

UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK

SW 517- Diversity, Social and Economic Justice, and Oppression

(2 credit hours)

2009-2010 ACADEMIC YEAR
FALL Semester
Interactive-Memphis/Nashville
Wednesdays, 5:45-7:45pm

MUAMMER CETINGOK, PH.D.
INSTRUCTOR

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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*, 2009).

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 2227 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 right*

COURSE OUTLINE

COURSE FORMAT AND ASSIGNMENTS:

The course will include lectures by the instructor, class discussions, exercises, and student presentations, all supported by advanced technology and teaching aids including the WEB-assisted (Online and Blackboard, etc), computer-supported (power-point, telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other (transparencies, overhead projectors, electronic copies, etc.) teaching aids deemed appropriate by the instructor.

COURSE TEXTS:

Required:

Andersen, M. L. & Collins, P. A. (2010).*Race, Class & Gender: An Anthology.* (7th Ed.). Belmont, Ca.: Wadsworth.

COURSE REQUIREMENTS

This is a two-credit/hour course. As graduate students, you are required to complete the following individual and group assignments with due diligence and scholarship expected of a graduate student. In this respect, you will experience a major progressive shift in the quality and quantity of your academic performance from your undergraduate studies. As far as I am concerned, your academic performance will be considered as the matter of highest importance, and it will precede all other personal concerns of yours except for life emergencies.

Individual requirements

You will complete two individual assignments: 1) readings, and, 2) two exams, and 3) a plan for cultural competency.

1) Readings

Competencies: Your readings are introductory efforts for you to get exposed to all the competencies of the course in terms of theoretical backgrounds. As such, to re-emphasize and to repeat, you are to begin to meet the following competencies, in the same order as above. You are given rather comprehensive lists of supplemental readings and bibliography for the purpose of meeting the competencies. Some supplemental readings may be repeated for relevance to the topics. Although I expect to have most of these readings on reserve, it is your responsibility to search for them in the literature data bases such as the social work abstracts, social sciences citation index, and political sciences data bases.

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*

Contents of the reading assignment:

You first will read the introductions to each “Part” and the articles from your required textbook.

Separately, you will also read and abstract a total of 10 (ten) articles during the entire semester from the extensive supplemental readings and / or bibliography. (The abstracts are to be turned in to me in groups of five during the mid-term and end-of-term exams.)

In addition to the above, you will read at least one newspaper and/or one news magazine article per week for diversity, social and economic justice, oppression related concerns and all political and economic events, trends and developments.

(NOTE: For some additional readings, which will not be included in your exams, you may also be referred to the attached bibliography. This bibliography will be updated during the semester as you and I routinely locate relevant and timely readings and references. Therefore, you are asked to share your readings with all of us in order to review and decide on their inclusion into our course readings list.)

Rules for the reading assignment:

You will abstract the articles you have read from the supplemental readings and bibliography using the APA manual for you to turn them in to me in two groups of five at the times of your exams. For each abstract accurately written you will receive 10 points; for a total of 100 points for 10 abstracts. Abstracts will comprise 10% of your course grade.

As you read the daily newspaper and/or weekly news magazine articles, you are expected to explore if and when the article provides evidence(s) that you can identify for the case being made in the article. You will be given an outline for this type of critical reading.

Also, you are expected to participate and share your readings to the fullest extent in the class discussions.

As part of your routine review of literature, you must periodically search Social Work Abstracts, Social Sciences Citation Index, and other political and economic literature databases through the UTK Hodges Library. This search will enable you to be current with respect to diversity, social and economic justice, oppression and their social, economic, political and environmental contexts.

2) Exams

You will take **mid-term and end-of-term** written examinations.

Exams test your competencies in terms of their theoretical and practical knowledge contents.

Competencies and related contents to be covered by the questions and expected to be reflected by the answers in **the mid-term exam** are:

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).

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).

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)

Competencies and related contents to be covered by the questions and expected to be reflected by the answers in **the end-of-term exam** are:

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).

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).

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).

Rules for the exams: Examination contents will be from the required textbook readings, and supplemental articles you have read and abstracted during the semester as well as the lecture notes, discussions, and your presentations as they will relate to the competencies and contents stated above. (You will also submit your article abstracts, five abstracts per exam) to me together with your exams at the time you take them.)

