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Session: Fall 2002

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COURSE OUTLINE

I. Discrimination, Oppression, and Diversity 042:147:002 3 s.h. letter graded

II. COURSE DESCRIPTION:

This course explores theoretical and historical perspectives on racism, sexism, ageism, heterosexism, ableism, and other forms of discrimination. Culturally competent social work practice and strategies for change are examined.

Rationale: This course prepares students for effective culturally competent practice and helps them to apply the social justice values of the social work profession. The content of this course provides a foundation for the whole social work curriculum.

III. GOALS OF THE COURSE

1. To examine the role culture, gender, age, sexual orientation, ability status, and socio-economic class play in the way people think, feel, and behave.
2. To present theoretical models of various forms of discrimination and oppression.
3. To analyze the effects of stereotypes, fallacies, and misconceptions about historically oppressed groups, including women, gays/lesbians/bisexual/transgender persons, the elderly, persons with disabilities, persons of color and persons of lower socio-economic class.
4. To examine how diverse populations have been oppressed and exploited by dominant groups throughout U.S. history and to develop a commitment to social justice.
5. To examine the relationship between global issues and oppression in the U.S.
6. To facilitate development of self-awareness of one's discriminatory attitudes and behaviors and develop a commitment to change those attitudes and behaviors.
7. To examine one's own social identity development and how one's own cultural values and behaviors interface within a multi-cultural society.
8. To facilitate the development of a commitment to culturally competent social work practice.

IV. ACADEMIC OUTCOMES OF THE COURSE

By the end of the course, students will be able to:

1. Identify and trace the effects of historical experiences of women, persons with disabilities, gays/lesbians/bisexual/transgender persons, the elderly, African-Americans, Latinos, Asian Americans, persons of Middle Eastern descent, including immigrants and refugees, and Native Americans on each group's current political, economic, and social status.
2. Identify at least one theoretical model that explains the discrimination and oppression of women, gays/lesbians/bisexual/transgender persons, the elderly, persons with disabilities, persons of color and refugees.
3. Explain and analyze strategies to decrease or eliminate discriminatory attitudes and behaviors.
4. Explain how one's cultural background and social identity have influenced one's attitudes and behaviors toward diverse populations.
5. Demonstrate a commitment to culturally competent practice and social justice in social work practice with diverse populations and continuous professional growth in these areas.
6. Explain how social work values and ethics are relevant to practice with diverse populations.
7. Explain the positive value of diversity.
8. Demonstrate a respect for diversity.

V. TEXTBOOKS

Textbooks are available for purchase at the IMU bookstore and are on reserve at the UI Main Library. A course packet of additional required reading is also available via electronic reserves. To access electronic reserves, please go to <http://www.lib.uiowa.edu/disted>, click on **Social Work** where it says "Short cuts by subject" and then click "**Electronic reserves for social work,**" and then our course name and number (**42:147:002, Discrimination, Oppression, and Diversity**). Let your instructor know if you encounter difficulties.

REQUIRED:

Loewen, J. (1996). *Lies my teacher told me*. New York: Touchstone. (paperback)

Rothenberg, P. S. (2001). *Race, class, and gender in the United States: An integrated study* (5th ed.). New York: Worth.

Thompson, B. & Tyagi, S. (1996). *Names we call home*. New York: Routledge.

OPTIONAL:

Zinn, H. (1995). *A people's history of the United States*. New York: Harper & Row.

VI. EVALUATION OF STUDENT PERFORMANCE

A. DESCRIPTION OF EVALUATION METHODS

1. Expectations of student performance:

a) Graduate students will be expected to integrate theoretical perspectives and research findings in all assignments given. Analysis and synthesis of course material (e.g., lecture, reading assigned) should be evident in these assignments and class discussions. Written and oral assignments will be evaluated using the following criteria:

- (1) integration, analysis and synthesis of course content;
- (2) evidence of critical thinking, self-reflection and self-evaluation;
- (3) evidence of commitment to culturally competent social work practice and respect for human diversity; and
- (4) clarity and organization of expression (oral and written).

(b) All written work must include citations where appropriate to avoid plagiarism. **PAPERS WITHOUT PROPER DOCUMENTATION OF SOURCES WILL NOT BE ACCEPTED.** All written work must be typed and double-spaced, using American Psychological Association (APA) guidelines for citations and references.

