

SOCW 329/626: Diversity, Power, and Oppression

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Course Information:
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T 1-3:50pm

***The mission of Abilene Christian University** is to educate students for Christian service and leadership throughout the world.*

***The Abilene Christian University School of Social Work** strives to honor God by advocating for social justice for the poor and vulnerable of the earth; by celebrating the gift of diversity; by integrating faith and social work; and by building the evidence base for effective and humane social work practice.*

***The mission of the School** is to prepare graduates to be competent and effective practitioners able to incorporate their faith and best evidence into practice; to advance social work knowledge through research and other scholarly activities; and to promote social justice worldwide through leadership roles in the social services.*

Course Rationale

Social workers have a responsibility to meet the needs of diverse client systems in our society; therefore, all social workers should have some specific knowledge about these groups. The focus of this course is on special population groups that should be understood in the context of not only problems that often accompany their particular status, but also from the richness of their heritage and their beneficial contribution to society.

Course Goal

Students will demonstrate an understanding of the forms and mechanisms of oppression, and apply strategies of advocacy and social change that advance social and economic justice and are non-discriminatory and respectful of client and community diversity.

Target Audience

This course is intended for undergraduate and foundation graduate students in the second semester the Human Behavior content area.

Course Description

This course serves as a foundation for the understanding of the nature, character and consequences of exclusion. The common denominator for all of groups studied is the fact that they have been constantly affected by social, economic and legal biases. We will do this by investigating each population (via lecture, discussion, field trips, speakers, and media) and the theories that apply.

Course Content

It is the goal of this course to explore issues of diversity in multicommunal societies and begin the generation of appropriate practitioner skills or intervention processes. The course explores the implications and connections of discrimination for special populations, such as women, ethnic groups, older persons, LGBTQ populations and the disabled. This course takes a look at current issues as well as theory and our role as advocates.

Relation of this course to other BSSW/MSSW courses

The undergraduate course is designed to parallel that of the second semester foundation graduate students in the MSSW program (therefore, these groups will make up a combined class). Concepts introduced in this course build on knowledge of human behavior, as presented in Human Behavior and Social Environment I. The knowledge developed in this course provides students with a framework for thinking about social policy, and for conducting ethical research. An understanding of the impact of oppressive and discriminatory policies on individual lives, as well as of the resources available to them, is particularly important for micro-, mezzo-, and macro-level social work perspectives.

Relation of this course to key curricular themes

- *Faith and social work.* Students will examine the relationship between spiritual beliefs, especially Christian beliefs, and the understanding of diversity, power, and oppression in social work practice. Students will also engage in issues related to the faith and belief systems of the populations studied.
- *Evidence-based practice.* Students will critically analyze the dynamics of diversity, power, and oppression and its impact on ethical and effective social work practice.
- *Honoring diversity.* Students will engage in in-depth exploration of human diversity in this course. In addition, students will apply this knowledge to the development of practice skills confronting institutional discrimination.
- *Social justice.* Students will examine the ethical imperatives associated with the core social work value of social justice and how these imperatives play out in diversity, power, and oppression.

Teaching and Learning Methods

This course will be conducted in an active learning environment. It will include lectures and discussions, readings, guest speakers, student presentations, small group processing, film and other audio-visual materials, as well as some opportunities for experiential learning.

Course Objectives

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

1. Demonstrate an *understanding of the nature of prejudice and effects of discrimination* on individuals and groups (assignments: homework, journal articles, advocacy organization presentation, community meeting experience).
2. Demonstrate knowledge of the *historical and social forces* that have worked for and against the exclusion of groups of people from opportunities and services at the institutional, community, and societal levels (assignments: homework, advocacy organization presentation, cultural awareness paper).
3. Demonstrate knowledge of the *roles played by advocacy groups* in minimizing barriers to opportunities and services for populations who experience discrimination (assignments: homework, journal articles, advocacy organization presentation).
4. Demonstrate an understanding of the dynamics of *excluding and being excluded at the individual, group, and familial level* (assignments: homework, journal articles, community meeting experience, cultural awareness paper).
5. *Identify and manage their own feelings* of difference and similarity as they relate to the development of self and their own practice skills (assignments: community meeting experience, cultural awareness paper).
6. Identify and consider ways of addressing *institutional discrimination* as it appears in social welfare policy and in the management and practice of human services (assignments: homework, journal articles, advocacy organization presentation).
7. Demonstrate an ability to *apply social work values and ethics* to practice with diverse populations (assignments: homework, journal articles, advocacy organization presentation, community meeting experience, cultural awareness paper).
8. Demonstrate knowledge of *differential assessment and intervention skills* needed to serve diverse populations (assignments: homework, community meeting experience).
9. Demonstrate an *understanding and appreciation of human diversity* and family strengths (assignments: homework, journal articles, community meeting experience, cultural awareness paper).

