

**THE UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK  
Memphis Campus**

**SW 517: Diversity, Social and Economic Justice, and Oppression**

Course Outline  
Fall 2009

INSTRUCTOR: Karen E. Dotson, L.M.S.W., L.S.S.W., M.B.A.

CLASS: Tuesdays, 5:30 – 7:30 P.M.

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OFFICE HOURS: Tuesdays, 4:30 – 5:15 P.M., By appointment

**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 (<http://www.csw.utk.edu/mssw/>).

**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 rights).*

### **Required texts & readings:**

Andersen, M.L. & Collins, P.H. (2010). *Race, class, and gender* (7<sup>th</sup> edition). Belmont, CA: Wadsworth.

\*\*\* Electronic library reserves: SW 517 Dotson [www.lib.utk.edu](http://www.lib.utk.edu)

### **Course Expectations / Evaluation Procedures:**

Students are expected to participate fully in all online activities and in all classroom sessions. Students are expected to read all assigned readings thoroughly before coming to class and other course requirements are expected to be completed on time. It is imperative that students contact the instructor regarding any circumstances that interfere with weekly attendance and participation, or the completion of course requirements.

### **Assignments and Grading**

All assignments must be submitted to the instructor at the beginning of the class period on the date due. Students are expected to complete and submit out of class written assignments on time & in response to the questions of each assignment. All assignments **MUST** be submitted, through the course Blackboard **AND** meet the following criteria:

1. Of graduate level quality in writing and organization.
2. Properly citing sources in accordance with the *Publication Manual of the American Psychological Association* (5<sup>th</sup> edition) in textual citations & reference lists, and
3. Use 12 fonts, double-spacing, 1" margins on all four sides, and inclusive non-sexist language.

If there is an emergency situation that prevents you from completing an assignment on time, the instructor **MUST** be notified via a message on voicemail OR email AT LEAST 2 HOURS PRIOR TO THE DUE DATE & TIME of the assignment. If a **48 hour** extension is granted, there will be an automatic deduction of 3 points.

### Course Grading and Point Distribution

<b>Total Point Distribution for Course;</b> total points for course grades are <u>not</u> rounded—e.g., 81.999 = 81.0 (= C+)	<b>Points for Course Assignments, Quizzes, &amp; Activities</b>	
100 – 95	A	In class Activity: Print media analysis 4 points
94 – 88	B+	In class Activity: Ethical dilemmas & advocacy 4 points
87 – 82	B	In class Activity: Community Field trip analysis 5 points
81 – 76	C+	Four Discussion Boards (3 points each) 12 points
75 – 70	C	Lifelong Learning Plan 20 points
69 & Below	F	Ethnographic Interview & Paper 25 points
		Quiz #1 20 points
		Quiz #2 <u>10 points</u>
		<b>Total points achievable in this course 100 points</b>

### COURSE SESSIONS

#### August 25:

**Course outline [bring your copy to class]**

Overview of course outline: Competencies, requirements, readings, grading policies, assignments & activities

#### **Websites:**

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

[www.socialworkers.org/sections/credentials/cultural\\_comp.asp](http://www.socialworkers.org/sections/credentials/cultural_comp.asp)

National Center for Cultural Competence, Georgetown University. Washington, D.C.

<http://www.georgetown.edu/eseach/gucdc/ncc/index.html>.

#### September 1

**Topics:** Culturally affirming practice:  
Introduction to variations in cultural background  
What is culture? What is diversity?

**Video:** PBS *Race: The power of an illusion: The difference between us*

**September 1, continued****Terms & Concepts**

Ablism	Acculturation	Assimilation	Cultural identity	Diversity
Ethnicity	Family structure	Gender roles	Heterogeneity	Homogeneity
Language	Nativity	Otherness	Racism	Roles
SEC	Spirituality/orientation			

**Required Readings:**

A &amp; C:

Part I: "Why race, class, and gender still matter" – pages 1-16

Part II: "Systems of power and inequality" – pages 61-86

**Assignment: Online: Discussion Board #1:** September 2 – closed September 7 (10p.m. ET)**September 8**

Discussion Board Review

\*\*\*Weaver. Chapter 3. "Self-reflection," pages 47-65. *Explorations in cultural competence: Journeys to the four directions.*

On Blackboard under Course Materials:

Dimensions of culture  
Stages of Change**September 15****Topics:** Thinking critically  
Historical trauma & oppression  
Institutionalized oppression: Discrimination & dynamics of oppression**Video:** *In the white man's image***Terms & Concepts**

Ageism	Birdcage	Class	Classism	Discrimination
Hegemony	Heterosexism	Institutionalized oppression		Inter-sectionality
Liminality	Racism	SEC	Sexism	Sexual orientation
Social construction		Stigma	Stereotype(s)	Xenophobia

**Required Readings:**

A &amp; C:

Frye: "Oppression" – pages 43-45

Part III: "The structure of social institutions" - only pages 269-275

Takaki: "A Different Mirror" - pages 49-60.