2. The final course grade will be computed as follows:

Group participation	10%
Paper Assignment #1 (Unpacking the invisible knapsack)	10%
Paper Assignment #2 (culture/group immersion experience)	10%
Paper Assignment #3 (novel discussion/analysis)	10%
Paper Assignment #4 (development of personal plan)	20%
*Group presentation (popular media images, traditions, celebrations)	20%
*Teaching/learning team presentation (challenging oppression)	20%
<i>*Specific to Iowa City</i>	

B. GRADING PROCEDURE

In accordance with the School of Social Work policy, the plus/ minus grading system will be used. Letter grades will be assigned as follows:

A+ = 98-100	B = 85-87	C- = 70-74	F = below 60
A = 95-97	B- = 80-84	D+ = 68-69	
A- = 90-94	C+ = 78-79	D = 65-67	
B+ = 88-89	C = 75-77	D- = 60-64	

Blind Grading: When feasible, the course instructors will blind grade student papers, assignments, and exams. Students are to submit all work with their social security number rather than their name.

VII. UNIVERSITY AND SCHOOL POLICIES

A. STUDENTS WITH DISABILITIES.

Federal Law requires that the University make reasonable efforts to accommodate students with disabilities. A student with a disability will bring to the instructor a confidential form (available in the Office of Student Disability Services) completed and signed by a counselor in the Office of Student Disability Services, verifying the need for accommodation. If the student and instructor disagree on how course requirements may be altered without compromising the integrity of the course, the student will contact the Director. The Director will work with the student, the instructor, and the Office of Student Disability Services to resolve such differences. Questions may be addressed to the Office of Student Disability Services, 335-1462.

B. RESOURCES FOR OBTAINING ADDITIONAL HELP.

The School provides support and assistance to students who, for a variety of reasons, may be experiencing academic problems. Such students should speak with the Graduate Coordinator or the Director of the School to arrange for special support services.

C. STUDENT GRIEVANCES.

A student wishing to grieve a grade should discuss the matter with the instructor. If the grievance is not resolved, students should use the School's appeal process as described in the School's student handbooks Appeals Committee). In the event that the grievance still has not been resolved, the student should send a letter describing the grievance to the Associate Dean for Academic Programs, who attempts to resolve the matter. The Associate Dean changes a grade only if it was assigned in violation of College or University policy and only after consultation with the School's Director.

D. ACADEMIC MISCONDUCT.

An incident of inappropriate citation (i.e., plagiarism) or other forms of academic dishonesty, such as the fabrication of research data, will result in a reduction of the student's grade for the course, at minimum, or a failing grade, depending upon the severity of the transgression. Graduate student's misconduct will also be reported to the Graduate Coordinator, at which point further disciplinary action may be taken. Please refer to the Educational Handbook for the Master of Social Work Program, Student Advancement Policy.

VIII. COURSE REQUIREMENTS

- A. Satisfactory completion of all assignments (Complete descriptions of assignments are attached)
- B. Regular class attendance for the full duration of the class period is vital to achieving course objectives. Because class meets once per week for three hours, missing one class is equivalent to missing a week of classes! Students are responsible for signing the roll each class period to ensure their presence is properly recorded. After one absence from class, three points will be deducted from the student's final grade for each absence thereafter. Exceptions may be made for special circumstances (e.g., medical emergencies, dangerous road conditions for commuters). Please submit requests for exceptions in writing.
- C. Thoughtful participation is also necessary to achieve course objectives. Guidelines for participation are attached and will be negotiated on the first day of class.
- D. Late assignments may be refused, or, if accepted, points may be deducted at the instructors' discretion.

IX. CLASS STRUCTURE

Beginning the second week of class, instructor presentations will be broadcast via the ICN from 5:30-6:30 p.m. Weekly ICN presentations will continue through week 12 (November 14). Following the ICN segments, class organization will be specific to site location.

X. CLASS TOPICS AND CLASS SCHEDULE

8/29 Beginning the process: Course introduction and overview

(#1) A Model for Culturally Competent Social Work Practice (section leaders)

E-reserves:

Poole, D. (1998). Politically correct or culturally competent? *Health and Social Work*, 23(3), 163-166

9/5 Understanding White Privilege and Systems of Oppression (ICN –Iowa City)

(#2)

Rothenberg, Part II – Understanding Racism Sexism, Heterosexism and Class Privilege (pp. 95-182)

Thompson & Tyagi - Introduction, Storytelling as Social Conscience: The Power of Autobiography. (pp. ix-xvii)

Thompson, Becky. Time traveling and border crossing: Reflections on white identity. (pp. 93-110)

E-reserves:

Frankenberg, R. (1993). Growing up white: Feminism, racism, and the social geography of childhood. *Feminist Review*, 45, 51-84..

Optional:

Harris, C.I. (1993). Whiteness as property. *Harvard Law Review*, 106(8), 1710-1791.

Zinn, Ch. 1 – Columbus, the Indians, and Human Progress; Ch. 2 – Drawing the Color Line

9/12 Colonialism, Social Constructionism, and Oppression - Paper #1 DUE
(#3) (ICN – Iowa City)

Rothenberg - Part I. (pp. 5-93)

Thompson & Tyagi – Davis, Angela. Afro Images: Politics, Fashion, and Nostalgia. (pp. 87-91)

Tyagi, Sangeeta. Writing in search of a home: Geography, culture, and language in the creation of racial identity. (pp. 43-51)

E-reserves:

Brooks, D. *Bobos in Paradise: The new upper class and how they got there* (chapters 1-2, pp.13-102). New York: Simon & Schuster.