Course Expectations

- Complete all required reading assignments, including handouts presented during class sessions. Demonstrate knowledge of course material through participation in class discussions & exercises. Attend class regularly. ***Students are expected to demonstrate professional social work behavior and to adhere to the N.A.S.W. Code of Ethics. Evaluation of this course requirement will consider the student's quantity and quality of helpful participation and engagement in the course.***
- Social Work is a profession. Professionalism is reflected in completion of work in a timely manner and punctuality. You are expected to cultivate these attributes in class and field education. **In this course, late work is not accepted.** Regular class attendance is expected. Absences exceeding three class sessions will result in lowering your grade one letter grade. Three times late will be considered the same as one absence.
- Please be respectful of your colleagues and instructor.
 - Therefore, use of mobile devices, while encouraged *for classroom activities*, should be used with discretion.
 - *Whispering and other side conversations can be very distracting to those around you.*
- “Social work courses are often messy and ambiguous, with room for multiple and diverse perspectives. We all must attempt to think critically and treat each other with respect when opinions are shared. Language should be used which recognizes diversity and is respectful of others. It is also imperative, as we struggle with complex political, personal and social issues, that we not silence others by assuming that there are ‘politically correct’ lines of thoughts that cannot be challenged. Let us attempt to struggle for intellectual growth as we endeavor in this process.”
- In order to demonstrate equity, there will be no extra credit opportunities, unless it benefits the entire class.

Disability Policy

If you have a documented disability and wish to discuss academic accommodations, please feel free to contact me. The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Disability Services and you must complete a specific request for each class in which you need accommodations. Call extension 2750 for an appointment with the Director of Disability Services.

Statement of Academic Integrity

Violations of academic integrity and other forms of cheating, as defined in ACU's Academic Integrity Policy, involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the Policy. While the university enforces the Policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship, and research.

The full Policy is available for review at the Provost's office web site (<http://www.acu.edu/campusoffices/provost>) and the following offices: provost, college deans, dean of campus life, director of student judicial affairs, director of residential life education, and academic departments.

Any such violation will result in a grade of zero for that assignment.

Required Texts:

Lum, D. (2011). (Ed.). *Culturally competent practice: A framework for understanding diverse groups and justice issues*. Pacific Grove, CA: Brooks/Cole.

* Additional required readings will be made available on the course blog.

Assignments

Homework

As part of the homework grade, there will be reflection papers, etc. due over the course of the semester to encourage critical thought. Reflection papers might be in reaction to readings, speakers, field trips or media presentations. Other assignments will be included per content area. The averaged homework grade is worth 20% of the final course grade.

Journal Article Presentation

Each student will research a **peer-reviewed journal article**, process and present it to the class on scheduled class session. This article must be relevant to the current course content. Presentation of the article must include: 1) an overview of the article (including findings), 2) relevance to course content, and 3) discussion facilitation (start with a question). Please submit on paper, the article reference. Grading criteria includes presentation of the article and discussion. This is 10% of total grade.

Class Participation

Due to the nature of this course, each student is responsible for contributing to class discussion. Students should also contribute current material from the media, books, workshops and other resources. Each student's participation is essential. Class participation includes (yet, not limited

to) being prepared to discuss readings and assignments, sharing your opinions on the topic at hand, facilitating the participation of other students, participating in blog assignments, and engaging guest speakers. Participation is worth 10% of your total grade.

Advocacy Organization Analysis Presentation (due 2/14)

The purpose of this presentation is to familiarize students with the political efforts and advocacy work currently being conducted to end oppression or improve the quality of life of oppressed groups in the U.S. *You must submit your choice of organization to the instructor no later than March 1.* This assignment is worth 20% of your total course grade. See Appendix A for details.

Community Meeting Experience & Paper (due 3/20)

Attend a community meeting of a different racial or ethnic group. For example, you could attend a church service, AA meeting, concert, play, dance production, precinct meeting, or club meeting. It is essential that the backgrounds of the participants at this event be significantly different from your own background and that you go alone. This assignment is worth 20% of your total grade. See Appendix B.