Each exam will be graded on a 0-100 point scale, 10 points out of which will be reserved for the abstracts. Each exam comprises 25% of your course grade, for a total of 50% of your overall course grade for both exams.

Make-up exams will not be given unless there is an emergency. Mid-term exam will be scheduled at mid-semester, and end-of-semester exam during the week designated by the University. Dates will be identified during the first class session.

3) A plan for cultural competency

You are asked to develop a plan for cultural competency specifically dealing with the course competency 3 (please see course competencies above), and submit it to me at the time of the end-of-term exam.

The plan is to include your goals, objectives, actions, and evaluation criteria (GOAE) developed on an annual basis for the four-year period, given the cultural competency concerns you individually will have. GOAEs of the years from two- to-four will be progressively built on the preceding years. You will be given further details for this assignment during the first class session. I strongly advise you to begin working on the formulation of this plan from the first day of classes, and work on it throughout the semester, so that you are able to benefit from and incorporate new knowledge and competencies into the plan. You are free to consult with me during the preparation of this plan. Your particular product, adequately and comprehensively completed, will be graded on a 0-100 scale and will be worth 15% of your overall course grade.

Group requirement

You will make a group presentation during the second hour of each class session for 50 minutes, beginning with the 3rd session of the course, and later write and submit it to me in as a group paper.

- 1) First part of your group presentation will be to briefly report on your readings of the articles of your required textbook. Your group will be assigned about six articles. Articles will be assigned to your groups during the first session. This part of your presentation should take about 20 minutes to complete.
- 2) Second part of your presentation will be a report on a dimension of diversity, social justice, and/or oppression of interest to you in the United States. Your selection could be intersectional as it relates to the client system(s). In this part, you are expected to define and detail the dimension you have decided to focus on in terms of its relevant history, ideological, value, and power bases, and client system(s). Then, you will present it in accordance with an outline you will develop for your own group. This part of your presentation should take about 30 minutes.

As you make your selection of a dimension, you will keep in mind the following concepts and client system(s) represented by them as we utilize them in our discussions: race, ethnicity, class, gender, disability status, family structure, relational status, national origin, age, religion, people of color, economically poor, children, aged; gender, women, sexual orientation (heterosexual, gay and lesbian, and transgender persons), immigrants, refugees, or other underrepresented, underserved, vulnerable, discriminated, and/or oppressed groups in the US and abroad. Again, your selection of a dimension could also be intersectional. As you identify the client system(s), you will first identify and then explain how you will engage the most relevant and specific resources for the client system(s) to be served through the comprehensive utilization of information technology.

When comparisons are appropriate, you are also expected to make comparisons with other countries.

PLEASE NOTE CAREFULLY: This outline must be developed early in the semester to be submitted to me for feedback. Given your presentation dates, we will have discussions on when I need to see these outlines before you prepare your presentation texts in accordance with them.

Competencies to be mastered through the completion of this assignment are in reality all the ones listed for the course with varying degrees of emphasis given the topic of presentation.

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).

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).

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)

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).

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).

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).

Rules for the presentation and paper: Presentation and paper should follow the outline you have developed. The presentation should be condensed to a paper for, which is a minimum of 13 and maximum of 20 double-spaced pages, excluding the reference page(s), using the APA style manual. Presentation and paper will be graded on a 0-100 scale. Combined, they will comprise 25% of your overall course grade.

Groups will be formed on a random drawing basis during the first class session. Group presentation dates will be given to you during the first class session.

Presentation papers in their final form are due on the last day of the week of your presentation, at the latest. As a preliminary and major effort to get started on this group assignment, you are also expected to review, in addition to your required textbook, a thorough search of the literature on the dimension of your choice.

Your required textbook and supplemental readings for all sessions will provide the beginning content in completing all assignments. In addition, you would be well served to search the diversity, social and economic justice, oppression and social welfare literature. Social Sciences Index and Social Work Abstracts literature databases through the UTK Hodges Library would serve you well in order to be able to complete your assignment and to gain current insight into the subject matter of your choice.

COURSE RULES

Although class attendance is not a requirement, I shall expect you to be present at all class sessions for the simple reason that they are closely interrelated and build upon each other. Please notify me in case of absences and emergencies.