Arnott &amp; Matthaei: "Race, class, gender and women's work" – pages 283-291

**September 22**

**Topics:** Power and inequality  
Intersections of race gender & class: Systemic inequality

**Video:** PBS: *The illusion of race: Part II*

**Terms:**

Ablism	Class	Classism	Discrimination	Dominate values
Gender	GLBTQ	Hegemony	Heterosexism	Homophobia
Intersectionality	Oppression	Otherness	Privilege	Relational status
SEC	Sex/gender role		Sexism	Social construction
Social institutions	Social role(s)		Worldview	

**Required readings:**

A & C:

Part II: "Systems of power and inequality" – pages 61-66 only

Williams: "Of race and risk" – pages 93-95

McIntosh: "White privilege: Unpacking the invisible knapsack" – pages 99-101

Jensen: "Across the great divide: Crossing classes and clashing cultures" – 122-128

**Assignment: Online: Blackboard Discussion #2:** Open Sept. 23<sup>rd</sup>, closed Sept. 28<sup>th</sup> (10 p.m. ET)

**September 29**

Discussion Board Review

A & C:

Scott and Leonhardt: "Shadowy lines that still divide" – pages 115-122

Malveaux: "Gladiators, gazelles, and groupies: Basketball love and loathing – pages 188-193

Katz: "The invention of heterosexuality" – pages 242-253

Newman: "The invisible poor" – pages 308-316

**NOTE:** A logic model (LM) form is posted under Blackboard Assignments. You may find the LM useful in developing your Lifelong Learning Plan and is an acceptable format for that assignment.

**October 6**  
**7:00 p.m.**

**Community Conversations: Exploring issues of civic responsibility**

**A Conversation with Dr. Alvin F. Poussaint**

Presented by Facing History and Ourselves and The Allstate Foundation  
Hutchinson School

1740 Ridgeway Road

**October 13**

**Topics:** Human rights, genocide & hate crimes  
Advocating & empowerment for basic human rights

**Terms & Concepts:**

Asylum	Bi-cultural	Civil rights	Genocide	Hate crimes	Human rights
Immigration status		Indigenous	Liminality	Newcomers	Oppression
Refugee	Social justice				

**Required Readings:**

A & C:

Zinn, Hondagneu-Sotelo & Messner: "Sex and gender through a prism of difference" – pages 153-161

Snipp: "The First Americans: American Indians" – pages 463-469

Childs: "Navigating interracial borders: Black-white couples and their social worlds" - pages 330-338

Lareau: "Unequal childhoods" – pages 343-352

Madrid: "Missing people and others" – pages 17-21

**Websites:**

National Network for Immigrant and Refugee Rights: [www.nnirr.org](http://www.nnirr.org)

Human Rights Reports: Genocide & the Holocaust

[www.unitedhumanrights.org/Genocide/history\\_of\\_the\\_holocaust.htm](http://www.unitedhumanrights.org/Genocide/history_of_the_holocaust.htm)

Report on genocide, 2007. [www.unhrc.org](http://www.unhrc.org)

National Center for Human Rights Education: [www.nchre.org](http://www.nchre.org)

**Assignment: Online: Discussion Board #3:** Open Oct. 14<sup>th</sup>, closed Oct. 19<sup>th</sup> (10 p.m. ET)

**October 20**

Discussion Board Review

**Topics:** Advocating & empowerment for basic human rights  
Immigration

**Terms & Concepts:**

Asylum	Bi-cultural	Civil rights	Genocide	Hate crimes	Human rights
Immigration status		Indigenous	Liminality	Newcomers	Oppression
Refugee	Social justice				

\*\*\*Weaver. Chapter 4: "Striving for cultural competence," pages 63-82. *Explorations in cultural competence: Journeys to the four directions.*

\*\*\*Weaver. Chapter 12: "Immigrants and refugees," pages 263-274. *Explorations in cultural competence: Journeys to the four directions.*

