*Racists*”
- Part II, Williams -- Of race and risk
- Part II, Martinez -- Seeing more than black and white

Supplemental Readings

Weaver, H. (2005)
Chapter 7: Latinos

Week 6
Sept 29

Gender, Sex and Sexuality

Lecture: Nature of power and privilege: Institutionalized oppression, discrimination, stigmatization, social construction(s), societal influences, dynamics of oppression, and stereotypes.

Required Readings

Andersen & Collins

- Part II, Zinn, Hondagneu-Soltelo, & Messner --Sex and Gender through the Prism of Difference
- Part II, Kilbourne -- “You talkin' to me?”
- Part III: The structure of social institutions (only pages 275-277)

Week 7
Oct 6

Social Class and Economic Inequality

Lecture: Nature of power and privilege continued: Institutionalized oppression, discrimination, stigmatization, societal influences and effects, dynamics of oppression, stereotypes, social systems and structures.

In-Class Activity # 3 Small group exercise related to course readings.

Required Readings

Andersen & Collins,

- Part III, The structure of social institutions (only pages 267-282)
- Part III, Arnott & Matthaei -- Race, Class, Gender, and Women’s Issues
- Part III, Newman -- The invisible poor

Supplemental Readings

Weaver, H. (2005)
Chapter 6: African Americans

*** *Cultural Literacy Assignment Due Today* ***

Week 8

Oct 13

Race and Racism: Media and Culture

Lecture: Nature of power and privilege continued: Institutionalized oppression, discrimination, stigmatization, societal influences and effects, dynamics of oppression, stereotypes, social systems and structures.

Required Readings

Andersen & Collins,

Part III, Moore -- Racist stereotyping in the English language

Part III, Mantsios -- Media magic: Making class invisible

Part III, Snipp -- The first Americans: American Indians

Supplemental Readings

Weaver, H. (2005)

Chapter 5: Native Americans

Week 9

Oct 20

Social Issues and Concerns: Older adults

Lecture: Nature of power and privilege continued: Effects of oppression, stereotypes, diversification of the older population, culturally-related values and attitudes regarding older adults and later life

Video PBS: Frontline: *Living old: The modern realities of aging in America*

*** "To Market" Assignment Due Today ***

Week 10

Oct 27

Social Issues and Concerns: Connectedness

Lecture: Nature of power and privilege continued: Effects of oppression, stereotypes, culturally-related values and attitudes

In-Class Activity # 4 Debate on required reading

Required Readings

Andersen & Collins

Part I, Madrid -- Missing people and others: Joining together

Supplemental Readings

Weaver, H. (2005)

Chapter 8: Asian Americans

Chapter 11: Arab Americans

Week 11

Nov 3

Human and Civil Rights

Lecture: Global/International Issues

On-Line Activity # 2 After reflecting on your required reading and reading AT LEAST ONE of the websites listed below then respond to discussion board posting # 2 on crimes against humanity.

Human Rights First www.humanrightsfirst.org/cah/index.asp

Prevent Genocide International <http://www.preventgenocide.org/edu/>

Week 12
Nov 10

Human and Civil Rights

Lecture: Global/International Issues; questions of our borders and institutional oppression

In-Class Activity #5 Debate on required reading

Required Readings

Andersen & Collins

Part II, Churchill -- Crimes against Humanity

*** A Four Year Life Long Learning Plan Due Today ***

Week 13
Nov 17

The Structure of Social Institutions: Families

Lecture: Culturally responsiveness and understanding intra-cultural resources; human and civil rights; the question of our borders and institutional oppression; international and global oppression & social justice.

On-Line Activity # 3 After reflecting on your required reading and reading AT LEAST ONE of the websites listed below, respond to discussion board posting # 3 on immigration, refugee and human rights.

National Network for Immigrant and Refugee Rights <http://www.nnirr.org/>

National Center of Human Rights Education
<http://www.pdhre.org/chre/index.html>

Required Readings:

Andersen & Collins

Part III, Childs -- Navigating interracial borders: Black-white couples and their social worlds

Part III, Lareau -- Unequal childhoods

Supplemental Readings:

Weaver, H. (2005)

Chapter 12: Immigrants and refugees

Week 14 Challenging Oppression

Nov 24 Lecture: Information technology for locating culturally acceptable and specific resources; critical analysis of resources for cultural competence/cultural affirmation; strengths and empowerment perspectives,

Required Readings:

Andersen & Collins

Part IV, Kivel -- What Does an Ally Do?

