19:910:506: Diversity and Oppression

Instructor:
Room Number:
Office Hours:
E-mail:
Term: Fall, 2016
Office:
Telephone:

Course Outline

Catalog Course 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, economic, and environmental 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.

Course Overview:
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.

Place of Course in Curriculum:
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.
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.

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.

School-Wide Learning Goal:
To prepare students for practice and leadership roles in the fields of social work and social welfare. This goal is operationalized using three of the ten Council on Social Work Education (CSWE) prescribed competencies. These competencies are as follows:
1. Identify as a professional social worker and conduct oneself accordingly;
2. Apply knowledge of human behavior and the social environment; and
3. Apply critical thinking to inform and communicate professional judgment.

CSWE Competencies:

Competency 2: Engage Diversity and Difference in Practice
Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers
understand 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. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture’s structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers:
• apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels;
• present themselves as learners and engage clients and constituencies as experts of their own experiences; and
• apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

**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. Social workers:
• apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and
• engage in practices that advance social, economic, and environmental justice.

**Writing Assistance:**

Success in graduate school and within the larger profession of social work depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all MSW students as described below.

**New Brunswick Campus**

All MSW SSW students (NB, Camden, Newark, IW, online and blended) are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

Contact: https://rlc.rutgers.edu/student-info/group-and-individual-academic-support/writing-coaching

**Newark Campus**

The Newark writing center is available for MSW students on the Newark campus by appointment. http://www.ncas.rutgers.edu/writingcenter

**Camden Campus**

The Camden learning center provides writing assistance for MSW students on the Camden campus. http://learn.camden.rutgers.edu/writing-assistance

*Updated August 2016*
Office on Violence Prevention and Victim Assistance

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students’ academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, 732.932.1181, http://vpva.rutgers.edu. Services are free and confidential and available 24 hrs./day, 7 days a week.

Active Shooter Resources

Over the years, there has been an increase in the number of active shootings on campus. It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus—http://rupd.rutgers.edu/shooter.php.

Required Texts:


Readings on Library Reserves:

Required journal articles and book chapters are on eReserves (search on instructor "Battle"). Once you select an article, you will need to login to the library with your NETID to read or download it. Readings are listed in alphabetical order by author’s name. Specific readings will be listed each week in the activity table.

Recommended Texts:


**Useful Websites:**

**Project Race**  

**Rutgers Library Tutorials**  
[http://www.libraries.rutgers.edu/rul/llbs/roberson_lib/libres.html](http://www.libraries.rutgers.edu/rul/llbs/roberson_lib/libres.html)

**American Psychological Association**  

**Slavery by another Name**  

**Poverty and Life Expectancy**  

**Financial Well-Being among Older Adults**  

**Assignments and Grading Scale:**

Students are expected to do all required reading. Students will also be given homework assignments that will enhance the experiential learning. Grades for the course will be based on the following assignments. Percentage values for each assignment represent the maximum credit available.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>White is Right</td>
<td>5 percent</td>
<td>A</td>
<td>92-100</td>
</tr>
<tr>
<td>Slavery by Another Name Paper</td>
<td>10 percent</td>
<td>B+</td>
<td>87-91</td>
</tr>
<tr>
<td>Personal Background Paper</td>
<td>20 percent</td>
<td>B</td>
<td>82-86</td>
</tr>
<tr>
<td>Group Presentations (Each group has 2 presentations)</td>
<td>20 percent</td>
<td>C+</td>
<td>77-81</td>
</tr>
<tr>
<td>Interview &amp; Literature Review Paper</td>
<td>25 percent</td>
<td>C</td>
<td>70-76</td>
</tr>
<tr>
<td>Participation/Attendance</td>
<td>10 percent</td>
<td>F</td>
<td>0-69</td>
</tr>
<tr>
<td>Social, Economic, and Environmental Justice Reflection</td>
<td>10 percent</td>
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</tbody>
</table>
**Paper Rubric:**

Your papers will be graded on the following holistic rubric.

