

COURSE SYLLABUS

THEORIES OF DIVERSITY AND OPPRESSION

SWK 213	
Semester: Spring 2020	Program/Department California State University, Fresno
Course Name: Theories of Diversity and Oppression, ID # 31274	Instructor Name:
Units: 3	Office Location:
Time:	E-Mail:
Location:	Telephone:
Website:	Office Hours:

Course description: Integration, this course is also designed to provide the 3-unit knowledge base and is part of theories of human behavior sequence. The course content provides students with a theoretical and conceptual understanding of macro HBSE theories, including race, gender, sexual orientation, socioeconomic class, and disability.

Prerequisites for the course: HBSE 1

REQUIRED COURSE MATERIALS

Required:

Malcom Payne (2016). Modern Social Work Theory, Fourth Edition 4th edition, Oxford University Press. London.

Recommended:

Fiske-Rusciano, R. (2012) Experiencing race, class, and gender in the United States (6th edition). McGraw-Hill Companies

McDonald-Gibson, C. (2016) Cast Away: True Stories of Survival from Europe’s Refugee Crisis. New Press, New York. New York.

*Additional materials may be posted to Blackboard or retrieved from the library.

Course Outline

The major topics of this course include: forms of oppression from multiple critical theoretical lenses and theories of intersectionality, social constructivism, critical theories, multiculturalism, the toxic nature of White supremacy and privilege, implicit bias, human rights,

social justice and human development, strengths perspectives as tool of analysis to assess privilege/oppression and promote diversity and difference.

Course Objectives

COURSE OBJECTIVES, CORE COMPETENCIES, AND BEHAVIORS

Course Objective(s):

- Apply the concept of intersectionality to one's conceptual understanding of diversity in relation to issues of identity, privilege, and oppression.
- Understand the philosophy and techniques of participatory methods for engaging community-level work.

Competency 2: *Engage Diversity and Difference in Practice.* Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.

Behavior(s):

EP. 2.1: Demonstrate the understanding and appreciation for the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels. This is apparent in written and oral communication as well as other relevant behaviors.

Course Objective(s):

- Apply social constructionist and critical theory perspectives to uncover hidden assumptions and identify structural sources of oppression.
- Gain knowledge of the history and relevance of human rights to social work and the Code of Ethics, and apply a human rights framework to social work practice.
- Understand how knowledge construction affects how social problems are named and framed.

Competency 3: Advance Human Rights and Social, Economic, and Environmental

Justice. Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected.

Behavior(s):

EP 3.1: Clearly articulate and apply an advanced understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels

EP 3.2: Use leadership skills to engage in practices that advances social, economic, and environmental justice and use leadership skills to advance social and economic justice

Course Objective(s):

-Use diversity theories and models to conceptually guide the tasks of engagement, assessment, and intervention at the community level.

- Employ diversity theories and models to engage and assess in relation to a problem or opportunity at the micro, mezzo or macro levels.
- Build skills for planning, implementing and evaluating complex initiatives with deeper understanding of contexts of diversity.

Competency 6: *Engage with Individuals, Families, Groups, Organizations, and Communities.* Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with, and on behalf of, diverse individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and the social environment, and critically evaluate and apply this knowledge to facilitate engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand strategies to engage diverse clients and constituencies to advance practice effectiveness. Social workers understand how their personal experiences and affective reactions may impact their ability to effectively engage with diverse clients and constituencies. Social workers value principles of relationship-building and inter-professional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Behavior(s):

EP. 6.1: 2. Continuously assess and adapt one’s ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies across systems

Assignment and examination schedule

Due Date	Assignment	Points/Percent
February 3 rd through April 27 th	Teaching Diversity	15
March 23 rd	Essay	25
April 13 th	Walk in Somebody Else’s Shoes	25
May 11 th	Community-based action project	25
Throughout the semester	Class Participation	10

ASSIGNMENTS

Teaching Diversity- Each student in pairs of two or three will lead our learning in one of the main theory content areas (i.e., intersectionality perspective, social construction theory etc.). Each group will be responsible for delivering the content for this area throughout the semester with the assistance of the instructor (Groups of two or three).