9/19 Oppression and Women (ICN – Des Moines)
(#4)

Rothenberg, Part IV (pp. 292-314), Part V (pp. 393-409), Part VII (pp. 527-561), Part VIII (pp. 588-608).

Thompson & Tyagi – Pemberton, Gayle. Mrs. Brent. 19-27.

White, Evelyn. Black Women and the Wilderness. 283-286.

E-reserves:

Brandwein, R. & Filiano, D. (2000). Toward real welfare reform: The voices of battered women. *Affilia*, 15(2), 224-243.

Browne, C.V. (1995). Empowerment in social work practice with older women. *Social Work*, 40(3), 358-364.

Curry, M., Hassouneh-Phillips, D. & Johnston-Silverberg, A. (2001). Abuse of women with disabilities: An ecological model and review. *Violence Against Women*, 7(1), 60-79.

Fong, L. Y. S. (1997, March). Asian-American women: An understudied minority. *Journal of Sociology and Social Welfare*, 24(1), 92-111.

Optional:

Morrissey, S. (1998). Resources and characteristics of elderly women who live alone. *Health Care for Women International*, 19(5), 411-421.

Sharpe, P. A. (1995). Older women and health services: Moving from ageism toward empowerment. *Women and Health*, 22(3), 9-23.

Zinn, Ch. 6 – The Intimately Oppressed (pp. 102-123)

9/26 Oppression and Nationalism following 9/11/01 (ICN- Iowa City)
(#5) (note: readings reflect experiences of people of Asian and Middle Eastern descents)

Loewen, Chapter 9 (pp. 233-247)

Rothenberg, Part V, (pp. 336-355).

Thompson & Tyagi – Kahaleole Chang Hall, Lisa. Eating Salt. (pp. 241-251).

Kitano, Harry. A hyphenated identity. (pp. 111-118).

E-reserves:

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.

Ewalt, P. & Mokuau, N. (1995). Self-determination from a Pacific perspective. *Social Work*, 40(2), 168-175.

Gap Min, P. & Kim, R. (2000). Formation of ethnic and racial identities: Narratives by young Asian-American professionals. *Ethnic and Racial Studies*, 23(4), 735-760.

Ka Tat Tsang, A. (2001). Representation of ethnic identity in North American social work literature: A dossier of the Chinese people. *Social Work*, 46(3), 229-243.

Kim, Y. (2002). The role of cognitive control in mediating the effect of stressful circumstances among Korean immigrants. *Health and Social Work*, 27(1), 36-46.

Nwadiora, E. & McAdoo, H. (1996). Acculturative stress among Amerasian refugees: Gender and racial differences. *Adolescence*, 31(122), 477-487.

Optional:

Pourat, N., Lubben, J., Yu, H. & Wallace, S. (2000). Perceptions of health and use of ambulatory care: Differences between Korean and White elderly. *Journal of Aging and Health*, 12(1), 112-134.

Yee, B. (1992). Elders in southeast Asian refugee families. *Generations*, 16(3), 24-27.

10/3 Oppression and Native Americans (ICN – Sioux City)

(#6)

Loewen – Introduction (pp. 1-7), Chapters 2-4 (pp. 29-129).

Thompson & Tyagi– Brant, Beth. Writing life. (pp. 197-205)

Grinde, Jr., Donald A. Place and kinship: A Native American's identity before and after words. (pp. 63-72)

E-reserves:

Frazier, I. (2000). *On the rez* (ch. 5, pp. 70-92). New York. Farrar, Straus, Giroux.

Hossain, Z. (2001). Division of household labor and family functioning in off-reservation Navajo Indian families. *Family Relations*, 50, 255-261.

Matheson, L. (1996). The politics of the Indian Child Welfare Act. *Social Work, 41*(2), 232-235.

Mercer, S. O. (1996). Navajo elderly people in a reservation nursing home: Admission predictors and culture care practices. *Social Work, 41*(2), 181-189.

Voss, R. W., Douville, V., Little Soldier, A. & Twiss, G. (1999). Tribal and shamanic-based social work practice: A Lakota perspective. *Social Work, 44*(3), 228-241.

Weaver, H. N. (1997). Training culturally competent social workers: What students should know about Native people. *Journal of Teaching in Social Work, 15*(1-2), 97-111.

Optional:

Zinn, Ch 7 – As Long as Grass Grows or Water Runs (pp. 124-146)

10/10 Oppression and African-Americans (ICN – Iowa City)

(#7) **Loewen** – Chapters 5-6 (pp. 131-193)

Rothenberg – Part IV (pp. 279-291), Part VI (pp. 466-474)

Thompson & Tyagi – Adiele, Faith. Locating Biafra: The words we wouldn't say. (pp. 75-85).

