

RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY

SCHOOL OF SOCIAL WORK

**Master Syllabus
MSW**

**19:910:506: Diversity and Oppression
(Synchronous Remote)**

Instructor:

Room Number:

Office Hours:

E-mail:

Term: Fall 2020

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 the 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.

Program Level Learning Goals and the Council of Social Work Education's Social Work Competencies

The MSW Program at Rutgers is accredited by the Council on Social Work Education (CSWE). CSWE's accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers School of Social Work has integrated the CSWE competencies within its curriculum. *These competences serve as program level Learning Goals for the MSW Program and include the following. Upon completion of their MSW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individual, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.*

This course will assist students in developing the following 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.

Assessment of Competencies/Program Level Learning Goals: Because this course focuses on providing you with the knowledge, skills, and values for you to engage in ethical and professional behavior, it has been selected to be part of the School of Social Work overall assessment program. This means that one of the course assignments, the "Social, Economic, Environmental, and Racial Justice Reflection Paper," has been designed to assess your attainment of the competencies above.

Course Learning Goals

Course level learning goals primarily relate to the aforementioned competencies/program level learning goals as the course addresses policy analysis skills and competencies as well as addresses human rights and social, economic and environmental justice through the study of the evolution of the US welfare state and the emergence of the social work profession.

(Note: Faculty, please add brief statement that highlights the alignment of the course learning goals with the competencies/program level learning goals above)

Upon completion of this course, students will be able to: **(Note: Faculty please use active language, per Bloom's taxonomy)**

- 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 facilitate 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.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengths individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;
2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

Academic Resources

Library Research Assistance

Dr. Karen Hartmann is the social work the social work librarian on the New Brunswick Campus karen.hartman@rutgers.edu p. 848-932-6104 ; **Natalie Borisovets** is at Newark, Dana Library natalieb@rutgers.edu 973-353-5909; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are all available to meet with students.

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>

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 campuses. It is important that you know what to do in case 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:

Kimmel, M. S., & Ferber, A. L. (Eds.). (2017). *Privilege: A reader* (4th ed.). Boulder, CO: Westview Press.

Readings on Library Course Reserves:

Other required readings (separate from textbook) are available through the Rutgers University Library "Reading List" that is integrated into your Canvas course. To find your readings:

Click on the "Reading List" tab in the Canvas navigation bar to the left-hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbook (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media). For further instructions [please click here for a video tutorial](#).

Recommended Texts:

Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

Blackmon, D. A. (2008). *Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II*. New York: Anchor Books.

Davis, L. E. (2016). *Why are they angry with us? Essays on race*. Chicago: Lyceum Books.

Desmond, M. (2016). *Evicted: Poverty & profit in the American city*. NY: Crown Publishers.

Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston:

Kendi, I. X. (2019). *How to be an antiracist*. New York: One World.

Sue, D. W., Rasheed, M. N., & Rasheed, J. W. (2016). *Multicultural social work practice: A competency-based approach to diversity and social justice* (2rd ed.). New Jersey: John Wiley & Sons, Inc.

Useful Websites:

Project Race

<http://www.understandingrace.org/lived/index.html>

Rutgers Library Tutorials

http://www.libraries.rutgers.edu/rul/libs/roberson_lib/libres.html

American Psychological Association

<http://apastyle.apa.org/>

Slavery by another Name

<http://www.pbs.org/tpt/slavery-by-another-name/watch/>

Poverty and Life Expectancy

<https://www.washingtonpost.com/news/wonk/wp/2016/04/11/where-living-poor-means-dying-young/>

Financial Well-Being among Older Adults

<http://www.forbes.com/sites/howardgleckman/2016/04/08/a-new-look-at-the-big-differences-in-financial-well-being-among-older-adults/#169aadf355c3>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the Publication Manual of the American Psychological Association, 7th edition (2020). It can be purchased at APA Manual 7th Edition. The Purdue OWL website also provide assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

<https://owl.english.purdue.edu/owl/resource/694/01/>

Course Attendance and Participation Policies

Students are expected to attend all synchronous remote classes regularly and to complete readings on a timely basis so that they can participate effectively in class discussions. Students who aren't able to attend online class sessions, should plan to contact the instructor in advance. Students are expected to arrive to class on time and stay for the entire duration of class. Consistent late arrivals or early departure or more than 3 absences may result in grade deductions or course failure. In addition, students are expected to take leadership roles in class discussions and exercises both online and during live class sessions.