15 pts. Graded for Participation. Due -February 3, 2020 through April 27, 2020.

Essay- Choose one topic from the following:

Racism

Write an essay assessing the concept of “white privilege” as discussed in the Nylund article. Use social construction theory and the four components of oppression discussed in class to explain how definitions of race and whiteness have been used to disenfranchise people of color. Use at least five (5) scholarly articles and relevant concepts from the textbook to help substantiate your argument.

Sexism

Write an essay analyzing the experience of sexism in the United States or in another country that you identify. Use the theories discussed in class and in your text to enlighten the reader on the issue of sexism and how it affects the day to day lives of people, particularly, women. Use the articles *Oppression* and *The Second Sexism* (both will be added to Blackboard) in your analysis and at least 5 other academic/scholarly articles.

Ableism

Write an essay analyzing the experience of ableism in the United States or in another identified country. Use the three models of disability as a basis for your analysis. Bring into your analysis the article *The New Paternalism: evaluating the idea of disabled persons as oppressed minority* and at least 5 more current articles or textbook readings that are relevant to support your argument.

LGBTQ

Write an essay analyzing the relationship between LGBTQ identity and oppression. Utilize concepts found in 2 scholarly articles on the LGBTQ experience and at least 5 other academic/scholarly articles from our weekly readings.

Classism

Write an essay on the experience of poverty and inequality in the United States. **Include** answers to the following questions in your essay: 1. Who is responsible for the plight of the poor? Why?; 2. What should be the response of social service agencies? Why?; 3. How is poverty directly linked to attitudes concerning the poor? Use at least 5 recent articles to substantiate your point.

Ageism

Write an essay discussing the phenomena of elder abuse in the United States or in another country that you identify. Apply the four components of oppression to the common types of elder abuse identified in the literature and that are relevant to your example. Use at least 5 more recent or current articles to substantiate you point.

Common Assignment: Walk in somebody else's shoes (individual assignment): The assignment is intended to encourage students to experience diversity from somebody else's or group's perspective. For this assignment, each student should either communicate with, or visit a place that would allow you to get to know an individual, group, activity or an organization that you are not familiar with to understand their view.

Walk in somebody else's shoes assignment guidelines

- Explain your diversity encounter.
- How is this different from your own upbringing?
- What are some privileges and disadvantages you identified about yourself and your family background having this experience that is different?
- What was your view prior to this encounter about this person/group/activity or organization? (includes biases you may have harbored) 🗨️ What did you learn from this experience?
- What are the implications to your future practice work in social work?
- Page limit (4-5 pages)

Cover page required. APA style formatting required. 25 pts Due: April 13th

Topic and Total Points	20 –19 points	18 - 15 points	14-0 points
Knowledge gained from the activity	The activity identified was appropriate and the essay demonstrated depth of understanding related to skills, values and knowledge	The activity identified was somewhat appropriate and the essay demonstrated some depth of understanding related to skills,	The event or the essay did not meet the expectations

		values and knowledge	
	5-4 points	3.9-2 points	1.9-0 points
Extend to which the paper covers content criteria outlined in the assignment description (including APA style writing)	Covered all of the content criteria listed in the assignment description, descriptions are thorough and complete;	Most content elements listed are clearly and thoughtfully addressed;	Did not meet the expectations outlined;

Community-based action project (group project). This project is designed for students to gain experience doing a diversity project engaging communities. Community-based action work is an important aspect of community understanding diversity in real life. It also provides students to engage with communities in a practical and useful manner. Students get to choose a diversity topic and a community event they would like to create or assist in creating. The topic and the event must be first cleared through the instructor. Six or more students can be engaged in each event. If it is a major event like holding a community conference, the whole class can be one group.