Hernton, Calvin. Chattanooga black boy: Identity and racism. (pp. 139-152)

E-reserves:

Black, H. K. (1999). Life as gift: Spiritual narratives of elderly African-American women living in poverty. *Journal of Aging Studies, 13*(4), 441-455.

Carlton-LaNey, I. (1999). African American social work pioneers' response to need. *Social Work, 44*(4), 311-321.

Jett, K. (2002). Making the connection: Seeking and receiving help by elderly African-Americans. *Qualitative Health Research, 12*(3), 373-387.

Scannapieco, M. & Jackson, S. (1996). Kinship care: The African American response to family preservation. *Social Work, 41*(2), 190-196.

Walls, C. T. (1992). The role of church and family support in the lives of older African-Americans. *Generations, 16*(3), 33-36.

Optional:

Zinn, Ch. 9 – Slavery Without Submission, Emancipation Without Freedom (pp. 167-205); Ch. 17 – “Or Does It Explode?” (pp. 435-459)

10/17 Oppression and Persons with Disabilities (ICN)

(#8)

Rothenberg – Part V (pp. 410-420)

Thompson & Tyagi – Sears, Vicki. Toward the Light. (pp. 289-297)

E-reserves:

Boswell, M. (2001). Sexism, ageism, and “disability”: (Re)Constructing agency through (re)writing personal narrative. *Women and Language*, 24(2), 47-51.

Carpenter, J. (2002). Mental health recovery paradigm: Implications for social work. *Health and Social Work*, 27(2), 86-94.

Finn, J. (1999). An exploration of helping processes in an online self-help group focusing on issues of disability. *Health and Social Work*, 24(3), 220-231.

Fleischer, D. & Zames, F. (1998). Disability rights. *Social Policy*, 28(3) 52-55.

Gilson French, S., Bricout, J. & Baskind, F. (1998). Listening to the voices of individuals with disabilities. *Families in Society: The Journal of Contemporary Human Services*, 79 (2), 188-96.

Gilson, S. & Netting, F. (1997). When people with disabilities age in place: Implications for social work practice. *Health and Social Work*, 22(4), 290-298.

Mulvany, J. (2000). Disability, impairment, or illness? The relevance of the social model of disability to the study of mental disorder. *Sociology of Health and Illness*, 22(5), 582-601.

Russo, R. J. (1999). Applying a strengths-based practice approach in working with people with developmental disabilities and their families. *Families in Society: The Journal of Contemporary Human Services*, 80 (1), 25-33.

10/24 Oppression and GLBT Populations

(# 9) (ICN – Des Moines) - Paper #2 due

Rothenberg, Part V - Many Voices, Many Lives: Some Consequences of Racial, Gender, and Class Inequality, #11, #14, #17 (only)

Thompson & Tyagi - Mitchell, Pam. My dear niece. pp. 155-170.

Green, Herb. Turning the myths of black masculinity inside/out. pp. 253-264.

Moraga, Cherrie. The breakdown of the bicultural mind. pp. 231-240.

Earl Jackson, Jr. Oxydol Poisoning. Pp. 171-195.

E-Reserves:

Berkman, C. S., & Zinberg, G. (1997). Homophobia and heterosexism in social workers. *Social Work*, 42(4), 319-332.

Brooks, D. & Goldberg, S. (2001). Gay and lesbian adoptive and foster care placements: Can they meet the needs of waiting children?. *Social Work*, 46(2), 147-157.

Dorfman, R., Walters K., Burke, P., Hardin, L., Karanik, T., Raphael, J., and Silverstein, E. (1995). Old, sad, and alone: The myth of the aging

homosexual. *Journal of Gerontological Social Work*, 24(1/2), 29-44.

Rotello, Gabriel, (1998). Gay and Lesbian Rights. *Social Policy*, 28 (3), 56-59.

Optional:

Quam, J.K., and Whitford, G.S. (1992). Adaptation and age –related expectations of older gay and lesbian adults. *Gerontologist*, 32(3), 367-374.

**10/31 Oppression and Latinos (ICN – Sioux City)
(#10)**

Rothenberg, Part V - Essays #6 - #8 (356-366)

Thompson & Tyagi – Torrecilha, Ramon. Wandering between two worlds, one dead, the other powerless to be born. (pp. 265-281).

E-reserves:

Applewhite, S.L. (1998). Culturally competent practice with elderly Latinos. *Journal of Gerontological Social Work*, 30(1/2), 1-15.

Fine, M., Roberts, R. & Weis, L. (2000). Refusing the betrayal: Latinas redefining gender, sexuality, culture, and resistance. *The review of Education/Pedagogy/Cultural Studies*, 22 (2), 87-119.