Diversity Statement:

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students and faculty are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

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.

Grade	Percent
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

Assignment	Points
Slavery by Another Name Paper	10 percent
Personal Background Paper	20 percent
Class Presentations (Each group will be assigned a module to cover)	10 percent
Interview & Literature Review Paper	25 percent
Attendance & Participation	10 percent
Social, Economic, and Environmental Justice Reflection Paper	10 percent
Weekly Reflections/ Threaded Discussions	15 percent
Sum of All Points	100 percent (maximum)

Paper Rubric:

Your papers will be graded on the following holistic rubric.

Slavery by Another Name Paper	Personal Background Paper	Interview & Literature Review Paper	Social, Economic & Environmental Justice Reflection Paper	Criteria
8-10 points	17-20 points	21-25 points	8-10 points	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> ● Accurately interprets evidence, statements, graphics, questions, etc. ● Identifies the salient arguments (reasons and claims) pro and con. ● Thoughtfully analyzes and evaluates major alternative points of view. ● Draws warranted, judicious, non-fallacious conclusions. ● Justifies key results and procedures, explains assumptions and reasons. ● Fair-mindedly follows where evidence and reasons lead.
6-7 points	11-16 points	15-20 points	6-7 points	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> ● Accurately interprets evidence, statements, graphics, questions, etc. ● Identifies relevant arguments (reasons and claims) pro and con.

				<ul style="list-style-type: none"> ● Offers analyses and evaluations of obvious alternative points of view. ● Draws warranted, non-fallacious conclusions. ● Justifies some results or procedures, explains reasons. ● Fair-mindedly follows where evidence and reasons lead.
3-5 points	6-10 points	8-14 points	3-5 points	<p>Does most or many of the following:</p> <ul style="list-style-type: none"> ● Misinterprets evidence, statements, graphics, questions, etc. ● Fails to identify strong, relevant counter-arguments. ● Ignores or superficially evaluates obvious alternative points of view. ● Draws unwarranted or fallacious conclusions. ● Justifies few results or procedures, seldom explains reasons. ● Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

0-2 points	0-5 points	0-7 points	0-2 points	<p>Consistently does all or almost all of the following:</p> <ul style="list-style-type: none"> ● Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others. ● Fails to identify or hastily dismisses strong, relevant counter-arguments. ● Ignores or superficially evaluates obvious alternative points of view. ● Argues using fallacious or irrelevant reasons, and unwarranted claims. ● Does not justify results or procedures, nor explain reasons. ● Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions. ● Exhibits close-mindedness or hostility to reason.
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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:

Grade	Percent
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:

Weekly Reflections/ Threaded Discussions (10 points)

Each week students will be asked to complete reflections and discussions as part of the synchronous remote assignments. More detailed information is provided in the weekly activity table in Canvas.

“Slavery by another Name” (10 Points)

Due Module 4

Go to <http://www.pbs.org/tpt/slavery-by-another-name/watch/>

To watch the PBS documentary, “Slavery by Another Name” based on, Blackmon, D. A. (2008). *Slavery by another name: The re-enslavement of Black Americans from the Civil War to World War II*. New York: Anchor Books.

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 extent 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 Module 7

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. Use this outline in your paper:

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 on 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 on 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: (10 Points)

Due Module 7-11

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 Module 7: 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 Arab Americans and Muslims.) 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 PowerPoint slide 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 Module 11

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 5-7 citations). Each page must be fully covered. **In order to protect confidentiality, use codenames for your interviewee.** In addition to a Title Page, Abstract, Introduction, Conclusion, and References, the paper structure is outlined below. Use this outline in your paper:

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. This is followed by the complete interview, word-for-word and single-spaced.

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 Environmental, and Racial Justice Reflection Paper: (10 Points)

Due Module 14

The final major assignment is 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

As per Rutgers University Academic Integrity Policy, "Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities." All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its' entirety.

As per Rutgers University Academic Integrity Policy, "The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student's own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results,

images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student's interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing."