<table>
<thead>
<tr>
<th>Slavery by Another Name Paper</th>
<th>Personal Background Paper</th>
<th>Interview &amp; Literature Review Paper</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-10 points</td>
<td>12-15 points</td>
<td>17-20 points</td>
<td>Consistently does all or almost all of the following:</td>
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<td>- Accurately interprets evidence, statements, graphics, questions, etc.</td>
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<td>- Identifies the salient arguments (reasons and claims) pro and con.</td>
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<td>- Thoughtfully analyzes and evaluates major alternative points of view.</td>
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<td>- Draws warranted, judicious, non-fallacious conclusions.</td>
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<td>- Justifies key results and procedures, explains assumptions and reasons.</td>
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<td>- Fair-mindedly follows where evidence and reasons lead.</td>
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<tr>
<td>6-7 points</td>
<td>8-11 points</td>
<td>11-16 points</td>
<td>Does most or many of the following:</td>
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<td>- Accurately interprets evidence, statements, graphics, questions, etc.</td>
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<td>- Identifies relevant arguments (reasons and claims) pro and con.</td>
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<td>- Offers analyses and evaluations of obvious alternative points of view.</td>
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<td>- Draws warranted, non-fallacious conclusions.</td>
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<td>- Justifies some results or procedures, explains reasons.</td>
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</table>

*Scores to be rounded up at .5
<table>
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<tr>
<th>3-5 points</th>
<th>4-7 points</th>
<th>6-10 points</th>
<th>Does most or many of the following:</th>
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<tbody>
<tr>
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<td></td>
<td>• Fair-mindedly follows where evidence and reasons lead.</td>
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<td>• Misinterprets evidence, statements, graphics, questions, etc.</td>
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<td>• Fails to identify strong, relevant counter-arguments.</td>
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<td>• Ignores or superficially evaluates obvious alternative points of view.</td>
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<td>• Draws unwarranted or fallacious conclusions.</td>
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<td>• Justifies few results or procedures, seldom explains reasons.</td>
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<td>• Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</td>
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</table>

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<tr>
<th>0-2 points</th>
<th>0-3 points</th>
<th>0-5 points</th>
<th>Consistently does all or almost all of the following:</th>
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<tr>
<td></td>
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<td></td>
<td>• Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.</td>
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<td>• Fails to identify or hastily dismisses strong, relevant counter-arguments.</td>
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<td>• Ignores or superficially evaluates obvious alternative points of view.</td>
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<td>• Argues using fallacious or irrelevant reasons, and unwarranted claims.</td>
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<td></td>
<td>• Does not justify results or procedures, nor explain reasons.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.</td>
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</tbody>
</table>
Exhibits close-mindedness or hostility to reason.

(Rubric ©1994, Peter A. Facione, Noreen C. Facione, and The California Academic Press. 217 La Cruz Ave., Millbrae, CA 94030.)

Grading Standards:

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to student’s proposed project and class assignments. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+ = Acceptable work; demonstrates understanding of material; written materials have some problems with organization and mostly conforms to accepted standards of grammar, spelling punctuation, etc.; some citation problems. Work is completed by the due date.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grading Criteria
A  92-100
B+ 87-91
B  82-86
C+ 77-81
C  70-76
F  0-69

*Scores to be rounded up at .5

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 Affairs at (848) 932-4347 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:

“White is Right” (5 Points)
Due week 2: September 13th
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?) Be prepared to discuss in class.

“Slavery by another Name” (10 Points)
Due week 4: September 27th
Go to http://www.pbs.org/tpt/slavery-by-another-name/watch/

Write 3 pages responding to four of the discussion questions below. Title page, abstract, and references are not included in the required page count. Use APA format and clearly identify questions being addressed. Be prepared to discuss all of the questions in class.

Critical Thinking Discussion Questions for “Slavery by another Name”:

1. Why is it important to document hidden histories?
2. Why are certain histories hidden or difficult to uncover?
3. What new insights did you gain after watching this documentary?
4. To what extend do you think a person’s racist attitudes and behaviors can be forgiven due to the “norm” of their surrounding culture?
5. In what ways, if any, are we responsible for our ancestor’s actions? Is it fair to hold individuals accountable for things their ancestors did?
6. How have the dynamics of relationships between black people and white people changed since the Civil Rights Movement of the 1960’s?
7. Blackmon asserts that real slavery didn’t end until the 1940’s. In what ways is this statement true? What forms of modern slavery exist today?
8. How does the history represented in the documentary help us understand present conditions for people of color today? How can knowing history empower people today?
9. What current events do you believe should be documented, so that they are not hidden from future generations? Why?
10. After viewing the documentary, do you believe that racism is inherent or taught? Explain.
**Personal Background Paper: (20 Points)**

**Due week 7: October 18th**

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 an 8 to 10 pages, double spaced paper with 1 inch margins and 12-point font. Title page, abstract, and references are not included in the required page count. 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 today and have done so 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 comfortable and uncomfortable serving (this should be 1 to 2 pages).