**NOTE:** Quiz #1 Study guide under Blackboard Quizzes

**NOTE:** Requirements for Community Field Trips under Blackboard Assignments

**NOTE:** Lifelong Learning Plan under Blackboard Assignments: **DUE NO** later than **October 30, 2009** by 5:00 p.m. submitted via Blackboard Assignments

**October 27**

**Community field trips:** Exploring diversity & oppression in our backyard.

**NOTE:** Lifelong Learning Plan under Blackboard Assignments: **DUE NO** later than **October 30, 2009** by 5:00 p.m. submitted via Blackboard Assignment Manager

**Quiz #1 Blackboard Online;** 20 items, multi-response/multiple choice & true/false; opens **October 27 @ 7:30 p.m., closes November 3 @ 4:30 p.m.;** time limit is 60 minutes.

**November 3**

**In-class small group activity:** Critical analysis of community field trips

**Topics:** Societal influences and stereotypes  
Social and economic justice & disparities

**In-class small group activity:** Critical analysis of print media

**Video:** PBS Episode III: *The house we live in*

**Terms & Concepts:**

Class	Discrimination	Disparity(ies)	Economic justice
Heterosexism	Invisibility	Media influences	Otherness
Social institutions	Social justice	Stereotypes	

**Required Readings:**

A & C:

Part III: "The structure of social institutions" - only pages 277-282

Han: "Darker shades of queer: Race and sexuality at the margins – pages 255-262

Mantsios: "Media magic: Making class invisible" – pages 386-394

**Assignment: Online: Discussion Board #4:** Open Nov. 4<sup>th</sup>, closed Nov. 9<sup>th</sup> (10 p.m. ET)

**November 10**

Discussion Board Review

**Topics:** Culturally related values & attitudes regarding older adults and later life  
Diversification of the older population

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

**Terms & Concepts**

Ageism	Filial piety	Inter-sectionality	Older adults
Productive aging	Stereotypes	Spiritual orientation	The old old
Community action	Inherent/indigenous support		Interconnectivity
Prejudice	Social change	Social constructions	Worldviews

**November 10, continued****Required readings:**

\*\*\*Pinquart, M., & Sorenson, S. (2005). Ethnic differences in stressors, resources, and psychological outcomes of family caregiving: A meta-analysis. *Gerontologist*, 45(1), 90-106.

\*\*\*Pinquart, M., & Sorenson, S. (2006). Gender differences in caregiver stressors, social resources, and health: An updated meta-analysis. *Journals of Gerontology* 61B(1), P33- P45.

**NOTE:** Blackboard: Requirements for **Ethnographic Interview Paper** under Blackboard Assignments. **DUE** no later than November 24 @ 7:30 p.m.; **NO extensions**

**November 17**

**Topics:** Locating culturally affirming resources  
Ethical principles & dilemmas in practice

**In class small group activity:** Critically analyzing ethical dilemmas arising in cross-cultural practice.

**A & C:**

Part IV: "Pulling it all together" – pages 501.

Bell: "Silent covenants" – Blackboard Course Materials

Espiritu: "Ideological racism and cultural resistance" – BB Course Materials

**Websites:**

NASW. *Code of Ethics*. [www.socialworkers.org](http://www.socialworkers.org)

International Federation of Social Workers. *Code of Ethics*. [www.ifsw.org](http://www.ifsw.org)

**NOTE:** Quiz #2 Study Guide under Blackboard Quizzes

**November 24**

**Quiz #2 Blackboard Online;** 10 items multi-response/multiple choice and true/false; opens @ 5:30 p.m., closes @ 7:30 p.m.; time limit is 30 minutes.

**Due:** Ethnographic Interview Paper **DUE** no later than 7:30 p.m. submitted via Blackboard Assignment Manager; **NO extensions**

**December 1**

**In-class small group activity:** Carolyn Sniff legal brief

**You must be present & participate in this in-class activity – there is no "make up."  
[5 points]**

**Blackboard Discussion Boards:** There are four; each is worth 3 points. Grading is as follows:  
0-1.0 point = inadequate participation & inadequate content in responses to discussion;  
1.1-2.0 points = adequate participation & adequate content in responses to discussions;  
2.1-3.0 points = adequate participation & adequate content in response to discussions  $\pm$  evidence of critical analysis and critical thinking in responses to discussion.