Cultural Awareness Paper (due 4/24)

The student will write a paper that examines one's own cultural background. The paper is to be based on the cultural awareness model in Lum, chapter five (5). This assignment is worth 20% of your total grade. See Appendix C for a concise outline.

Summary of Assignments

Homework	20%
Journal Article Presentation	10%
Class Participation	10%
Community Meeting Experience and Paper	20%
Cultural Awareness Paper	20%
Advocacy Organization Analysis Presentation	20%
	=100%

Evaluation Methods and Grading:

Assignments are designed to promote acquisition of the knowledge, skills and values identified in the syllabus, as to provide a basis for the evaluation of this. Criteria for assignments will be provided throughout the semester. Semester grades are awarded based on the following scale:

100-90	A (demonstrates exemplary competency and production)
89- 80	B (demonstrates above average competency and production)
79- 70	C (demonstrates average competency and production)
69 and below	F (fails to demonstrate adequate competency and production)

Course Outline (subject to change as opportunities arise!)

Week	Content
1-1/17	Introduction Pre-test... Lum, chapter 1 NASW Standards for Cultural Competence in Social Work Practice (2007) http://www.socialworkers.org/practice/standards/NASWCulturalStandardsIndicators2006.pdf On The Course Blog: Ewalt, P. (1994). On not knowing. <i>Social Work</i>, 39(3) pp. 245-246 Castania, K. (2003). <i>Diversity: The evolving language of diversity</i>. Ithaca, NY: Cornell University. Petchauer, E. (2012). Why ethnic studies courses are good for White kids too. <i>Diverse Blog</i>
2-1/24 (1/23 was Chinese New Year)	Historical and Social Context Lum, chapter 2 <i>Race: the Power of an Illusion (Ep. 1)</i> On The Course Blog: Brundage, F. (1997). American Slavery: A look back at the peculiar institution. <i>The Journal of Blacks in Higher Education</i>, 15(Spring), 118-120. Cohn, R. (1985). The Death of Slaves in the Middle Passage. <i>Journal of Economic History</i>, 45(3), 685-692. Petrulionis, S. H. (2001). "Swelling that great tide of humanity": The Concord, Massachusetts, Female Anti-Slavery Society. <i>The New England Quarterly</i>, 74(3), 385-418. Sirmans, M. E. (1962). The legal status of the slave in South Carolina, 1670-1740. <i>The Journal of Southern History</i>, 28(4), 462-473.
3-1/31	Historical and Social Context Lum, chapter 2 <i>Race: the Power of an Illusion (Eps. 2 & 3)</i> On The Course Blog: Jones, J. (2001). Federal power, Southern power: A long view, 1860-1940. <i>The Journal of American History</i>, 87(4). Sitkoff, H. (1971). Racial militancy and interracial violence in the Second World War. <i>The Journal of American History</i>, 58(3), 661-681. Smythe, H. H. (1949). The concept "Jim Crow". <i>Social Forces</i>, 27(1), 45-48. Stephenson, G. T. (1909). The separation of the races in public conveyances. <i>The American Political Science Review</i>, 3(2), 180-204.

4-2/7	Cultural Competence & Social Justice Lum, Chapter 3 On The Course Blog: Cable, S., & Mix, T. L. (2003). Economic imperatives and race relations: The rise and fall of the American Apartheid System. <i>Journal of Black Studies</i> , 34(2), 183-203. McVeigh, R., Welch, M. R., & Bjarnason, T. (2003). Hate crime reporting as a successful social movement outcome. <i>American Sociological Review</i> , 68(6), 843-867.
5-2/14	Cultural Competence: Framework, Awareness, Knowledge Acquisition & Skill Development Lum, chapters 4-7 <i>Standing in the Gap</i> On The Course Blog: Sue, D. W., & Sue, D. (1999). Racial and cultural identity development: Therapeutic Implications. In <i>Counseling the Culturally Different: Theory and Practice</i> (pp. 121-142). 2/14 Advocacy Organization Analysis Presentation Due
6-2/21	Racism: Native American Populations Lum, chapter 8 <i>Skins</i> On The Course Blog: TBA
7-2/28	Racism: European American Populations Lum, chapter 9 On The Course Blog: TBA McIntosh, P. (1990). White Privilege: Unpacking the invisible knapsack. <i>Independent School</i> , 49(2), 31-35.
8-3/6	Racism: African American Population Lum, chapter 10 Bagwell, O & Bellows, S. (Producers). (1998) <i>Africans in America</i> . Boston, PBS Video. http://www.pbs.org/wgbh/aia/home.html . On The Course Blog: Leonard, J. S. (1986). What was Affirmative Action? <i>The American Economic Review</i> , 76(2), 359-363. Wilson, J. K. (1996). The myth of reverse discrimination in higher education. <i>The Journal of Blacks in Higher Education</i> , 10(Winter), 88-93. Major conservative scholar concedes Affirmative Action is here to stay. (1996). <i>The Journal of Blacks in Higher Education</i> , 10, 37. The Affirmative Action conversion of Nathan Glazer. (1998). <i>The Journal of Blacks in</i>

