**DIVERSITY AND OPPRESSION COURSE OUTLINE**

**Description**
This diversity and oppression course will introduce a range of diverse populations by race, ethnicity, gender, sexual orientation, and physical differences. Additionally, students will examine the role, function, and effects of oppression in society as it relates to social and economic justice. Assumptions underlying theory and research methodologies from which basic constructs of human behavior are drawn will be examined to understand how power and other dynamics manage and sustain oppression at the individual and institutional levels. Also of interest here is how oppression affects service delivery at micro and macro levels, particularly social policies and strategic planning which drive the shape of services.

This course, required of all MSW students as part of the Professional Foundation Year, introduces those concepts about diversity and oppression considered essential foundation knowledge for social work, and provides the basis of subsequent and more extensive exploration of related issues in other classes and the field practicum.

**DIVERSITY AND OPPRESSION COURSE OBJECTIVES**

1) To become aware of the history and dimensions of ethnic and racial diversity, gender differences, differences in sexual orientation and issues facing the physically challenged.

2) To become aware of theoretical approaches used to understand issues of diversity.

3) To become aware of concepts that will facilitate subsequent learning about the needs and lifestyles of various groups and how these must be incorporated into various levels of practice.

4) To become aware of approaches to learning that facilitates self-awareness especially pertaining to matters of diversity.

5) To develop increasing awareness and skill in identifying institutional and personal oppression locally, nationally, and globally.

6) To become aware of the historical and present dimensions of oppression in society.
7) To provide affective awareness of theories of the multiplicative interaction effects of oppression on identity formation and the parameters this sets for achievement and fulfillment of individuals.

8) To develop awareness of ways in which institutional oppression and the misuse of power constrain human and legal rights of individuals and groups within American society.

9) To develop a growing awareness and flexible approach to contextual factors which permit acceptance of and sustain oppression of some groups in society.

10) To understand the social work profession’s responsibility and commitment to social reform, advocacy, and social justice in light of the existence of oppression.

11) To provide opportunity for critical self-awareness through analysis of personal values influencing professional practices with oppressed populations.

12) To provide students with experiences which raise awareness of inequalities in society and how they may impact social work interventions.

13) To assist students in identifying their own values and ethical systems, and recognizing convergence and divergence with the values and ethics of social work.

14) The Code of Ethics of the National Association of Social Workers (1999, standard 1.05, p.9) mandates that social workers pursue knowledge about effective micro and macro practice with diverse and oppressed clients and the social systems with which they interact. As a result of this course, students are expected to begin a career-long process of learning and incorporating an understanding of culture and oppression into their practice.

**DIVERSITY AND OPPRESSION COURSE FORMAT**

This course will be based on a partnership between instructor and students in collaboration and commitment to mutual learning. Lectures, discussions, experiential exercises, and assignments will be the learning tools of the diversity and oppression course. Students are expected to actively participate in class and attendance is mandatory. Students may not miss class without a valid excuse. Valid excuses include illness with medical documentation, death of a loved one, or attending conferences as long as prior permission is obtained from the instructor. Students lose two points per class missed. Students who miss more than three classes without a valid excuse will receive one course grade lower than their final grade when points are totaled. A critical goal of this course is to provide a safe environment for discussion of various points of view. Therefore differences in values, beliefs, and opinions expressed in the classroom will be respected.

**Assignments and Grading**

Students are expected to do all required reading. Students will also be given homework assignments that will enhance their experiential learning.
Grades for the course will be based on the following breakdown:

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<td>Homework Assignment 2</td>
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<td>Personal Background Paper</td>
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<td>Group Presentations</td>
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<td>Interview/Literature Review Paper</td>
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<td>Final exam</td>
<td>30</td>
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<tr>
<td>Participation/Attendance</td>
<td>10     (Students lose 2 points per class missed)</td>
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<tr>
<td>Sum of all points</td>
<td>100 (Maximum)</td>
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Papers and homework assignments are due at the beginning of the class on the due date unless otherwise stated. Late papers will be penalized one grade for each day they are overdue. Papers not received within the first 15 minutes of class on the date due but submitted before the end of class will be considered ½ day late and will receive a 5-point deduction. Papers submitted after the end of class will be considered a full day late and will be penalized accordingly. There will be no opportunities for extra credit. All assignments must be type written.