\*The resources for each Discussion Board are provided to each group through their Blackboard group site.

**Discussion Board #1:** Discussing & critically analyzing myths, personal beliefs, values, & the formation of cultural identity & worldviews. PBS Website: *Race & the illusions of race*; detailed instructions posted for each discussion board.

**Discussion Board #2:** Critical thinking: Discussing privilege, & systems of power & inequality & their impact on basic human rights; detail instructions posted for each discussion board group.

**Discussion Board #3:** Using information technology to discuss national & international oppression, genocide, hate crimes, oppression, locating culturally affirming resources; advocating & empowerment leading to basic human rights including freedom, safety, privacy, adequate standards of living, health care & education; detailed instructions posted for each discussion board group.

**Discussion Board #4:** Discussing health, social and economic disparities nationally and internationally; detail instructions posted for each discussion board group.

**In class small group activity: Print media analysis of lay magazines.** The purpose of this activity is to explore the influence of print media on shaping and forming cultural identities, stereotypes, and/or other societal messages, and to analyze how personal values & beliefs & biases influence our perception of these images. **Each student is responsible for bringing one article to class (1 of 4 points). There is no "make up."**

**In class small group activity: Community trip analysis.** The purpose of this activity is to critically analyze and share what you learned or became aware of during your community trip concerning your own beliefs, biases, and values about diversity, race, and socio-economic class and to discuss how these may influence culturally affirming & respectful communication in practice. For the community trip, please use Memphis' public bus system or trolley in groups of no more than four (4) persons. **(5 points). There is no "make up."**

**In class small group activity:** Critical analysis of ethical dilemmas arising in cross-cultural practice and develop strategies to advocate for culturally affirming practice that is respectful of diversity and cultural background(s). **(4 points) There is no "make up."**

### **Ethnographic Interview & Written Essay Assignment**

**Objective of this assignment:** To understand what it means to live as a member of a cultural group the one(s) to which you yourself belong unlike in more than one demographic (e.g., gender, age, spiritual orientation, race, ethnicity, immigration status) through taking the "learners" stance with an informant of as an expert in her/his cultural background other than your own.

#### **Guide for Interview**

##### **First:**

- 1) Select a person (known as an "informant") who is not related to you, who is not a client or a supervisor, and whom you do not know very well at all; AND who is unlike yourself in at least one major demographic, cultural characteristic.
  - a) explain that you are doing an assignment for your course, Diversity, social and economic justice, and oppression;
  - b) emphasize that you will keep the conversation CONFIDENTIAL;
  - c) emphasize that you will not disclose in anyway the identity of the person;
  - d) emphasize that you will not tape record the conversation;
  - e) explain briefly that your intent is to understand what is like to be a person with his/her demographic characteristics and her/his experiences in school, at work, in his/her neighborhood, at shopping centers, dating, buying groceries, on the street, applying for a job, etc., (i.e., in her/his life in general).
  - f) if the person agrees to be interviewed, proceed with setting up the interview
  - g) REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—
- 2) Then:
  - a) engage the person in a discussion around the issues noted in #1.e. above.
  - b) REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—

### **3) After extensive reflection on the what you heard in the interview:**

Develop a written paper covering each of the following:

Accurately incorporate five of the terms and concepts as listed below into the following.

- a) Summarize the significant areas covered in the interview from the viewpoint of the informant; this is not a "he said/she said" report. (4 points)
- b) What did you learn about the interaction of culture and its influence on identity, feelings, beliefs, values, & worldviews from the viewpoint of the informant? (7 points)
- c) What did you learn about group membership, access to social and economic resources, power relationships, privilege, and discrimination? (7 points)
- d) Reflect and discuss your own personal beliefs & values & your own internal process in the Stages of Change as a result of the interview. (Blackboard under Course materials). (4 points).

**Note:** This assignment results in a typed, 4-page maximum, double-spaced paper utilizing APA standards & 12 fonts; submitted via Blackboard Online Assignment Manager.

\*Total points achievable = 25 points with 22 points on responses to the above items, and 3 points on graduate level writing/organization. See Terms & Concepts required for appropriate & accurate inclusion in this assignment below.