All assignments are to be completed and due on the dates specified. Late completions will not be accepted unless there is an emergency. Group presentation paper (written assignment) is to be typed, and double spaced using the latest edition of the APA style manual.

Please also check into the WEB pages of any university in addition to UT (e.g., the Christian Brothers University Library www.cbu.edu) to learn how to cite WEB resources using the American Psychological Association (APA) guidelines. (CBU page is a good source of this information.)

Class participation is graded on the basis of sharing, concern and commitment for what goes on in class.

Group presentation and paper as a written version of the presentation are evaluated on the basis of their conveyance of substantive knowledge of policy, organization (i.e., conforming to the outline given above), clarity, internal consistency, and flow of information.

Test outcomes will be graded in accordance with the instructions you will be given with each test.

Grading scale is provided in this outline. As a matter of university policy, grades can only be shared in the face-to-face meetings.

You are free to have discussions with me, during office times, as many times as you want, in person or via phone, e-mail, and fax communications, in relation to any of your assignments and your progress in the course. I will also do the same, provided that I have your phone, e-mail, and fax information available to me.

For the face-to-face and/or phone meetings, I will expect you to inform me with specific and concrete questions and thoughts related to your reason(s) for wanting to have the discussion with me. I will refrain from engaging in general discussions. I will also expect you to do adequate reading and be informed about general contexts of your questions and thoughts you will be discussing with me.

My phone numbers are: (901) 448-4479 (office), and (901) 448-4463 (front desk). You can also send e-mail or leave messages at the front desk if I am not in my office, or fax them to my attention.

E-mail address is: mcetingo@utk.edu

School's fax number, which could also be used to send documents to me, is: 448-4850.

I have posted my hours on the office door for the semester. Since I am teaching other courses, my designated office hours for this class are Wednesdays, 1:30-4:30pm. At other times, I will be available by appointments. You are very much encouraged to make appointments with me, ahead of time if possible, for me to fully attend to your time requests. I shall also try to meet with you off-office hours provided that your reasons and the circumstances warrant our meetings.

I do not do individual tutorials. If, for any reason, you miss a session, you will be responsible to obtain class notes and verbal contents of discussions from your classmates, and you will need to be up to date on your readings for that session, and be ready for the next session, as well.

GRADING

Assignments will have the following weights as to the final grade:

Article abstracts	10%
Mid-term exam	25%
End-of-term Exam	25%
Plan for cultural competence	15%
Presentation and Paper	25% (15%=Group to which you belong is graded / 10%=You are graded for your individual contribution to the presentation and paper-writing processes.

PLEASE READ CAREFULLY: In cases when I am informed of a problem with one or more members of a group with respect to the lack of concern, involvement and concrete and meaningful contributions to the overall group process, and the contributing members of your group testify to this effect in a fair and just manner, **I will assign an automatic failing grade of**

0 (zero) as your presentation and paper grade, to be factored as 25% into the computations of your overall grade.

The grade scale used is as follows:

Below 72.9	D
73-77.9	C
78-82.9	C+
83-87.9	B
88-93.9	B+
94-100	A

SESSIONS AND READINGS

REMINDER:

AS OF TODAY, YOU ARE TO BEGIN READING FROM THE NEWSPAPERS AND NEWS MAGAZINES ANY ARTICLES, ANALYSES, EDITORIALS, POLITICAL CARTOONS, ETC., WHICH RELATE TO ALL AREAS OF **DIVERSITY, SOCIAL AND ECONOMIC JUSTICE, AND OPPRESSION**, BEGINNING WITH THE SECOND SESSION, THERE WILL BE REGULAR AND SELECTIVE DISCUSSIONS OF THESE READINGS (EXAM AND PRESENTATIONS SESSIONS ARE EXCLUDED). YOU WILL BE RANDOMLY ASKED TO SHARE YOURS WITH ALL OF US.

Session Outline and Readings

Session 1.Course Preview

Review syllabus, class assignments, required text, assigned readings, academic integrity.

Advanced technology and teaching aids TO BE USED: WEB-assisted (Online and Blackboard, etc), computer-supported (power-point, telecommunications-enhanced techniques (e-mail, chats, discussion boards, etc), and other (transparencies, overhead projectors, electronic copies, etc.) teaching aids

UTK and UTHSC facilities and information technology support systems for the course

Session 2.