Guidelines for the written aspect of the assignment: (*only one paper per group*):

- What was the event you participated in?
- The group's reasons for holding this event?
- Explain what you did in this event and how you organized it (including how each decided to assign responsibilities), how it was received, and the possible impact.
- Explain in few lines what each member in the group did to contribute to the event? (Please write full name and the activities the person did)
- Page limit (4-6 pages)

Topic and Total	20 –19 points	18 - 17 points	16-0 points
Points			
Appropriateness and of the event/activity	The event was appropriate, well received, and well organized;	The event and the organization of the event met expectations, and it was somewhat well received	The event did not meet the expectations
	5-4 points	3.9-2 points	1.9-0 points
Extend to which the paper covers content criteria outlined in the assignment description (including APA style writing)	Covered all of the content criteria listed in the assignment description, descriptions are thorough and complete; each group member contributed meaningfully	Most content elements listed are clearly and thoughtfully addressed; Not all groups members were engaged	Did not meet the expectations outlined; Groups members seemed to be less engaged

COURSE POLICIES

Methods of Instruction

This course will utilize a combination of lectures, class discussion and films in a seminar format.

Web-based Instruction/Canvas

THIS COURSE IS WEB-SUPPORTED: The course syllabus, calendar, assignments, and supplemental material are posted on Canvas. Power points for lectures will be posted after the

lecture is presented in class. TO ACCESS CANVAS students need a university (CVIP) email account and Internet connection. Your “my.csufresno.edu” login and password gains you access to Canvas. Go to <http://canvas.csufresno.edu>

It is your responsibility to make sure you can access and negotiate Canvas for class materials and resources. You are responsible for checking for announcements and email sent through Canvas. For orientations to Canvas contact the Digital Campus Resource Center in McKee Fisk #111; 278-6892.

Email: You are expected to check your university email regularly (csufresno.edu account) or redirect email to the regular mail box you use. I send email to the account listed in Canvas. I respond to all program/course related student email. Please put SWRK 213 somewhere in the subject line. For urgent inquiries, please contact me via cellphone.

Late Papers: Papers received late will be **dropped by one letter grade** or point equivalent. **Papers will not be accepted five days beyond due date.**

Class Participation and Attendance: Attendance will be taken every class period. Attendance and participation in class will account for 10% or 10 points toward your grade. Being five minutes late or more may result in a reduction of participation credit. Disruptive text messaging, cell phone usage, websurfing, etc., may result in a reduction of participation point(s).

Students will demonstrate an ability to articulate the principles of critical thinking orally and in writing as it pertains to course content with peers and course instruction. Students will respect the opinions and cultural differences of others in attendance and develop appropriate sensitivity and communication skills as defined in the NASW Code of Ethics. Active participation also includes the completion of assignments on time, physical and mental presence in class, and personal accountability for missed classes, assignments, etc., to the professor. Students are expected to be present and prepared to participate in the scheduled assignment for the day. Students are strongly encouraged to consult with the instructor regarding any extenuating circumstances that may prevent you from following through with the above-mentioned expectations on a regular basis.

Use of Electronic Devices (pagers, cell phones, etc.): To minimize class disruptions, please turn these devices off during the class. If you are required to be “on-call,” please advise me at the beginning of class, turn off the “audio,” and sit near the door, so you can exit with minimal disruption to the class. Please advise me if you would like to use your laptop in class, tape record the lecture, etc. Websurfing, text messaging and reading email during class are not allowed and may result in a 50% reduction of participation credit.

Improper Behavior: This course is designed to promote a sense of freedom to express opinions within an environment that is open; safe, respectful of others rights, opinions, and cultural differences, and fosters learning to the highest levels. Students will be empowered to perform at their highest levels whereby mutual respect will be maintained between student and professor at all times. Students who do not respect or choose to follow the course guidelines set forth within this syllabus will be subject to dismissal from the class.

University Policies and Services

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: “Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities.” You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that “I have done my own work and have neither given nor received unauthorized assistance on this work.”