Terms and concepts from which to select five (5) terms/concepts to incorporate in your paper:

Ageism	Institutional oppression
Birdcage	Intersectionality
Culture	Immigrant status
Discrimination	Liminality
Ethnicity	Oppression
Gender	Otherness
Heterosexism	Racism
Homophobia	Sexism
Immigration status	Immigrant status

### **Lifelong Learning Plan: The first four-years in attaining cultural competence**

The purpose of this assignment is for you to develop a clear plan for achieving the foundation to your becoming culturally competent in your commitment to lifelong professional learning. The Learning Plan must include:

**1-Overall Goal** –a description of your own culturally affirming/competent knowledge and skills specific to a culture/cultural background that will occur as a result of your achieving the objectives of the plan through implementing the methods/activities identified for each objective. **(2 points)**

**2-A minimum of three (3) Objectives** that when accomplished will cumulatively lead you to achieving your Overall Goal. **(2 points each Objective)**

**3- A minimum of three (3) Methods/activities for each Objective** in which you will engage, that cumulatively will lead to your achieving the related objective. **(1 point each Method/activity)**

#### **NOTE:**

- Be sure that you have identified the year (i.e., 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup>) in which each Objective will be achieved.
- Methods/activities are observable behaviors (e.g., visit X; view X; read X; write on X, interview, etc.). Just thinking/contemplating/meditating are not observable, and, thus, not acceptable Methods/activities.
- **Maximum 3 pages**; it is good to use a standard Logic Model format, or outline format.
- **Total points achievable = 20**, with 17 points on content, clarity, & logical organization, & 3 points on graduate level writing.

### Quizzes

Both quizzes are timed, with each item worth 1 point, & occur on Blackboard.

**Quiz #1 has 20 items & covers** the terms and concepts for understanding diversity & cultural background(s), mechanisms of oppression, institutional oppression, discrimination, liminality, marginalization, power & privilege, cultural identity formation, culturally specific knowledge, social & economic justice, & diversity, immigration from the beginning of the semester to the week of the Quiz; timed to 60 minutes; 1 point each item.

**Quiz #2 has 10 items and covers** the terms and concepts for understanding stereotypes, societal influences, redlining, disparities, classism, ageism, elements of cultural varieties, ethical dilemmas in culturally diverse practice, culturally affirming resources from Quiz #1 to the week of Quiz #2; timed to 30 minutes; 1 point each item.

**NOTE:** Terms and concepts appear in the delineation of each course session in this outline; study guides will be posted on Blackboard for each quiz.

### Additional Resources

#### Films:

*Bend it like Beckham*

*Beyond beats and rhymes*

*Boys don't cry*

*Killing us softly 3*

*Raising Cain: Boys in focus*

*TransAmerica*

*Whale rider*

#### Print media & websites:

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*. (6<sup>th</sup> ed.). NY: Metropolitan Books

Andersen, M.L. & Collins, P.H. (2010). *Race, class, and gender* (7<sup>th</sup> edition). Belmont, CA: Wadsworth.

Anti-defamation League: [www.adl.org](http://www.adl.org)

Asian-American Chamber of Commerce: [www.asianamerican.org/as.html](http://www.asianamerican.org/as.html)

- 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.
- Center for Media Literacy Library. *Five core concepts. Five key questions.* [www.mediaed.org](http://www.mediaed.org)
- Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment.* (2<sup>nd</sup> 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.* (5<sup>th</sup> ed.). Mountain View, CA: Mayfield Publishing Co.
- Foundation for Ethnic Understanding: [www.ffeu.org](http://www.ffeu.org)
- Hodge, D. (2004). Working with Hindu clients in a spiritually sensitive manner. *Social Work*, 49(1), 27-38.
- hooks, b. (2000). *Feminism for everybody.* Cambridge, MA: South End Press.
- International Association of Schools of Social Work (IASSW) (2004) Global Standards for Social Work Education and Training. [www.iassw-aiets.org/](http://www.iassw-aiets.org/)
- Japanese American Citizens League: [www.jacl.org](http://www.jacl.org)
- Kimmell, M. S. & Messner, M. A. (Eds.). (1995). *Men's lives* (6th Ed.). Boston: Pearson/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* (2<sup>nd</sup> 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*.  
[www.socialworkers.org/sections/credentials/cultural\\_comp.asp](http://www.socialworkers.org/sections/credentials/cultural_comp.asp)
- National Conference for Community and Justice: [www.ncci.org/](http://www.ncci.org/)
- National Congress of American Indians: [www.ncai.org/](http://www.ncai.org/)
- National Council of La Raza: [www.ncir.org/](http://www.ncir.org/)
- National Urban League: [www.nul.org/](http://www.nul.org/)
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