Professional social workers keep case records; write treatment reports for referral sources and managed care companies; correspond with judges and other professionals; develop policies and advocate for their clients. All of these tasks require excellent writing skills. Therefore proper grammar, syntax, spelling, and appropriate referencing (APA style) are expected for all assignments. Credit will be deducted from a paper’s grade for gross and repeated writing, spelling, and referencing errors. Writing assistance is available. Contact Student Services at (732) 932-7520 for further information.

The University Code of Student Conduct (see catalog pages 23-25) provides that the penalty for graduate students who plagiarize material from any source (including electronic sources) is permanent expulsion from the University.

Description of Assignments:

**Homework Assignment 1: “White is Right” (5 Points)**
**Due week 3: September 15th**
Scan your environment and on a single-sheet of paper, list all the indications you see that communicate the message that “White is Right” or that being white is normative—even superior. (Example: Flesh colored bandages are whose flesh color?)

**Homework Assignment 2: “Library Tutorial” (5 Points)**
**Due week 4: September 22nd**
Go to http://searchpath.libraries.rutgers.edu/ and complete the tutorial for the 6 modules. Complete the quiz at the end of each tutorial and e-mail the results to the course instructor.
Personal Background Paper: (25 Points)
Due week 7: October 13th
This paper will be confidential and only the instructor will read it.
For this paper, each student should interview an older family member to explore your family’s ethnic background. The student should ask their family member to tell them about their family history. Where do you come from? What are your family values? How does your family negotiate identity within multiple cultures? Do you often interact with members of other cultural groups? What are your family’s biases about other cultural groups? Either tape record the interview or take detailed notes.

Once the interview is completed write a 10 to 12 pages, double spaced paper with 1 inch margins and 12 point font. Cite the literature you draw from using APA style (use a minimum of 5 citations). Each page must be fully covered. In order to protect confidentiality, use codenames for yourself and your family members. The paper structure is outlined below:

I. Introduction:
   a) Briefly describe how you identify yourself at different times of your life in terms of racial background, age, social economic status, nationality, country of residence, cultural background and any information you find to be important in describing who you are (this should be 1 or 2 paragraphs).

   b) Briefly describe what you know about your family’s background with special emphasis on what you learned during your interview. Compare experiences between different family generations, how your views differ or concur with your family members, and how behavior norms are taught from one generation to the next (this should be 2 to 3 pages).

II. Your Family in the Continuum of Privilege and Oppression
This section should be the bulk of the paper. Here you will reflect upon your family history and identify where you are located in a continuum between privilege and oppression. In what circumstances has your family experienced privilege? What did that feel like? In what circumstances have you and your family experienced oppression (either being oppressed or oppressing others)? What did that feel like? (this should be 5 to 6 pages)

III. Conclusion
This section will be a brief summary of the main things you learned about yourself and your family. Examine the meaning of your family background to your social work practice and identify which cultural groups you know a lot about, which cultural groups you do not know much about and what types of clients you might feel conformable and uncomfortable serving (this should be 1 to 2 pages).

Group Presentations: (10 Points)
Due weeks 8-12: October 20th – November 17th
There will be a total of 10 groups in this assignment. Students will choose a topic they know little about: 1) Women and Gender; 2) Sexual Orientation; 3) People with Disabilities; 4) Latino Americans; 5) African Americans; 6) Native Americans; 7) South Asian Americans; 8) East Asian Americans; 9) American Jews; and 10) Arab Americans. Each group is expected to provide a summary of the readings for their particular group, present the main points to the class, and lead the class in a class discussion.
Interview/Literature Review Paper: (25 Points)
Due week 11: November 10th
For this paper, each student should interview someone who is different from the student. The student will also conduct a literature review related to the interviewee. Once the interview and literature review are completed, write a 10 to 12 pages, double spaced paper with 1 inch margins and 12 point font. Cite the literature you draw from using APA style (use a minimum of 5 citations). Each page must be fully covered. In order to protect confidentiality, use codenames for your interviewee. The paper structure is outlined below:

I: Interview
In this paper you are asked to interview someone of a different race, ethnic group, gender, sexual orientation, or level of physical able-ness. Ask the questions from the topic area that corresponds to your interviewee’s group. (These interview questions are provided with the writing tips handout.) Before you begin your interview, remember to inform your interviewee that their participation is completely voluntary, that they can refuse to answer any or all questions, and their identity will be kept confidential. Again, be sure to omit any identifying information from your paper. You should participate together in a social activity where your interviewee’s group is in the majority (dinner, club, movie, cultural event, etc.) before engaging in the interview. Describe the social event at the start of your paper.