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

"Plagiarism: Plagiarism is the use of another person's words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one's own words another person's written words or ideas as if they were one's own, regardless of the nature of the assignment; Incorporating into one's work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution."

"Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one's own work when others prepared them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else."

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Laura Curran at lacurran@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of 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. For more information, see [RU Academic Integrity Policy](#) and [Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: *On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.*

DISABILITY ACCOMMODATION

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus' disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>.

Other Resources

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.

Course Schedule and Activity Table

<p>Module 1</p>	<p>Understanding Privilege & Oppression</p> <p>Introduce terms, provide links, relate to discussion</p> <p>The Privilege Walk Socio-economic Video clip about privilege</p> <p>Student introductions and ground rules</p> <p>Utilizing library resources, APA style, and academic integrity</p> <p>Describing assignments</p> <p>Defining key concepts and theoretical framework</p>	<p>Readings: Please read the preface, introduction, and chapters 1-4 in your Privilege text.</p> <p>Please read the following articles on eReserves:</p> <p>Wise, T. (2010) On white pride, reverse racism, and other delusions. In Kimmel, M. S., & Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2nd ed). (pp. 133-144). Boulder, CO: Westview Press. (move from module 2 to 1)</p> <p>Synchronous Remote Assignments: Please listen to the podcast on diversity & social justice and do a 1-2 paragraph reflection: Battle, D. (Interviewee). (2020, July 2). Diversity and social justice. [Podcast interview]. Therapy Show, a mental health treatment podcast series, NJ, United States. Retrieved from https://www.therapyshow.com/diversity-and-social-justice</p> <p>Please watch the video clip about privilege: The Life of Privilege Explained in a \$100 Race and do a 1-2 paragraph reflection about privilege. https://www.youtube.com/watch?v=yZ670ooc6Qc</p>
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<p>Module 2</p>	<p>White Fragility</p> <p>Part 1 Main points from readings</p> <p>Seeing White</p> <p>Part 2 Class discussion</p> <p>White is Right”</p>	<p>Readings: Please read chapters 9, 12, and 23 in your Privilege text.</p> <p>Please read the following articles on eReserves:</p> <p>Diangelo, R. (2018). White fragility: Why it’s so hard for white people to talk about racism. (Chapters 1-2). Boston: Beacon Press.</p> <p>Hancock, T. U., Waites, C., & Kledaras, C. G. (2012). Facing structural inequality: Students’ orientation to oppression and practice with oppressed groups. <i>Journal of Social Work Education</i>, 48(1), 5-25.</p> <p>Synchronous Remote Assignment: “White is Right” Due Module 2 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.</p>
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<p>Module 3</p>	<p>Racial Justice</p> <p>Part 1 Main points from readings</p> <p>Critical Race Theory</p> <p>Anti-Racism</p> <p>Part 2 Class discussion</p>	<p>Readings: Please read the following articles on eReserves: Davis, L. E. (2016). Why are they angry with us? Essays on race. Chicago: Lyceum Books.</p> <p>Heilig, J. V., Brown, K. D., & Brown, A. L. (2012). The illusion of inclusion: A Critical Race Theory textual analysis of race and standards. Harvard Educational Review, 82(3), 403-424, 437-439.</p> <p>Kendi, I. X. (2019). How to be an antiracist. (Chapters 1-2). New York: One World.</p> <p>Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for application in social work practice and policy. Families in Society: The Journal of Contemporary Social Services, 95(4), 269-276.