Competency: 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, ability, immigration status, sexual orientation, religion, social and economic class).

Readings: Required text, Part 1, “Why race, class, gender still matter”
Part 2, “Systems of power and inequality”
Part 3, “The structure of social institutions”
Part 4, “Pulling it all together”

Cardemil, E.V. (2008). Culturally sensitive treatments: Need for an organizing framework. *CULTURE & PSYCHOLOGY*, 14 (3): 357-367.

Daniels, E.J., Herbert-Carter, J., Aponte, L., Strothers, H.(2006). A crash-course in cultural competence. *ETHNICITY & DISEASE*, 16 (2): 29-36 Suppl. 3.

Dreachslin, J.L., Weech-Maldonado, R., & Dansky, K.H. (2004). Racial and ethnic diversity and organizational behavior: a focused research agenda for health services management. *SOCIAL SCIENCE & MEDICINE*, 59 (5): 961-971.

Ecklund, K., & Johnson, W.B. (2007). Toward cultural competence in child intake assessments. *PROFESSIONAL PSYCHOLOGY-RESEARCH AND PRACTICE*, 38 (4): 356-362.

Ferguson, W.J., Keller, D.M., Haley, H.L., & Quirk, M. (2003). Developing culturally competent community faculty: A model program. *ACADEMIC MEDICINE*, 78 (12): 1221-1228.

Fouad, N.A. (2006). Multicultural guidelines: Implementation in an urban counseling psychology program. *PROFESSIONAL PSYCHOLOGY-RESEARCH AND PRACTICE*, 37 (1): 6-13.

Harrell, S.P., & Bond, M.A.(2006). Listening to diversity Stories: Principles for practice in community research and action. *AMERICAN JOURNAL OF COMMUNITY PSYCHOLOGY*, 37 (3-4): 365-376.

Kumas-Tan, Z., Beagan, B., Loppie, C., MacLeod, A., & Frank, B. (2007). Measures of cultural competence: Examining hidden assumptions. *ACADEMIC MEDICINE*, 82 (6): 548-557.

Lancellotti, K. (2008). Culture Care Theory: A framework for expanding awareness of diversity and racism in nursing education. *JOURNAL OF PROFESSIONAL NURSING*, 24 (3): 179-183.

Sessions 3-4.

Competency: 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).

Readings:

For Session 3: Required text, Articles 1-6.

Article 1, "Missing people and others: Joining together to expand the circle"

Article 2, "Chappals and gym shorts: An Indian Muslim woman in the Land of Oz"

Article 3, "From a native daughter"

Article 4, "Katrina, Black women and the deadly discourse on Black poverty in America"

Article 5, "Oppression"

Article 6, "Label us angry"

For Session 4: Required text, Articles 7-12.

Article 7, "A different mirror"

Article 8, "Seeing more than Black and White"

Article 9, "Of race and risk"

Article 10 "Color-blind privilege: The social and political functions of erasing the color line in post-race America"

Article 11, "White privilege: Unpacking the invisible knapsack"

Article 12, "What white supremacists taught a Jewish scholar about identity"

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Patni, R. (2006). Race-specific vs. culturally competent social workers: The debates and dilemmas around pursuing essentialist or multicultural social work practice. *JOURNAL OF SOCIAL WORK PRACTICE*, 20 (2): 163-174.

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Suh, E.E., Kagan, S, Strumpf, N.(2009). Cultural Competence in Qualitative Interview Methods With Asian Immigrants. *JOURNAL OF TRANSCULTURAL NURSING*, 20 (2): 194-201.

Sessions 5-6.

Competency: 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; Val4-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).

Readings:

For Session 5: Required text, Articles 13-18.

Article 13, "Race as class"

Article 14, "Shadowy lines that still divide"

Article 15, "Across the great divide: Crossing classes and clashing cultures"

Article 16, "The hidden cost of being African-America"

Article 17, "Is capitalism gendered and racialized?"

Article 18, "How the new working class transform?"

For Session 6: Required text, Articles 19-24.