II: Literature Review
Do a brief literature review on your interviewee’s member group (e.g., if you interviewed a gay man, find articles on gay men. Review at least 5-7 sources of current (preferably written no later than 2000) scholarly literature.

III. Findings
Compare and contrast your interviewee’s experience with what you found in the literature. Develop tentative conclusions regarding how social workers can best assist persons from your respondent’s group based on a critical analysis of the interview, class materials, and your own thinking/experience.

Final Exam
Due week 16: December 15th:
The final exam will have 50 multiple choice questions, each worth two points. It will cover the main take home messages from the course. The exam contents will be reviewed during class one week before the final exam.

Course Evaluations
Students will evaluate the course using the anonymous University evaluation. In addition, the instructor may add questions to the evaluation, which reflect the unique content of the course.

Required Reading for the Diversity and Oppression Modules

Required Texts:


**Readings on Library Reserves:**

There are required journal articles and book chapters that are on electronic reserves. Go to Rutgers University Libraries home page (www.libraries.rutgers.edu), click on IRIS, and then click on Reserve Desk. Readings are listed in alphabetical order by author’s name and can be found by searching Diversity and Oppression in Social Work or the name of the course’s lead professor (Battle).

**Recommended Texts:**


**Additional Required and Recommended Resources**

**Useful Websites**

Project race website
http://www.understandingrace.org/lived/index.html

Rutgers Library Tutorials
http://www.libraries.rutgers.edu/rul/libs/robeson_lib/llibres.html

American Psychological Association
http://apastyle.apa.org/
Academic Integrity Policy

All work submitted in a graduate course must be your own.

It is unethical and a violation of the University’s Academic Integrity Policy to present the ideas or words of another without clearly and fully identifying the source. Inadequate citations will be constructed as an attempt to misrepresent the cited materials as your own.

Use the citation style preferred by the discipline.

Effective September 2, 2008, a revised Policy on Academic Integrity will go into effect. The new policy is posted at http://academicintegrity.rutgers.edu/integrity.shtml<file://localhost/owa/redir.aspx>

Please Note: Violations of academic integrity by graduate and professional students will normally be penalized more severely than violations by first-year undergraduate students. Since all violations of academic integrity by a graduate or professional student are potentially separable under the Academic Integrity Policy, faculty members should not adjudicate alleged academic integrity violations by graduate and professional students, but should refer such allegations to the appropriate Academic Integrity Facilitator (AIF) or to the Office of Student Judicial Affairs. The AIF that you should contact is Associate Dean Antoinette Y. Farmer, 732.932.2621. The student shall be notified in writing, by email or hand delivery, of the alleged violation and of the fact that the matter has been referred to the AIF for adjudication. This notification shall be done within 10 days of identifying the alleged violation. Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved.

Definition of Plagiarism
Plagiarism is the representation of the words or ideas of another as one’s own in any academic exercise. To avoid plagiarism, every direct quotation must be identified by quotation marks or by appropriate indentation and must be properly cited in the text or in a footnote. Acknowledgment is required when material from another source is stored in print, electronic, or other medium and is paraphrased or summarized in whole or part in one’s own words. To acknowledge a paraphrase properly, one might state: to paraphrase Plato’s comment...and conclude with a footnote identifying the exact reference. A footnote acknowledging only a directly quoted statement does not suffice to notify the reader of any preceding or succeeding paraphrased material. Information which is common knowledge, such as names of leaders of prominent nations, basic scientific laws, etc., need not to be footnoted; however, all facts or information obtained in reading or research that are not common knowledge among students in the course must be acknowledged. In addition to materials specifically cited in the text, only materials that contribute to one’s general understanding of the subject may be acknowledged in the bibliography. Plagiarism can, in some case, be a subtle issue. Any question about what constitutes plagiarism should be discussed with the faculty member.