Gutierrez, L., Yeakley, A. & Ortega, R. (2000). Educating students for social work with Latinos: Issues for the new millennium. *Journal of Social Work Education*, 36(3), 541-557.

Torres-Gil, F. M., and Kuo, T. (1998). Social policy and the politics of Hispanic aging. *Journal of Gerontological Social Work*, 30(1/2), 143-158.

Optional:

Zinn, Ch. 8 - We Take Nothing by Conquest, Thank God

**11/7 Oppression and Aging (ICN – Iowa City)
(#11)**

Andrews, M. The seductiveness of agelessness. *Ageing and Society*, 19, 301-318.

Butler, R. N. (1993). Dispelling ageism: The cross-cutting intervention. *Generations*, 17(2), 75-78.

Emler, C., Tangenberg, K. & Siverson, C. (2002). A feminist approach to practice in working with midlife and older women with HIV/AIDS. *Affilia: Journal of Women and Social Work*, 17(2), 229-251.

Fairchild, S. K. (1996). Social workers' perceptions of staff attitudes toward resident sexuality in a random sample of New York State nursing homes: A pilot study. *Journal of Gerontological Social Work*, 26(1-2), 153-169.

- Grant, L. D. (1996). Effects of ageism on individual and health care providers; responses to healthy aging. *Health and Social Work, 21*(1), 9-15.
- Kelchner, E. S. (1999). Ageism's impact and effect on society: Not just a concern for the old. *Journal of Gerontological Social Work, 32*(4), 85-100.
- Peek, M. K. (2000). Race, aging, and care. *Research on Aging, 22*(2), 117-142.
- Reio Jr., T. G., and Sanders-Reio, J. (1999). Combating workplace ageism. *Adult Learning, 11*(1), 10-13.
- Scharlach, A., Daman-Rodriguez, J., Robinson, B. & Feldman, R. (2000). Educating social workers for an aging society: A vision for the 21st century. *Journal of Social Work Education, 36*(3), 521-538.
- Strumpf, N., Glicksman, A., Goldberg-Glen, R., Fox, R., and Logue, E. (2001). Caregiver and elder experiences of Cambodian, Vietnamese, Soviet Jewish, and Ukrainian refugees. *International Journal of Aging and Human Development, 53*(3), 233-252.
- Yee, B. (1994). Ethnic minorities and health promotion: Developing a 'culturally competent' agenda. *Generations, 18*(1), 39-44.

Optional:

- Emler, C. (1996). Case managing older people with AIDS: Bridging system-recognizing diversity. *Journal of Gerontological Social Work, 27*(1/2), 55-71.

**11/14 Synthesis: Theory and Practice Issues (ICN)
(#12)**

- Rothenberg**, Part VIII – Making a Difference (pp. 583-587) & #4 thru #13 (pp. 609-653).
Thompson & Tyagi – Wellman, David. Red and black in white America: Discovering cross-border identities and other subversive activities. (pp. 29-41).
 Willie, Sarah. Playing the devil's advocate: Defending a multiracial identity in fractured community.

E-reserves:

- Hooks, b. (1994). *Teaching to transgress: Education as the practice of freedom* (chapters 11-14, pp. 167-207). New York: Routledge.

- Mizrahi, T. & Rosenthal, B. (2001). Complexities of coalition building: Leaders' successes, strategies, struggles, and solutions. *Social Work, 46*(1), 63-78.

- Yamamoto, E. (1999). *Interracial Justice: Conflict and reconciliation in post-civil rights America* (chapter 8, pp. 172-209). New York: New York University Press.

Optional:

- Loewen** – Chapters 10- conclusion (pp. 248-312).

11/21 (#13) Challenging Oppression I (no ICN) – Paper #3 due

12/5 (#14) Challenging Oppression II (no ICN)

12/12 (#15) Challenging Oppression III (no ICN)

12/16 FINAL PAPER DUE (finals week)

Guidelines for Classroom Discussions

The content of this course will be intellectually, personally, and emotionally challenging. In order to achieve the objectives of the course, the classroom environment must be a safe one for all to participate. Therefore, it is important that all members of the class are free to discuss their thoughts and feelings, ask questions, and state their opinions. It is equally important that all statements made are respectful and do not demean or humiliate any individual present or any group of people. The following guidelines for classroom discussions are adapted from materials written by the Center for Research on Women at the University of Memphis. We offer them here as a starting point for negotiating the ground rules we will adopt and agree to observe as a class to create a safe environment that will promote productive interaction.