**Group Presentations: (20 Points)**

**Due weeks 7-11: October 18th – November 15th**

The class will be divided into five groups. Each group will cover two topics. Group presentations should be 30 minutes with an additional 5-10 minutes of class discussion. Presentations will begin week 7 (October 18th): 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 and Muslims. (Separate articles are required for topic 10.) Each group presentation is worth ten points and groups are expected to provide a summary of the readings with at least one new article published within the last 5 years. The group will present the main points of the articles in a 10-15 slide PowerPoint presentation (5 points for
quality & clarity of research) and Class Presentation (5 points for organization, presentation, engagement, and discussion).

**Interview/Literature Review Paper: (25 Points)**

**Due week 11: November 15th**

For this paper, each student should interview someone who is different from the student by race and one other dimension of intersectionality. 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. Title page, abstract, and references are not included in the required page count. 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.** In addition to a Title Page, Introduction, Abstract, Conclusion, and References, the paper structure is outlined below:

I: Interview

In this paper you are asked to interview someone of a different race and one other dimension of intersectionality: ethnicity, gender, sexual orientation, disability and ability, class, immigration status, and religion. Ask the questions from the topic area that corresponds to your interviewee’s group. *(These starter interview questions are provided with the writing tips handout. Additional questions should be added by the student and included in the paper. Provide a single-spaced verbatim of the interview.)* 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 lesbian woman, find articles on lesbian women. Review at least 5-7 sources of current, written within the past 5 years, 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.

**Social, Economic, and Environmental Justice Reflection Paper: (10 Points)**

**Due week 15: December 13th**

There will be a 3-page Social, Economic, and Environmental Justice Reflection Paper. Students must identify a social, economic, or environmental justice activity that they choose to participate in and write a 3-page reflection paper on this activity. The activity must be approved by your professor and reflect a strategy to eliminate oppressive structural barriers to ensure the equitable distribution of social goods, rights, and responsibilities and the protection of civil, political, social, economic, environmental, and cultural human rights.
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.

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, 848.932.5358. 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 cases, 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 University Office of Disability Services, Lucy Stone Hall, Livingston Campus 54 Joyce Kilmer Avenue, Suite A145, Piscataway, NJ 08854-8045, email address:
dsoffice@rci.rutgers, Phone: (848) 445-6800, fax: (732) 445-3388, for a letter of accommodation. (Undergraduate New Brunswick students should contact the Coordinator for Students with Disabilities for their College.) Students who are taking courses in Camden should contact Mr. Tim S. Pure, Assistant Director/Disability Services Coordinator, Rutgers-Camden Learning Center, Armitage Hall, Room 231, 311 N. 5th Street, Camden, NJ 08102, email address: tpure@camden.rutgers.edu. Students who are taking courses in Newark should contact Ms. Genevieve Sumski, Disability Services Coordinator, Robeson Campus Center-Newark, 350 ML King, Jr. Boulevard, Newark, NJ 07102-1898. Any student, who has already received a letter of accommodation, should contact the instructor privately to discuss implementation of his/her accommodations immediately. Failure to discuss implementation of accommodations with the instructor promptly may result in denial of your accommodations.