</p> <p>Ladhani, S. & Sitter, K. C. (2020). The revival of anti-racism considerations for social work education. Critical Social Work, 21(1). DOI: https://doi.org/10.22329/csw.v21i1.6227. Retrieved from: https://ojs.uwindsor.ca/index.php/csw/article/view/6227</p> <p>American Friends Service Committee. Anti-racist decolonizing framework for talking about and describing young people: https://www.afsc.org/resource/anti-racist-decolonizing-framework-talking-about-and-describing-young-people</p> <p>Synchronous Remote Assignment: Watch the Ted talk interview of the founders of the Black Lives Matter Movement and do a 1-2 paragraph reflection about privilege.</p> <p>https://www.ted.com/talks/alicia_garza_patricie_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?referrer=playlist-talks_to_help_you_understand_s.</p>
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<p>Module 4</p>	<p>Social Justice</p> <p>Part 1 Main points from readings</p> <p>Intersectionality</p> <p>Part 2 Class discussion</p> <p>Homework Assignment 2: “Slavery by Another Name” due Module 4.</p>	<p>Readings: Please read the following articles on eReserves: Deepak, A. C. (2015). Delivering diversity and social justice in social work education: The power of context. <i>Journal of Progressive Human Services</i>, 26(2), 107-125.</p> <p>Patterson, D. A., Cronley, C., West, S., & Lantz, J. (2015). Social justice manifest: A university-community partnership to promote the individual right to housing. <i>Journal of Social Work Education</i>, 50(2), 234-246.</p> <p>Windsor, L. C., Shorkey, C., & Battle, D. (2015). Measuring student learning in social justice courses: The Diversity & Oppression Scale. <i>Journal of Social Work Education</i>, 51(1), 58-71.</p> <p>Synchronous Remote Assignments: Watch the Ted talk video by Kimberle Crenshaw: The Urgency of Intersectionality and do a 1-2 paragraph reflection about privilege. (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?referrer=playlist-talks_to_help_you_understand_s)</p> <p>Read the op ed and do a 1-2 paragraph reflection about anti-black racism in law enforcement and protest against police brutality.</p> <p>Battle, V. D. (2020, June 3). I can’t breathe. <i>The Star Ledger</i>. Retrieved from https://www.nj.com/opinion/2020/06/i-cant-breathe.html</p>
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<p>Module 5</p>	<p>Economic Justice</p> <p>Part 1 Main points from readings:</p> <p>Part 2 Class discussion</p>	<p>Readings: Please read chapters 6, 13 and 22 in your Privilege text. Please read the following articles on eReserves:</p> <p>Brady, S. R., Young, J. A., & McCleod, D. A. (2015). Utilizing Digital Advocacy in Community Organizing: Lessons Learned from Organizing in Virtual Spaces to Promote Worker Rights and Economic Justice. <i>Journal of Community Practice</i>, 23(2), 255-273.</p> <p>Desmond, M. (2016). Christmas in Room 400. In Desmond, M. <i>Evicted: Poverty & profit in the American city</i> (pp. 94-107). NY: Crown Publishers.</p> <p>Simmons, L. (2016). Opportunities for community organizing in the realm of economic justice and low wage worker struggles. <i>Journal of Community Practice</i>, 24(2), 166-18.</p> <p>Wilson, K., Hirschi, M., Comeau, M., Bronheim, S., & Bachman, S. S. (2014). Disparities in insurance coverage among children with special health care needs: How social workers can promote social and economic justice. <i>Health & Social Work</i>, 39(2), 121-127.</p> <p>Synchronous Remote Assignment: Please watch the following two videos then write a one to two paragraph reflection on one of them.</p> <p>Racism Has a Cost for Everyone: https://www.ted.com/talks/heather_c_mcgee_racism_has_a_cost_for_everyone?referrer=playlist-talks_to_help_you_understand_s</p> <p>America's Forgotten Working Class: https://www.ted.com/talks/j_d_vance_america_s_forgotten_working_class?referrer=playlist-talks_to_help_you_understand_s</p>