1. Acknowledge that prejudice and discrimination based on race, class, gender, sexual orientation, age, religion, physical and mental differences and other characteristics exist.
2. Acknowledge that all of us have learned misinformation about our own group and about members of other groups, whether we belong to a majority or minority group.
3. Agree not to blame ourselves or others for the misinformation we have learned in the past, but accept responsibility for not repeating misinformation after we have learned otherwise.
4. Assume that people--both those we study and those in this class--do the best they can.
5. Never demean, devalue, or in any way "put down" people for their experiences, backgrounds, or statements. This does not mean that you can't disagree, only that you must do so respectfully.

The following are example of statements that honor these guidelines and statements that do not.

Acceptable: I really disagree with you. It makes me angry when I hear people say that feminism is responsible for the decline of the family. [elaborate why...]

Unacceptable: You sexist pig! I can't believe anyone would say anything so stupid.

Acceptable: I've thought about it a lot, and I really don't believe that homosexuals should be allowed to marry and adopt children [because...]

Unacceptable: Gays are disgusting. If you're gay you shouldn't hang around influencing kids.

Acceptable: It doesn't seem fair that I have to wait until I'm financially secure to have kids, but mothers on welfare get my tax money to support their families and don't have to work.

Unacceptable: People on welfare are just plain lazy...all the time driving Cadillacs and buying drugs with their welfare money.

I. Paper #1 – Due September 20th (10% of course grade)

The purposes of this assignment are (1) to increase understanding of the concept "privilege," and (2) encourage reflection on aspects of our social identities that privilege us. Privilege is "the other side" of oppression. Oppression can be defined as the process of maintaining privilege or advantages by a dominant group. Social and institutional policies and practices not biology create privilege. For example, for persons without visual impairments, sight is not one of their privileges. Rather, their privilege is having easy access to reading materials. As we continue to explore the process of oppression of various social groups, identifying the privileges that the "dominant group" maintains increases our understanding. (Three to five pages)

Part I (20 points). Briefly summarize "White Privilege: Unpacking the Invisible Knapsack"(McIntosh, in Rothenberg, 2001, pp. 163-168). Discuss your reaction to the concept of privilege she presents and the privileges she lists.

Part II (80 points). Select one social group from the list below with which you are identified, and **list, explain, and discuss ten privileges** you have as a result of "belonging to" or being identified with this group. As much as possible, isolate the privileges you have because of that specific group membership versus privileges that result from another social identity you have (e.g., McIntosh isolated white privilege from middle-class privilege). If you have difficulty identifying ways you are privileged, consider the socially created "disadvantages" experienced by others who do not have that social identity. The converse of those disadvantages is your privilege.

Note that the purpose of the assignment is to raise awareness not create guilt. We are each products of a web of societal forces that help to position us in society. While we did not create the network of forces that oppress others, by raising our awareness, we can make conscious decisions regarding how we will use our position. **There is no neutral ground.** We can choose to act in ways to maintain the status quo that protect our privileges and disadvantage others, or we can choose to use our position to work toward changes that will insure that the privileges we have are not denied to others. In order to make a conscious choice, we must first understand the concept of privilege.

Privileged Group*

Men

Whites**

Heterosexuals

Persons without physical disabilities

Persons without developmental disabilities

Middle class persons

Young to Middle-Aged Adults

Deprivileged Group

Women

People of color

Gay men, lesbians, and bisexuals

Persons with physical disabilities

Persons with developmental disabilities

Persons below the poverty line

Elderly

*If you are not a member of any of the above privileged groups, please see the instructor, and we can agree on a group that you can select.

**If you choose this social identity, please list and discuss privileges that McIntosh does not identify.

II Paper #2 – Due October 24th (10% of course grade)

The purpose of this assignment is to increase your social awareness. Specifically, it is designed to help you explore your attitudes about social difference. In order to achieve the purpose, the assignment involves attending a meeting or activity of a group that is relatively unfamiliar to you and different from yourself (i.e., on the dimensions of ethnicity, age, gender, sexual orientation, ability status). Choose an organization from the list provided by the section instructor. Challenge yourself. Request permission to attend a meeting or other activity that non-members may attend. All of the listed organizations are in Iowa City and are affiliated with the University (except for the churches). If you live outside of Iowa City or would like to attend an activity of a group not listed, please see your instructor.

You must request permission to attend. If the organization's policies do not permit your attendance, select another organization. Note that some organizations sponsor "support" groups that are closed to non-members. Be sure to clarify that you wish to **attend an "open" meeting or event**. After getting permission and identifying the date of the activity, you must clear the date with your section instructor to avoid 20 students from class inadvertently showing up at the same place at the same time. **YOU MUST ATTEND THE ACTIVITY ALONE.**

The group must be relatively unfamiliar to you. For example, if you are not a person of color and frequently attend meetings of the NAACP, this would not be an appropriate activity for this assignment.