	<i>Higher Education, 20, 32.</i>
3/13	SPRING BREAK!
9-3/20	Racism: Latino Populations Lum, chapter 11 <i>Daniel Garcia</i> On The Course Blog: Gomez, L. E. (1992). The birth of the "Hispanic" generation: Attitudes of Mexican-American political elites toward the Hispanic label. <i>Latin American Perspectives, 19</i> (4), 45-58. Bush, G. W. (2006). Remarks on Immigration Reform in Alexandria, Virginia (pp. 1266-1267): Administration of George W. Bush. O'Beirne, K. (2006). Winning on Immigration. <i>National Review, 19</i> -20. 3/20 Community Meeting Experience & Paper due
10-3/27	Racism: Asian Populations <i>Go game</i> Lum, chapter 12 On The Course Blog: TBA
11-4/3 (NADD)	Religious Discrimination: Muslim Populations <i>30 Days</i> Lum, Chapter 13 On the course blog: TBA
12-4/10	Sexism Lum, chapter 14 On The Course Blog: Baldwin, D. (1978). Poverty and the older woman: Reflections of a social worker. <i>The Family Coordinator, 27</i> (4), 448-450. Peek, C. W., Lowe, G. D., & Williams, L. S. (1991). Gender and God's Word: Another look at religious fundamentalism and sexism. <i>Social Forces, 69</i> (4), 1205-1221.
13-4/17	Heterosexism Lum, chapter 15 <i>Field trip to Exodus</i> On The Course Blog: Wink, W. Homosexuality and the Bible. http://www.bridges-across.org/ba/wink.htm#bible Oswald, R. F. (2001). Religion, family, and ritual: The production of gay, lesbian, bisexual, and transgender outsiders-within. <i>Review of Religious Research, 43</i> (1), 39-50. Poindexter, C. (1997). Sociopolitical antecedents to Stonewall: Analysis of the

	origins of the gay rights movement in the United States. <i>Social Work</i> , 42(6). 607-615.
14-4/24	Ableism/Ageism Lum, chapters 16-17 <i>Field Trip to DRI</i> On The Course Blog: Albert A. Herzog, J. (2004). Spires, wheelchairs, and committees: Organizing for disability advocacy at the judicatory level. <i>Review of Religious Research</i> , 45(4), 349-367. Butler, R. N. (1989). Dispelling ageism: The cross-cutting intervention. <i>Annals of the American Academy of Political and Social Science</i> , 503, 138-147. 2/24 Cultural Awareness Paper Due
15-5/1	Wrap up and evaluations Post-test.

Appendix A

Advocacy Organization Analysis Presentation:

The purpose of this assignment is to familiarize you with the political efforts and advocacy work currently being conducted to end discrimination or improve the quality of life of oppressed groups in the U.S.

Select an advocacy organization that works to address the discrimination or oppression faced by a subgroup of the population (i.e. LULAC, NAACP, GLAD, Jewish Defamation League, National Congress of American Indians, NOW, The Gray Panthers). This subgroup must lag behind the general population on specific social or economic indicators. You MAY be a member of this subgroup.

The organization you choose must be actively working to end at least one major facet of the subgroup's oppression, although this may be interpreted broadly. The organization can operate at the federal, state, or local level. *The organization may NOT be your field placement agency. Professional trade associations with a secondary mission of advocacy are not acceptable organizational choices.*

You must submit your choice of organization to the instructor no later than March 1. Several students may complete the assignment for the same organization.

In a PowerPoint (or prezi, etc.) presentation, please address the following questions:

1. In a brief introduction, succinctly summarize the work done by the organization, including the level (federal, state, local) at which it operates.
2. What are the short term goals the organization is pursuing? What steps is the organization taking to end the discrimination faced by its population of interest?
3. What are the longer term goals the organization is pursuing? Are any activities being pursued currently to attain these goals?
4. What efforts are being made to secure the support of the public?
5. What major work has the organization accomplished in the past year? What plans are currently underway?
6. What are the major barriers the organization faces in meeting its objective (please use concepts from the class to describe these)?
7. Has America's consciousness level been raised because of this organization's work?
8. If you were serving as a board member or executive director for this organization, what would your objectives for the next year be? How (be specific) will you work to achieve them? What tools and resources will you need to achieve them?