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<p>Module 6</p>	<p>Environmental Justice</p> <p>Part 1 Main points from readings:</p> <p>Define sustainability Global citizenship Ecological and economic crisis Social worker's role</p> <p>Environmental Refugees</p> <p>Part 2 Class discussion</p>	<p>Please read the following articles on eReserves:</p> <p>Alston, M. (2015). Social work, climate change and global cooperation. <i>International Social Work</i>, 58(3) 355-363.</p> <p>Boetto, H. & Bell, K. (2015). Environmental sustainability in social work education: An online initiative to encourage global citizenship. <i>International Social Work</i>, 58(3) 448-462.</p> <p>Hawkins, C. A. (2009). Global citizenship: A model for teaching universal human rights in social work education. <i>Critical Social Work</i>, 10(1) 116-131.</p> <p>Nesmith, A., & Smyth, N. (2015). Environmental justice and social work education: Social workers profession perspectives. <i>Social Work Education</i>, 34(5), 484-501.</p> <p>Synchronous Remote Assignment: Please watch Dateline: America's First Climate Change Refugees (https://www.youtube.com/watch?v=1QIa_76xX8Y) and write a one-two paragraph reflection.</p>
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<p>Module 7</p>	<p>Gender and Sexual Orientation</p> <p>Group1: Group presentation and discussion on Gender</p> <p>Group 1: Group presentation and discussion on Sexual Orientation</p> <p>Personal Background paper due Module 7.</p>	<p>Readings: Please read chapters 10, 11, 16, 17 and 18 in your Privilege text. Please read the following articles on eReserves:</p> <p>LaSala, M. C., Fedor, J. P., Revere, E. J., & Carney, R. (2016). What parents and their gay and bisexual sons say about HIV prevention. <i>Qualitative Health Research</i>, 26(11), 1519–1530.</p> <p>Mallinger, G., Starks, S., & Tarter, K. (2017). Women Social Workers: A Road Map to Gender Equity. <i>Journal of Women and Social Work</i>, 32(1), 81-91. https://doi.org/10.1177/0886109916647766</p> <p>Mueller, A., James, W., Abrutyn, S., & Levin, M. (2015). Suicide ideation and bullying among US adolescents: Examining the intersections of sexual orientation, gender, and race/ethnicity. <i>American Journal of Public Health</i>, 105(5), 980-985.</p> <p>Shires, D. A., & Jaffee, K. (2015). Factors associated with health care discrimination among a national sample of female-to-male transgender individuals. <i>Health & Social Work</i>. 40(2) 134-141.</p> <p>Synchronous Remote Assignment (weeks 7-11): Group presenting this week will develop a discussion question for each of the populations covered in this module. All students will need to respond to one of the discussion questions.</p>
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<p>Module 8</p>	<p>People with Disabilities and Latinx</p> <p>Group 2: Group presentation and discussion on People with developmental, mental, and physical disabilities</p> <p>Group 2: Group presentation and discussion on Latinx</p>	<p>Readings: Please read chapters 5 and 15 in your Privilege text. Please read the following articles on eReserves:</p> <p>Anastasiou, D. & Kaufmann, J. M. (2013). The Social Model of Disability: Dichotomy between impairment and disability. <i>Journal of Medicine and Philosophy</i>, 38, 441–459.</p> <p>Blick R.N., Franklin M.D., Ellsworth D.W., Havercamp S.M., Kornblau, B.L. (2015). The Double Burden: Health Disparities Among People of Color Living with Disabilities. <i>Ohio Disability and Health Program</i>, 1-9.</p> <p>Araujo-Dawson, B. (2015). Understanding the complexities of skin color, perceptions of race, and discrimination among Cubans, Dominicans, and Puerto Ricans. <i>Hispanic Journal of Behavioral Sciences</i>, 37(2) 243–256.</p> <p>Lopez, W. D., LeBrón, A. M., Graham, L. F., & Grogan-Kaylor, K. (2016). Discrimination and depressive symptoms among Latina/o adolescents of immigrant parents. <i>International Quarterly of Community Health Education</i>, 36(2), 131-40.</p> <p>Cristobal S., Jr. & Adele L. (2017) Mapping and recontextualizing the evolution of the term Latinx: An environmental scanning in higher education, <i>Journal of Latinos and Education</i>, 18:4, 302-315, DOI: 10.1080/15348431.2017.1390464</p> <p>Latino Americans: Episode 1: Foreigners in their own land. (2013). PBS. Retrieved from: https://www.pbs.org/show/latino-americans/.</p> <p>Synchronous Remote Assignment (weeks 7-11): Group presenting this week will develop a discussion question for each of the populations covered in this module. All students will need to respond to one of the discussion questions.</p>