After participating in the selected organization's activity, write a 5-6 page paper addressing the following issues:

1. Why did you select this organization or group? (5 points)
2. What feelings and thoughts did you have before attending the activity? What stereotypes and prejudices did you hold about members of this population before you attended the activity? What is the source of these stereotypes (e.g., generalization from limited personal experiences, media images, community attitudes)? Identify and discuss at least three assigned readings that help explain these thought, feelings, prejudices and stereotypes. (30 points)
3. Describe your experience during the activity? Include your interactions with group members, your thoughts, and your feelings? Select and discuss two assigned reading that help explain or are relevant to your experience (20 points)
4. What did you learn about **yourself** and **your attitudes** as a result of this assignment? Were your stereotypes challenged or reinforced? (20 points)
5. Discuss this experience in the context of Terry Cross' model of culturally competent practice (1996). How can you use this experience and build upon it to assist you in becoming a more culturally competent social worker? What strategies will you use to increase your cultural competence? (25 points)

Suggested Organizations

African Student Association
Afro-American Cultural Center
All Nations Baptist Church (predominantly Korean congregation)
American Indian Law Student Association
American Indian Student Association
Bethel African Methodist Episcopal (AME) Church
Black Student Union
Brazilian Students Association
Chinese Church of Iowa City
Chinese Student Association
Chicano Hispanic Association for Legal Education
Disability Action Resource and Culture
Egyptian Student Association
Everet Conner Rights and Resource Center
Filipino American Student Association
Gay Lesbian Bisexual Transgender Union (GLBTU)
Graduate Women In Business
Grupo LL: Lesbigan Latinos/Latinas
Historically African American or Latina/Latino sororities and fraternities
Hillel House
India Student Association
Jewish Student Union
Johnson County Coalition for Persons with Disabilities
Korean Student Association
Latino-Native American Cultural Center
Latino Student Union
Latinos Unified for Graduate and Professional Advancement and Relations
Malaysian Student Society
Muslim Students Association
Native American Law Students Association
Network of Black Law Students
Organization of Women Law Students and Staff
Parents Friends (Families) of Lesbians and Gays (PFLAG) (Cedar Rapids)
Senior Center
Singapore Student Association
Students of Color
Taiwanese Student Association
Thai Student Association
Turkish Student Association
United Persian Students
Vietnamese Student Association
Venezuelan Student Association
Victory Temple Church of the Apostolic Faith
Women's Resource and Action Center

- IV. Paper #3: Due November 21st (10% of Course Grade)
Discussion/analysis a novel or memoir (book) focused on issues of diversity
Estimated length: 4-6 pages

The purpose of this assignment is to expand the typically academic, ‘professional’ knowledge base of the course to include more personal, creative expressions of diversity. Students are asked to select a novel or autobiographical work that has some aspect of diversity (gender, age, race/ethnicity, sexual orientation, ability status) as a central theme, and to analyze this book in the context of other course content and readings. A possible outline for the assignment includes:

- Name of book selected, and reasons for selection
- Brief overview of major themes, characters, relevance to diversity awareness
- Your reactions to the book; central learning, insights obtained
- How you think the book might influence your professional social work activities
- How the book ‘fits’ or doesn’t fit with other perspectives presented in course readings and discussions
- Under what circumstances you would recommend or not recommend this book to social work colleagues and/or individuals receiving services
- What contributions you believe novels and/or memoirs can make to professional social work practice

Books appropriate for this assignment include, but are not limited to, the following:

Allende, Isabel (1996). *Paula*.
Angelou, Maya (1969). *I know why the caged bird sings*.
Brown, Rita Mae (1973). *Rubyfruit Jungle*.
DeBaggio, Thomas (2002). *Losing my mind: An intimate look at life with Alzheimer’s*.
Diamant, Anita (1998). *The red tent*.
Dorris, Michael (1987). *A yellow raft in blue water*.
Erdrich, Louise (1988). *Tracks*. (included in Sioux City list)
Fadiman, Anne (1998). *The spirit catches you and you fall down*.
French, Marilyn (1977). *The Women’s Room*. (included in Sioux City list)
Mairs, Nancy (1997). *Waist-high in the world: A life among the non-disabled*.
Masumoto, David (1998). *Harvest Son*. (included in Sioux City list)
McBride, James (1997). *The color of water: A black man’s tribute to his white mother*.
Morrison, Toni (1970). *The Bluest Eye*. (included in Sioux City list)
Naylor, Gloria (1988). *Mama Day*.
Vanzant, Iyanla (2000). *Yesterday, I Cried: Celebrating the lessons of living and loving*.
Vergehese, Abraham (1994). *My own country: A doctor’s story of a town and its people in the age of AIDS*.
Walker, Alice (1989). *The temple of my familiar*.
Williams, Donna (1992). *Nobody nowhere: extraordinary autobiography of an autistic*.