Part IV, Asetoyer – How the New Working Class Can Transform Urban America

Supplemental Readings:

Weaver, H. (2005)

Chapter 12: Immigrants and refugees

Week 15

Dec 1 Wrap Up and Evaluation

Additional Resources

Al-Krenawi, A., & Graham, J. (2000). Culturally sensitive social work practice with Arab clients in mental health settings. *Health & Social Work, 25*(1), 9-22.

Andersen, M. (2003). *Thinking about women: Sociological perspectives on sex and gender*. (6th ed.). NY: Metropolitan Books

Barnes, S. (2001). Stressors and strengths: A theoretical and practical examination of nuclear, single-parent, and augmented African American families. *Families in Society, 82*(5), 449-460.

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing, 13*(3), 182-184.

Cohen, M. N. (1998). *Transforming the culture of intolerance*. New Haven, CT: Yale University Press.

Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. (2nd ed.). NY: Routledge.

Diamond, J. (1999). *Guns, germs and steel: The fates of human societies*. NY: W.W. Norton & Company.

Dosser, D., Smith, A., Markowski, E., & Cain, H. (2001). Including families' spiritual beliefs and their faith communities in systems of care. *Journal of Family Social Work, 5*(3), 63-78.

- Freeman, J. (1994). *Women: A feminist perspective*. (5th ed.). Mountain View, CA: Mayfield Publishing Co.
- Hodge, D. (2004). Working with Hindu clients in a spiritually sensitive manner. *Social Work*, 49(1), 27-38.
- Kimmell, M. S. & Messner, M. A. (Eds.). (1995). *Men's lives* (3rd ed.). Boston: Allyn & Bacon.
- Kumashiro, K., (Ed.). (2001). *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education*. Lanham, MD: Rowman & Littlefield.
- Lum, D. (2003). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
- Murguia, A., Peterson, R., & Zea, M. (2003). Use and implications of ethnomedical health care approaches among Central American Immigrants. *Health & Social Work*, 28(1), 43-52.
- National Association of Social Workers (NASW). (June 23, 2001). *Standards for Cultural Competence in Social Work Practice*. Retrieved, June 9, 2005, from www.socialworkers.org/sections/credentials/cultural_comp.asp
- Panos, P., & Panos, A. (2000). A model for a culture-sensitive assessment of patients in health care settings. *Social Work in Health Care*, 31(1), 49-62.
- Perkins, C. (1995). *The yellow wallpaper and other stories*. (Robert Shulman, Ed.). NY: Oxford University Press.
- Rothenberg, P. S. (Ed.). (1995). *Race, class and gender in the United States*. (3rd ed.). NY: St. Martin's Press.
- Rubin, L. B. (1983). *Intimate strangers: Men and women together*. NY: Harper & Collins.
- Rubin, L. B. (1976). *Worlds of pain: Life in the working-class family*. NY: Basic Books.
- Russell, D., & Harmes, R. (2001). *Femicide in global perspective*. NY: Teachers College Press.
- Sout, K., & McPhail, B. (1998). *Confronting sexism & violence against women: A challenge for social work*. Chicago, IL: Longman Publishers.
- Sudha, S., & Multran, E. (2001). Race, ethnicity, nativity, and issues of health. *Research on Aging*, 23(1), 3-13.
- U. S. Department of Health and Human Services, Public Health Service, Office of Minority Health. (2001). *National standards for culturally and linguistically appropriate service in health care: Final report*. _HYPERLINK "<http://www.omhrc.gov/CLAS/index/htm>" \t "_parent" <http://www.omhrc.gov/CLAS/index/htm>.

Van Hook, M., Hugen, B., & Aguilar, M. (2001). *Spirituality within religious traditions in social work practice*. Pacific Grove, CA: Brooks/Cole.

Weaver, H. (2003). *Voices of First Nations People*. New York: Haworth Press.

Williams, S., & Dilworth-Anderson, P. (2002). Systems of social support in families who care for dependent African American elders. *The Gerontologist*, 42(2), 224-236.