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and

understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

For free tutoring on campus, contact the Learning Center

(<http://fresnostate.edu/studentaffairs/lrc>) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 559.278.3052.

Our campus has developed SupportNet (<http://fresnostate.edu/studentaffairs/lrc/supportnet>) to connect students with specific campus resources promoting academic success. Students may be referred to it if you believe they need the services provided by SupportNet to succeed in your course.

Adding and Dropping Classes: Students are responsible for understanding the policies and procedures about the adding/dropping of classes, academic renewals, etc. Students can find more information on adding and dropping at

<http://www.fresnostate.edu/studentaffairs/classschedule/registration/add-drop.html>.

SUBJECT TO CHANGE STATEMENT

This syllabus and course schedule are subject to change in the event of extenuating circumstances.

Week	Date	Topic	Reading/Written Assignment
1	Jan 20	No Class: Martin Luther King Day	

2	Jan 27	Class introductions, overview & discussion of course objectives & expectations, and review of course syllabus	
3	Feb 3	Social Construction Theory & Historical Trauma Anti-Oppression and Multicultural Perspectives & Intersectional Perspective	Chapter 1 and see assigned readings for the week Chapter 14 & see assigned readings for the week
4	Feb 10	Human Rights	See assigned readings for the week
5	Feb 17	No Class- President's Day	
6	Feb 24	Sustainable Development Humanistic, Existentialism and Spirituality	Chapter 10 and see assigned readings for the week
7	March 2	Empowerment, Advocacy, Strengths Perspective & Ableism	Chapters 9 and 11 and see assigned readings for the week
8	March 9	Critical Practice & Racism	Chapter 12 & see assigned readings for the week.
9	March 16	Inequality and Power	Video: Inequality for all. See assigned readings for the week
10	March 23	Race and Inequality Continued	See assigned readings for the week Essay Due
11	March 30	Feminist Practice	Chapter 13
12	April 6	Spring Break	
13	April 13	Theories of Gender and Sexuality	Video: Intersex community in Germany See assigned readings for the week. WALK IN SOMEBODY ELSE'S SHOES DUE
14	April 20	Immigration Practices of the US and the World & Theories and History of Politics, Power, Colonization and War	See assigned readings for the week. Video: Adam Ruins Immigration

15	April 27	Social Justice, Social Development and Human Development/Capability Approach	See assigned readings for the week
16	May 4	Student Group Presentations (Community Action Project) Last Day of Instruction	STUDENT PRESENTATIONS
17	May 11		Group Project Due (the 4-6 page paper on the Community Action Project, one paper per group)

Assigned Readings for the Week

Week 2: Why diversity matters

Hunt, V., Layton, D., & Prince, S. (2015) Why diversity matters. Retrieved from <https://assets.mckinsey.com/~media/857F440109AA4D13A54D9C496D86ED58.ashx>

Week 3: Historical oppression

Brave Heart, M. (1999) Gender differences in the historical trauma response among the Lakota. *Journal of Health & Soc. Policy*, 10(4), 1-21.

Brave Heart, M. Historical Trauma and Unresolved Grief: Implications for Clinical Research and Practice with Indigenous Peoples of the Americas, https://www.ihs.gov/telebehavioral/includes/themes/newihstheme/display_objects/documents/slides/historicaltrauma/historicaltraumaintro0113.pdf

Bigfoot, D. (2006). Historical Trauma among the Native American Population: What Service Providers Need to Know <http://nrc4tribes.org/files/Historical%20trauma%20%20what%20providers%20need%20to%20know.pdf>

Grijalva, E. (2016). Cultural Implications from Historical Trauma, https://www.ihs.gov/telebehavioral/includes/themes/newihstheme/display_objects/documents/slides/bh2016conf/traumainformedcareE5.pdf

Brave Heart, M. & DeBruyn, L. (N.D.). The American Indian holocaust: Healing historical unresolved grief [http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Documents/Volume%208/8\(2\)_YellowHorseBraveHeart_American_Indian_Holocaust_60-82.pdf](http://www.ucdenver.edu/academics/colleges/PublicHealth/research/centers/CAIANH/journal/Documents/Volume%208/8(2)_YellowHorseBraveHeart_American_Indian_Holocaust_60-82.pdf)

Additional readings: Suggested

Park, Y. (2008). Facilitating injustice: Tracing the role of social workers in the World War II internment of Japanese Americans. *Social Service Review*, 82(3), 447–483.