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<p>Module 9</p>	<p>African Americans and Native Americans</p> <p>Group 3: Group presentation and discussion on African Americans</p> <p>Group 3: Group presentation and discussion on Native Americans</p>	<p>Please read the following articles on eReserves:</p> <p>Alexander, M. (2012). The color of justice. In <i>The New Jim Crow: Mass incarceration in the age of the colorblindness</i> (97-104). New York: The New Press.</p> <p>Jackson, K. F., & Hodge, D. R. (2015). Native American youth and culturally sensitive interventions: A systematic review. <i>Research on Social Work Practice</i>, 20(3), 260-270.</p> <p>Johnston-Goodstar, K. (2013). Indigenous youth participatory action research: Re-visioning social justice for social work with indigenous youths. <i>Social Work</i>, 58(4) 314-320.</p> <p>Williams, J., Simon, C., & Bell, A. (2015). Missing the mark: The image of the social work profession in an African-American community. <i>Journal of Ethnic & Cultural Diversity in Social Work</i>. 24(1) 56-70.</p> <p>Synchronous Remote Assignment (weeks 7-11): Group presenting this week will develop a discussion question for each of the populations covered in this module. All students will need to respond to one of the discussion questions.</p>
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<p>Module 10</p>	<p>South Asians and East Asians</p> <p>Group 4: Group presentation and discussion on South Asian Americans</p> <p>Group 4: Group presentation and discussion on East Asian Americans</p>	<p>Please read the following articles on eReserves:</p> <p>Ganapathy-Coleman, H. (2013). Raising “authentic” Indian children in the United States: Dynamism in the ethnotheories of immigrant Hindu parents. <i>Ethnos</i>. 41(4) 360–386.</p> <p>Karasz A, Viraj Patel V., Kabita M., Shimu P. (2013). Progress in community health partnerships: “Tension” in South Asian women: Developing a measure of common mental disorder using participatory methods. <i>Research, Education, and Action</i>, 7(4), 429-441.</p> <p>Kiang, L., Witkow, M. R., & Thompson, T. L. (2016). Model Minority stereotyping, perceived discrimination, and adjustment among adolescents from Asian American backgrounds. <i>Journal of Youth Adolescence</i>, 45, 1366-1379.</p> <p>Nguyen, D. (2012). The effects of sociocultural factors on older Asian Americans’ access to care. <i>Journal of Gerontological Social Work</i>, 55(1), 55-71.</p> <p>Sun, F., Gao, X., Gao, S., Li, Q., & Hodge, D. R. (2016). Depressive symptoms among older Chinese Americans: Examining the role of acculturation and family dynamics. <i>The Journals of Gerontology. Series B, Psychological Sciences and Social Sciences</i>, 1-10.</p> <p>Synchronous Remote Assignment (weeks 7-11): Group presenting this week will develop a discussion question for each of the populations covered in this module. All students will need to respond to one of the discussion questions.</p>
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<p>Module 11</p>	<p>Intersections of Ethnicity and Religion: Jews, Arabs, and Muslims</p> <p>Group 5: Group presentation and discussion on American Jews</p> <p>Interview/Literature Review paper due today</p> <p>Group 5: Group presentation and discussion on Arab Americans and Muslims</p>	<p>Readings: Please read chapter 14, 19 and 20 in your Privilege text. Please read the following articles on eReserves:</p> <p>Ali, S. R., Yamada, T., & Mahmood, A. (2015). Relationships of the practice of Hijab, workplace discrimination, social class, job stress, and job satisfaction among Muslim American women. <i>Journal of Employment Counseling</i> 52(4), 146-157.</p> <p>Fine, J. & Aziz, N. (2013). Does the political environment matter?: Arab-American representation and September 11th. <i>Social Science Quarterly</i>, 94(2), 551-568.</p> <p>Jadalla, A. A., Hattar, M., & Schubert, C. C. (2015). Acculturation as a predictor of health promoting and lifestyle practices of Arab Americans: A descriptive study. <i>Journal of Cultural Diversity</i>. 22(2), 15-22.</p> <p>Novick, T. (2015) The myth of the cultural Jew: Culture and law in Jewish tradition. <i>Shofar: An Interdisciplinary Journal of Jewish Studies</i>, 34(1), 133-136.</p> <p>Sacks, K. B. (2010). How Jews became White. In Kimmel, M. S., & Ferber, A. L. (Eds.), <i>Privilege: A reader</i> (2nd ed). (pp. 87-106). Boulder, CO: Westview Press.</p> <p>Synchronous Remote Assignment (weeks 7-11): Group presenting this week will develop a discussion question for each of the populations covered in this module. All students will need to respond to one of the discussion questions.</p>