Article 19, "*Sex and gender through the prism of difference*"

Article 20, "*The myth of the Latin woman: I just met a girl named Maria*"

Article 21, "*the bachelor: Whiteness in the harem*"

Article 22, "*Masculinities and athletic careers*"

Article 23, "*Gladiators, gazelles, and groupies: Basketball love and loathing*"

Article 24, "*Is this a white country or what?*"

Holzmeyer, C. (2009). Human Rights in an Era of Neoliberal Globalization: The Alien Tort Claims Act and Grassroots Mobilization in *Doe v. Unocal*. *LAW & SOCIETY REVIEW*, 43 (2): 271-304.

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Tindale, J.A., & Neysmith, S.M. (1987). Economic justice in later life: A Canadian perspective. *Social Justice Research*, 1(4), 461-475.

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VanSoest, D.V., & Garcia, B. (2003). *Diversity Education for Social Justice: Mastering Teaching Skills*. Alexandria, Virginia: Council on Social Work Education.

Session 7 (Mid-term exam)

All readings and discussions to date

Sessions 8-9.

Competency: 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 {intersectionality}; the experience of biculturalism and liminality; promoting social and economic justice; strategies to combat discrimination and oppression).

Readings:

For Session 8: Required text, Articles 25-30.

Article 25, "Optional ethnicities: For whites only?"

Article 26, "Global woman"

Article 27, "The contested meanings of "Asian American": Racial dilemmas in the contemporary US."

Article 28, "'No lattes here": Asian American youth and the cyber café obsession"

Article 29, "Prisons for our bodies, closets for our minds: Racism, heterosexism, and Black sexuality"

Article 30, "The invention of heterosexuality"

For Session 9: Required text, Articles 31-36.

Article 31, "Get a life, girls"

Article 32, "Darker shades of queer: Race and sexuality at the margins"

Article 33, "Selling sex for visas: Sex tourism as a stepping-stone to international migration"

Article 34, "Race, class, gender, and women's works"

Article 35, "Racism in toyland"

Article 36, "The indignities of unemployment"

Abramovitz, M. (2006). Welfare reform in the United States: gender, race and class matter. *CRITICAL SOCIAL POLICY*, 26 (2): 336-364.

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Davidson, JD. (2008). Religious Stratification: Its Origins, Persistence, and Consequences. *SOCIOLOGY OF RELIGION*, 69 (4): 371-395.

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Edgren, M. (2008). The complexity of oppression: The necessity of new analytical conceptions in the labour- and working class history. *SCANDIA*, 74 (1): 63-82.

Fillion, R. (2005). Identities: Race, class, gender, and nationality. *DIALOGUE-CANADIAN PHILOSOPHICAL REVIEW*, 44 (3): 609-612.

Franklin, MI. (2004). Power, postcolonialism and international relations: Reading race, gender and class. *MILLENNIUM-JOURNAL OF INTERNATIONAL STUDIES*, 33 (2): 443-446.

Gazel, J. (2007). Walking the talk - Multiracial discourses, realities, and pedagogy. *AMERICAN BEHAVIORAL SCIENTIST*, 51 (4): 532-550.

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Walford, G. (2008). Marginality, power, and social structure: Issues in race, class, and gender analysis. *INTERNATIONAL JOURNAL OF EDUCATIONAL DEVELOPMENT*, 28 (1): 113-113.

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Sessions 10-11.

Competency: 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).

Readings:

For Session 10: Required text, Articles, 37-42.

Article 37, “Soft skills” and race”

Article 38, “The invisible poor”

Article 39, “Our mothers’ grief: Racial-ethnic women and the maintenance of families”

Article 40, “Navigating interracial borders: Black-White couples and their social worlds”

Article 41, “Straight is to gay as family is to no family”

Article 42 “Unequal childhoods”

For session 11: Required text, Articles 43-48.

Article 43, “Domestica”

Article 44, “Rereading sex and the city: Exposing the hegemonic feminist narrative”

Article 45, “Racist stereotyping in the English language”

Article 46, "Crimes against humanity"

Article 47, "Media magic: Making class invisible"

Article 48, "Who(se) am I?: The identity and image of women in hip-hop"

Ortbals, CD, Rincker, ME. (2009). Fieldwork, Identities, and Intersectionality: Negotiating Gender, Race, Class, Religion, Nationality, and Age in the Research Field Abroad Introduction. *PS-POLITICAL SCIENCE & POLITICS*, 42 (2): 287-290.