Rotondoro, V. (2015). Reeling from the impact' of historical trauma
<https://www.ncronline.org/news/justice/reeling-impact-historical-trauma>

Week 3: Intersectionality

Mattson, T. (2013). Intersectionality as a useful tool: Anti-oppressive socialwork and critical reflection. *Affilia*, 29(1), 8–17.
<https://is.muni.cz/el/1423/podzim2015/SPR476/um/59519341/Affilia-2014Mattsson-8-17.pdf>

Bowleg, L., Teti, M., Malebranche, D., & Tschann J. (2013). It's an Uphill Battle Everyday": Intersectionality, Low-Income Black Heterosexual Men, and Implications for HIV Prevention Research and Interventions, *Psychol men Masc*. 14(1), 25-34.
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3591486/>

Goodman, D. (2015). Oppression and privilege: Two sides of the coin, *Journal of intercultural Communication*, 18, 1-14. <http://www.dianegoodman.com/PrivilegeandOppression>

Week 4: Human Rights

Healy, L. M. (2008). Exploring the history of social work as a human rights profession.

International social work, 51(6), 735-748.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.881.962&rep=rep1&type=pdf>

Ife, J. (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. *European Journal of Social Work*, 4(1), 5-15.
<http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.576.5015&rep=rep1&type=pdf>

Ife, J (2016). Radically Transforming Human Rights for Social Work Practice, *International Social Work*, Soel Conference
<https://www.aasw.asn.au/document/item/9560>

Universal Declaration of Human Rights
<https://www.ohchr.org/EN/UDHR/Pages/UDHRIndex.aspx> (video)

What are Human Rights
<https://www.ohchr.org/en/issues/pages/whatarehumanrights.aspx>

Week 6: Social Work and Sustainability

Pillai, V., & Gupta, R. Greening of Social Work,
<https://www.cswe.org/getattachment/3e07d5d3-fa80-4ca1-bb75-9036a186f5a3/SocialWork-and-Sustainability.docx.aspx>.

Sustainability in Social Work. Social work promoting community and environmental sustainability: a workbook for global social workers & educators (Chapters 9, 11 and 13)
https://www.researchgate.net/profile/Aarti_Jagannathan/publication/316043013_The_Juxtaposition_Between_Environmental_Sustainability_and_Social_Sustainability_An_Indian_Perspective_on_Climate_Change_and_Mental_Health/links/591dc506aca272d31bcd9861/The-Juxtaposition-Between-Environmental-Sustainability-and-SocialSustainability-An-Indian-Perspective-on-Climate-Change-and-Mental-Health.pdf (recommended reading the whole workbook)

Week 7: Ableism

Calderón-Almendros, I., & Calderón-Almendros, R. (2016). “I open the coffin and here I am”: Disability as oppression and education as liberation in the construction of personal identity. *Disability & Society*, 31(1), 100–115.

Fine, M. & Asch, A. (2000). Disability beyond stigma: Social interaction, discrimination, and activism. In K. E. Rosenblum & Travis, T-M. C.

Hanisch, H. (2007). Frontiers of justice. Disability, nationality, species membership. <https://scholarspace.manoa.hawaii.edu/bitstream/10125/58425/1/614.pdf>

Putman, M. (2007). The changing intersections of aging and disability partnerships. In Putnam, M. (Ed.), *Aging and disability: Crossing network lines* (pp. 259-262). New York: Springer Publishing Company.