Creativity is encouraged-feel free to use pictures (not of people without their written consent) or other audio/visual media.

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This is a blog assignment. In 5-10 slides, address the above questions. This presentation is to be posted to the blog on the assigned due date. Additionally, part of this grade will be your thoughtful response to two other classmates' presentation.

Evaluation Criteria	
A brief introduction, succinctly summarized the work done by the organization, including the level at which it operates.	/10
Short term goals were clearly identified.	/10
Long term goals were identified.	/10
Efforts to secure the support of the public were clearly demonstrated.	/10
Major work accomplished in the past year and current plans were addressed.	/10
The organization's major barriers were identified.	/10
Understanding of this organization's influence on America's consciousness level.	/10
Proposed plan	/20
Creativity	/5
Response to two classmates' posts	/5
Total Points	/100

Appendix B

Community Meeting Experience & Paper

In an attempt to grow in one's own cultural awareness, as well as achieve an understanding of those who find themselves in the minority, each student will visit an assembly of some sort in which the student is given the opportunity to be different. The student must choose a venue that he/she has never experienced before and one in which the student does not "belong". In the past, students have chosen to attend an African American church, an AA meeting, and a Chinese New Year celebration, to name a few.

The student is to then write a paper in which she/he reacts to that visit. In three pages:

- 1) Describe the meeting, including the purpose, audience, setting, and elements of difference
- 2) Analyze your experience using concepts from this class
- 3) Provide your personal response and explain how this assignment will affect your professional practice.

Please write professionally, using correct grammar and appropriate sentence structures.

Evaluation Criteria	
Describe the meeting, including the purpose, audience, setting, and elements of difference	/25
Analyze your experience using concepts from this class	/25
Provide your personal response and explain how this assignment will affect your professional practice.	/25
Please write professionally, using correct grammar and appropriate sentence structures.	/25
Total Score	/100

Appendix C

Cultural Awareness Paper

The purpose of this assignment is to heighten the student's self-awareness. According to Lum, "The road to cultural competence begins with an understanding of your own personal and professional cultural awareness". And "...personal cultural awareness has a direct effect on how you as a social work professional will interact with a variety of diverse clients."

In this paper, the student will follow an outline that is explained in the Lum text, chapter five (5). Write a 4-6 page paper in the order of the following steps:

1. Know where you are in your life. Discuss your current station, such as your current reason for being at ACU, and a SW major. Where do you see yourself upon graduation? Consider what it is about you & your influences that put you here at this time. Discuss *positionality*.
2. Work through the dilemma of Americanization. Discuss your ethnic background. In what ways has your ancestors assimilated? Include whatever you think your population gained or lost in the process of becoming American. Ascertain in what ways you/your family is no longer able to identify with your culture of origin. What, if any, struggles or conflicts have arisen as a result?
3. Explore your family culture. Explore your family culture, including traditions, habits, ways of handling conflict, celebration, and grief for example. Are these aspects of family solely family patterns or ethnic in nature? Explain how family rules, etc. connect with ethnic background.
4. Practice cultural other awareness. Reflect on the cultural other awareness inventory (p.148-150). Describe what you have learned about other populations from exposure and experiences with other ethnicities.
5. Construct your intersectionality. Identify the different populations in which you alone belong. Discuss how these *memberships* or identities (in terms of gender, ethnicity, faith, ability, etc.) converge and conflict. How do these memberships influence you and inform your decision-making? Address both internal and external intersections.
6. Write a cultural biography. Describe interactions/experiences you have had with other ethnic/gender groups over your lifetime. Illustrate good experiences and bad, such as reconciliation & discrimination, including the players and your reactions.
7. Engage in dialogic conversation. Because we are not interacting with a client, it is not possible to demonstrate the dialogic conversation. However, it is important to reflect on what you might say to a client concerning your cultural position in relation to theirs. Write a short statement that would be appropriate to say to a client in light of "honest, sensitive and reflective conversation" about who you are.

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Evaluation Criteria	
Know where you are in your life	/10
Work through the dilemma of Americanization	/20
Explore your family culture	/10
Practice cultural other awareness	/10
Construct your intersectionality	/10
Write a cultural biography	/20
Engage in dialogic conversation	/10
Grammar/readability	/10
Total score	/100