Disability Accommodation
Please Note: Any student who believes that s/he may need an accommodation in this class due to a disability should contact the Office of Disability Services, Kreeger Learning Center, 151 College Avenue; dfoffice@rci.rutgers.edu; 732-932-2847. Students must have a letter of accommodation from the Office of Disability Services in order to receive accommodations.
## Course Schedule

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<th>Date</th>
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<td><strong>Week 1</strong></td>
<td><strong>September 1</strong></td>
<td></td>
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<tr>
<td></td>
<td>Utilizing library resources, APA style, and academic integrity</td>
<td>Appleby, Colon, &amp; Hamilton (2007) Diversity, Oppression, &amp; Social Functioning:</td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>September 8</strong></td>
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<td></td>
<td>Labor Day Holiday</td>
<td>Enjoy the holiday!</td>
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<tr>
<td><strong>Week 3</strong></td>
<td><strong>September 15</strong></td>
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<tr>
<td></td>
<td>Main points from readings</td>
<td>Dyer, R. A matter of whiteness (p. 21-32).</td>
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<td>Jensen, R. White privilege shapes the U. S.</td>
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<td>McIntosh P. White privilege and male privilege (page 147-160).</td>
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<td>Levine J. White like me (page 189-194).</td>
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<td>Ferber, A. Defending the culture of privilege (page 319-330).</td>
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<td><strong>Week 4</strong></td>
<td><strong>September 22</strong></td>
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<td></td>
<td>Understanding Oppression</td>
<td>Mullaly (2002). Challenging Oppression:</td>
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<td>Main points from readings</td>
<td>Chapter 4: Oppression at the cultural level (page 71-96).</td>
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<td>Chapter 7: The multiplicity and heterogeneity of oppression (page</td>
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<td>Week 5</td>
<td>September 29</td>
<td>Oppression at the Personal Level and the Psychological Dimension</td>
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<td>Part 1: Main points from readings</td>
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<th>Week 6</th>
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<td>Personal Background paper due today</td>
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</tbody>
</table>

**Part 2**

**Class discussion**

**Homework Assignment 2:**

*Library Tutorial due today*

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- Appleby, G. Dynamics of oppression & discrimination (page 51-67).

**Week 5**

**September 29**


**Week 6**

**October 6**

- “The Organizational Dimension” (page 61-80).

**Week 7**

**October 13**

- Mincey, R. B. The underclass: Concept, controversy, and evidence. In K. E. Rosenblum & Travis, T-M. C.
<table>
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<th>Gender and Sexual Orientation</th>
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<th>Disabilities and Latinos</th>
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| | Part 2: East Asians Americans Group presentation and discussion | |
| | Interview/Literature Review paper due today | |

<p>| November 17 | Part 1: American Jews | |</p>
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<tr>
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<td>Week 15</td>
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Group presentation and discussion
Part 2: Arab Americans

Group presentation and discussion


NASW Cultural Competence Standards

Chapter 9: Anti-Oppressive Social Work Practice at the Structural level... (page 193-211).

Laird, J. Family-centered practice... (page 20-40)

Collins, P. Toward a new vision (page 331-349).
Crowfoot, J. E. & Chesler, M. A. White men’s roles in multicultural coalitions (page 349-380).
Thompson, B. Subverting racism from within (page 381-400).
Kivel, P. Being a strong White ally (page 401-413).
Bibliography

**Cultural, Ethnic, Racial Diversity and Oppression**


**Social Class, Distributive Justice, and Oppression**


Updated August 2009


**Gender & Oppression**


**Disabilities and Oppression**


**Gays, Lesbians, Bisexuals, and Transgendered Persons - Diversity and Oppression**


LaSala, M. C. (2000). Lesbians, gay men, and their parents: Family therapy for the coming-out crisis. *Family Process, 39*, 67-81. (This article has been translated into Italian and appears in the journal *Terapia Familiare*.)