Putnam, M. & Stark, S. (2006). Aging and functional disability. In Berkman, B. & D’Ambruso, S. *Handbook of Social Work in Health and Aging* (pp.79-90). doi:10.1093/acprof:oso/9780195173727.003.0007

Raske, M. (2005). The disability model in social work practice. In G. E. May & M. B.

Raske.

Week 8: Racism

McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack
<https://www.racialequitytools.org/resourcefiles/mcintosh.pdf>

Spencer, M. S. (2017). Microaggressions and social work practice, education, and research. *Journal of Ethnic & Cultural Diversity in Social Work*, 26(1–2), 1–5.

Padilla, L. M. (2004) Internalized oppression and Latino/as. *Group Insights*, 12(3), 15-23.

Eikenberg, J. (n.d.). Debunking the “model Asian” myth: Five ways Asian-Americans still face discrimination.
<http://read.hipporeads.com/debunking-the-model-asian-myth-fiveways-asianamericans-still-face-discrimination/>

People’s Institute for Survival and Beyond: Undoing Racism
<http://www.pisab.org/>

Wise, T. (2010). On white pride, reverse racism, and other delusions.
<https://www.studocu.com/en/document/rutgers-university/diversity-andoppression/lecture-notes/on-white-pride-reverse-racism-and-other-delusions-timwise/2768428/view>

Video: <https://www.youtube.com/watch?v=oV-EDWzJuzk> (White like me)

Discussion point:
<https://www.mediaed.org/discussion-guides/Tim-Wise-on-WhitePrivilege-Discussion-Guide.pdf>

Additional readings (Recommended):

Video: TED Talk by Nate Silver about research on racism and voting.
Retrieved from https://www.ted.com/talks/nate_silver_on_race_and_politics

Week 9: Inequality and Power

Gonyea, J., & Hooyman, N. (2005). Reducing poverty among older women: Social Security reform and gender equity. *Families in Society*, 86, 338–346.

Price, T. D., & Feinman, G. M. (Eds.). (1995). *Emergency of Inequality*, in *Foundations of social inequality* (Vol. 1). Springer Science & Business Media,
https://s3.amazonaws.com/academia.edu.documents/1610189/feinman_1995.pdf?AWSAccessKeyId=AKIAIWOWYYGZ2Y53UL3A&Expires=1547486909&Signature=I9f0Yv8ygK259AS7uiKkrqgg%2F8Q%3D&response-contentdisposition=inline%3B%20filename%3DThe_Emergence_of_Inequality_A_Focus_on_S.pdf

Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). Understanding the sociopolitical implications of oppression and power in social work practice (Chapter 4, pp. 89–116). *Multicultural Social Work Practice*. Hoboken, NJ: Wiley.

Thyer, B. A. (2010). Social justice: A conservative perspective. *Journal of Comparative Social Welfare*, 26(2), 261–274.

Alexander, M. (2012). The color of justice. In *The new Jim Crow: Mass incarceration in the age of the colorblindness* (pp. 97–104). New York, NY: The New Press.

Additional Readings: (recommended)

Parham, L., Quadagno, J., & Brown, J. (2009). Race, politics, and social policy. In J. Midgley & M. Livermore, *The handbook of social policy* (pp.263–278). Thousand Oaks, CA: Sage.

Windsor, L. (2007). Deconstructing racial democracy.

Week 10: Race and Inequality

Western, B., & Pettit, B. (2010). Incarceration & social inequality. *Daedalus*, 139(3), 8-19. https://www.mitpressjournals.org/doi/pdf/10.1162/DAED_a_00019%20

Race: The power of an illusion, episodes II and III: The stories we tell and the house we live in. Retrieved from <https://www.facinghistory.org/>

Chicago Public Radio. Trends with benefits. *This American Life*.

<http://www.thisamericanlife.org/radio-archives/episode/490/trends-withbenefits>

Wicks, J. (2016). It pays to be White. *Dollars and Sense*. Retrieved from

<http://www.dollarsandsense.org/archives/2016/0516wicks-lim.html>

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