Feel free to form “book groups” and collaborate! On-line groups may join students from Des Moines, Iowa City, and Sioux City. **If you will be choosing a book that is not on this list, please submit its title to your instructor by Oct. 24.**

Final Paper: Personal/Professional Change Plan
Due Monday, December 16th (20% of course grade)

Introduction

This course explores the nature and consequences of oppression and examines the set of interlocking forces that perpetuate the oppression of a variety of groups in the United States. The purpose of this undertaking is to decrease discrimination in social work practice and to increase social workers' abilities to confront issues of oppression, individually, as well as through collective efforts. In so doing, our ability to engage in culturally competent practice is increased.

This final assignment is designed to help students synthesize the content and experiences in the course into a plan of action that is focused on personal attitude and behavior change. While micro-level change alone is insufficient to change discrimination and oppression in the United States, it is a pre-requisite for those who seek to act as change agents.

Assignment

Identify a group discussed in a unit of this course that has historically been oppressed and toward which you have prejudices or stereotypes that you are willing to change. In a 15-page essay, examine your attitudes and any discriminatory behaviors against that group in which you have been involved. Develop a personal plan for change. Organize your essay as follows:

1. Present an analysis of the history of discrimination against this group, including a) current issues and problems; b) existing prejudices and stereotypes; and c) factors that have perpetuated them. Integrate in your discussion theoretical material from course readings to explain this history of discrimination. Cite a minimum of five sources. (25 points)
2. Using your analysis as a context, identify the barriers to your engagement in culturally competent practice with members of this group: a) the prejudices and stereotypes that you now hold toward this group and its members; b) ways that you have participated in the oppression of this group on an individual or collective level (consider the issue of privilege, as well as active and passive participation in oppression of group members); c) the forces that have supported your attitudes and discriminatory behaviors. Integrate theoretical material from the course to explain a, b, and c above. Be specific. Cite a minimum of five sources (may include course readings). (25 points)

Devise an action plan to change the prejudices, stereotypes and discriminatory behaviors that you have identified and increase your cross-cultural competence. Be specific about the goals of the plan and the strategies that you will use to accomplish those goals. Provide a theoretical justification for each element in your plan using course material. Cite a minimum of five sources from academic sources **not** included in class materials. (50 points)

Course Structure – Iowa City

For sessions 2-12, ICN presentations will occur in room 107 from 5:30-6:30 p.m. At 6:45 p.m., class will re-convene in room 332. During sessions 4-11, there will be **one-hour-long** group presentations led by students (described below). Presentations may include speakers, videos, music, food, visual art, photographs, oral presentations, and/or experiential exercises. By approximately 7:50 p.m., teaching-learning teams will meet together for discussion of class content and planning of final team sessions (each **3 hours**) to occur at the end of the semester.

A. Teaching/Learning Teams and Group Presentations

Our class will have approximately 30 student members, one faculty member, and three graduate students who will serve as leaders of three 10-student teams (respectively). In sessions 4-11, one-two member(s) from **each** team will work together to present information regarding experiences, cultural traditions, celebrations, art, music, and images of the group which is the focus of that week. Groups working with populations that are not racial/ethnic in origin (GLBT, disabilities, elderly) are encouraged to locate community members and organizations aware of events and resources supporting these populations (examples include Gay Pride events, Special Olympics, and Senior Center gatherings/events). Lists of possible videos and other resources will be available from the instructor and team leaders. Videos may be used to educate the class about any aspect of the population that the group believes would benefit future social workers, though time used to show videos should not exceed 20 minutes (unless special permission is obtained from instructor). Groups will be organized the first class session, and coordination time outside of class periods may be necessary. Students are encouraged to use electronic/phone communication for organizational purposes. ***The goal is to facilitate richer understanding of different group cultures and to build upon the interests and experiences of group members. Creativity is HIGHLY encouraged!!!***

B. Final Team Presentations

The final presentations will involve each of the three teaching/learning teams describing efforts to challenge oppression and discrimination. Working with faculty and team leaders, each group will identify a **general venue** for challenging oppression, and will organize a class session to instruct class members about this venue, specific programs and strategies, and ways social workers can take action. Examples of venues may include: education programs that teach young children to value diversity, micro-enterprise/micro-lending programs, coalition building, intergroup dialogue projects such as the one at the University of Iowa, creative arts organizations designed to promote multiculturalism, groups and policies developed to end hate crimes, health programs for disenfranchised communities, interfaith collaborations (related to ending poverty, work with underserved communities, etc.), and internet-based advocacy and support groups. These presentations should integrate theory, reflect previous class content and readings, and utilize a variety of teaching approaches. ***Again, creativity is highly encouraged!!!*** We are asking you to work as a team because this reflects the practice world in which social workers often find themselves. It also provides a learning opportunity to deal with the diversities of your student/practice colleagues. We hope all team projects will have practical value that can enhance current and future social work practice and community involvement.