### Course Schedule and Activity Table

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Understanding Privilege</th>
<th>Readings: Please read the preface, introduction, and chapters 1-4 in your Privilege text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>Student introductions and ground rules</td>
<td>Please read the following articles on eReserves:</td>
</tr>
<tr>
<td></td>
<td>Defining key concepts and theoretical framework</td>
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<tr>
<td>Week 2</td>
<td>Understanding Oppression</td>
<td>Readings: Please read chapters 9, 12, and 23 in your Privilege text.</td>
</tr>
<tr>
<td>September 13</td>
<td>Part 1 Main points from readings</td>
<td>Please read the following articles on eReserves:</td>
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</tbody>
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Updated August 2016
|---|---|---|
| September 20 | Part 1  
Main points from readings | Please read the following articles on eReserves:  
| | Part 2  
Class discussion | |
| Week 4 | Social Justice | Readings: Please read chapters 12 and 23 in your *Privilege* text.  
Please read the following articles on eReserves:  
| Week 5  | Economic Justice  | Readings: Please read chapters 6, 13 and 22 in your *Privilege* text. Please read the following articles on eReserves:  
Wilson, K., Hirschi, M., Comeau, M., |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Homework Assignment 2: “Slavery by Another Name” due today</td>
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</tbody>
</table>
| Part 1  | Main points from readings:  
Readings: Please read chapters 6, 13 and 22 in your *Privilege* text. Please read the following articles on eReserves:  
Wilson, K., Hirschi, M., Comeau, M., |
| Week 6  
October 11 | Environmental Justice  
Part 1  
Main points from readings:  
Define sustainability  
Global citizenship  
Ecological and economic crisis  
Please read the following articles on eReserves:  
| Week 7  
October 18 | Gender and Sexual Orientation  
Group 1: Group presentation and discussion on Gender  
Group 2: Group presentation and discussion | Readings: Please read chapters 10, 11, 16, 17 and 18 in your Privilege text.  
Please read the following articles on eReserves:  
LaSala, M. C., Fedor, J. P., Revere, E. J., |
<table>
<thead>
<tr>
<th>Week 8</th>
<th>People with Disabilities and Latinos</th>
<th>Readings: Please read chapters 5 and 15 in your <em>Privilege</em> text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 25</td>
<td>Group 3: Group presentation and discussion on People with developmental, mental, and physical disabilities</td>
<td>Please read chapters 1, 11, 15, 17, and 18 in your <em>Ethnicity &amp; Family Therapy</em> text.</td>
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<td>Group 4: Group presentation and discussion on Latinos</td>
<td>Please read the following articles on eReserves:</td>
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<thead>
<tr>
<th>Week 9</th>
<th>African Americans and Native Americans</th>
<th>Readings: Please read chapters 2, 3, and 6 in your <em>Ethnicity &amp; Family Therapy</em> text.</th>
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<tr>
<td>November 1</td>
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</table>
Group 5: Group presentation and discussion on African Americans

Please read the following articles on eReserves:


Group 1: Group presentation and discussion on Native Americans

Week 10
November 8

South Asians and East Asians

**Readings:** Please read chapters 20, 22, and 28 in your *Ethnicity & Family Therapy* text.

Please read the following articles on eReserves:

<table>
<thead>
<tr>
<th>Group 3: Group presentation and discussion on East Asian Americans</th>
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</thead>
</table>
| Week 11  
| November 15 |
| **Interview/Literature Review paper due today** |
| **Intersections of Ethnicity and Religion: Jews, Arabs, and Muslims** |
| Group 4: Group presentation and discussion on American Jews |
| Group 5: Group presentation and discussion on Arab Americans and Muslims |
| **Readings:** Please read chapter 14, 19 and 20 in your *Privilege* text. |
| **Readings:** Please read chapters 10, 31, 48, and 50 in your *Ethnicity & Family Therapy* text. |
| Please read the following articles on eReserves: |

| Week 12  
<p>| November 22 |
| <strong>Thanksgiving Recess</strong> |</p>
<table>
<thead>
<tr>
<th>Week 13</th>
<th>Immigration and Human Rights</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 29</td>
<td><strong>Main points from readings</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Part 1</strong></td>
</tr>
<tr>
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<td><strong>Class discussion</strong></td>
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**Readings:** Please read chapters 7 and 8 in your *Privilege* text.

**Readings:** Please read the following selections on [eReserves](#):


<table>
<thead>
<tr>
<th>Week 14</th>
<th>Anti-Oppressive Social Work</th>
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<tbody>
<tr>
<td>December 6</td>
<td><strong>Main points from readings</strong></td>
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<tr>
<td></td>
<td><strong>Part 1</strong></td>
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</tbody>
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Please read the following articles on [eReserves](#):

| Week 15  
December 13 | Ending Oppression and Injustice  
Part 1  
Main points from readings  
Part 2  
Class Discussion  
*Social, Economic, and Environmental Justice*  
*Reflection Paper due today.* | Readings: Please read chapters 24, 25, and 26 in your *Privilege* text.  
Please read the following articles on eReserves:  
Class discussion |  
NASW Standards for Cultural Competence in Social Work Practice (PDF)  
NASW Institutional Racism & the Social Work Profession: A Call to Action (PDF)  
NASW-NJ Updated Diversity & Affirmative Action Plan (Word) (If you are not from NJ, see if your state’s NASW chapter has a similar plan.)  
Part 1:  
Main points from readings  
Part 2:  
Class Discussion  
*Social, Economic, and Environmental Justice*  
*Reflection Paper due today.* |

| Week 16  
December 20-23 | Wrap-up |  
|---|---|---|
Selected Bibliography


doi: [http://dx.doi.org/10.1606/1044-3894.2014.95.36](http://dx.doi.org/10.1606/1044-3894.2014.95.36)


doi: 10.5175/JSWE.2010.200900070


doi: 10.1080/10705422.2016.1165779


doi:10.1093/geronb/gbw038


doi:10.1080/10705422.2015.1091802