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Silverstein, LB. (2006). Integrating feminism and multiculturalism: Scientific fact or science fiction? *PROFESSIONAL PSYCHOLOGY-RESEARCH AND PRACTICE*, 37 (1): 21-28.

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Stabb, SD. & Reimers, FA. (2007). Intersections of gender race, and class: Readings for a changing landscape. *PSYCHOLOGY OF WOMEN QUARTERLY*, 31 (4): 437-438.

Townsend-Bell, E. (2009). Being True and Being You: Race, Gender Class, and the Fieldwork Experience. *PS-POLITICAL SCIENCE & POLITICS*, 42 (2): 311-314.

Verloo, M. (2006). Multiple inequalities, intersectionality and the European Union. *EUROPEAN JOURNAL OF WOMENS STUDIES*, 13 (3): 211-228.

Vincent, C., Ball, SJ., & Braun, A. (2008). 'It's like saying "coloured" ': understanding and analysing the urban working classes. *SOCIOLOGICAL REVIEW*, 56 (1): 61-77.

Walkowitz, DJ. (2005). Women with(out) class: social workers in the twentieth-century United States. *WOMENS HISTORY REVIEW*, 14 (2): 323-344.

Session 12-13.

Competency: 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 right

Readings:

For Session 12: Required text, Articles, 49-54.

Article 49 "Can education eliminate race, class, and gender inequality?"

Article 50, "Why segregation matters? Poverty and educational inequality"

Article 51 "How a scholarship girl becomes a soldier: The militarization of Latina/o youth in Chicago public schools"

Article 52, "Life at the top in America isn't just better, it's longer"

Article 53, "Intersections of race, class, and gender in public health interventions"

Article 54, "The first Americans: American Indians"

Required text: Articles, 55-60.

Article 55, "Policing the national body: Sex, race, and criminalization"

Article 56, "Rape, racism, and the law"

Article 57, "Race, poverty, and disability: Three strikes and you're out! Or, are you?"

Article 58, "Women's human rights" It's about time!"

Article 59, "Age, race, class, and sex: Women redefining difference"

Article 60, "Feminism's future: Young feminists of color"

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Hoff, M.D., Huff, D.D. & Ord, L.M. (1996). The social worker's ethical obligation to society: An Assessment of the charity and justice contributions of social workers. Arete, 21(1), 47-60.

Holzmeyer, C. (2009). Human Rights in an Era of Neoliberal Globalization: The Alien Tort Claims Act and Grassroots Mobilization in *Doe v. Unocal*. LAW & SOCIETY REVIEW, 43 (2): 271-304.

Isenberg, A. (1995). Reconstructing Political Pluralism. Albany, NY: State University of New York Press.

Kebede, A. (2007). Understanding inequality: The intersection of race/ethnicity, class and gender. TEACHING SOCIOLOGY, 35 (4): 373-374.

Kellner, D. (2002). September 11, social theory and democratic politics. Theory, Culture & Society, 19(4), 149-159.

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Session 14. Last group presentation and Overview

Readings:

For Session 14: Required text, Articles 61-65.

Articles, 61, “Tapping our strength”

Article 62 “Whosoever” is welcome here: An interview with Reverend Edwin C. Sanders”

Article 63 “The Starbucks paradox”

Article 64 “Women of color on the frontline”

Article 65 “Becoming entrepreneurs: Intersections of race, class and gender at the Black beauty salon”.

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Exam Week (All readings and discussions to date)

Supplemental bibliography

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Belknap, RA. (2008). Teaching social justice using a pedagogy of engagement. *NURSE EDUCATOR*, 33 (1): 9-12.

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Caraway, TL. (2004). Inclusion and democratization - Class, gender, race, and the extension of suffrage. *COMPARATIVE POLITICS*, 36 (4): 443.

Chantler, K. (2005). From disconnection to connection: 'Race', gender and the politics of therapy. *BRITISH JOURNAL OF GUIDANCE & COUNSELLING*, 33 (2): 239-256.

Comas-Diaz, L. (2005). Becoming a multicultural psychotherapist: The confluence of culture, ethnicity, and gender. *JOURNAL OF CLINICAL PSYCHOLOGY*, 61 (8): 973-981.

Dahl, R. (1982). Dilemmas of Pluralist Democracy: Autonomy vs. Control. New Haven and London: Yale University Press.

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