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<p>Module 12</p>	<p>Immigration and Human Rights</p> <p>Part 1 Main points from readings</p> <p>Current News & Policies</p> <p>Part 2 Class discussion</p>	<p>Readings: Please read chapters 7 and 8 in your Privilege text. Readings: Please read the following selections on eReserves: Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. <i>Hispanic Journal of Behavioral Sciences</i>, 32(3), 362-384.</p> <p>Brabeck, K. & Xu, Q. (2010). The impact of detention and deportation on Latino immigrant children and families: A quantitative exploration. <i>Hispanic Journal of Behavioral Sciences</i>, 32(3), 341-361.</p> <p>Davis, A. & Reber, D. J. (2016). Advancing human rights and social and economic justice: Developing competence in field education. <i>Journal of Human Rights and Social Work</i>, 1, 1-11.</p> <p>Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. <i>Journal of Marriage & Family</i>, 74(4), 829-846.</p> <p>Jones, S. (2012). Working with immigrant clients: perils and possibilities for social workers. <i>Families in Society</i>, 93(1), 47-53.</p> <p>Synchronous Remote Assignment: Students should watch the video- Fleeing Climate Change- The real environmental disaster- https://www.youtube.com/watch?v=cl4Uv9_7KJE&v1=en - and write a reflection</p>
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<p>Module 13</p>	<p>Anti-Oppressive Social Work</p> <p>Cultural Humility</p> <p>Part 1 Main points from readings</p> <p>Part 2 Class discussion</p>	<p>Please read the following articles on eReserves: James, C., & Battle, D. (2012). Diversity and Social Justice: Anti-oppressive Social Work at the Organizational Level [PowerPoint slides].</p> <p>Krentzman, A. R., Pagano, M. E., Bradley, J. C., Johnson, S. M., Battle, D., Andrade, F. H., Delva, J., & Robinson, E. A. R. (2012). The role of religiousness on substance-use disorder treatment outcomes: A comparison of Black and White adolescents. <i>Journal of the Society for Social Work and Research</i>, 3, 113-128. doi:10.5243/jsswr.2012.8</p> <p>NASW (2015) Standards for Cultural Competence in Social Work Practice (PDF) NASW (2007) Institutional Racism & the Social Work Profession: A Call to Action (PDF) NASW-NJ (2012) Updated Diversity & Affirmative Action Plan (Word) (If you are not from NJ, see if your state's NASW chapter has a similar plan.)</p> <p>Synchronous Remote Assignment: Students should watch the video-Critical Concept: Anti-Oppressive Practice and write a 1-2 paragraph reflection. https://www.youtube.com/watch?v=yX7Oz7ir-IE</p>
<p>Module 14</p>	<p>Ending Oppression and Injustice</p> <p>Part 1 Main points from readings</p> <p>Part 2 Class Discussion</p> <p>Social, Economic, and Environmental Justice Reflection Paper due Module 14.</p>	<p>Readings: Please read chapters 24, 25, and 26 in your Privilege text. Please read the following articles on eReserves: Desmond, M. (2016). Epilogue: Home & Hope. In Desmond, M. <i>Evicted: Poverty & profit in the American city</i> (pp. 293-313). NY: Crown Publishers.</p> <p>Video- Fannie Lou Hamer: Stand Up https://www.pbs.org/video/fannie-lou-hamer-stand-up-1ecoc6/</p> <p>Synchronous Remote Assignment: Students should watch the movie 13th and write a 1-2 paragraph reflection.</p>

<p>Module 15</p>	<p>Wrap-up: Joining in the Struggle</p> <p>Take the opportunity to renew your personal and professional commitment to social, economic, and environmental justice.</p> <p>Thank you.</p>	<p>Please read the following article: Phillips, H. (2020 May 9). Performative allyship is deadly (here's what to do instead). https://forge.medium.com/performative-allyship-is-deadly-c900645d9f1f</p> <p>Please watch the following video at NJVID: Racism Betrays Humanity (30m) Free State of Jones (2016)</p> <p>Synchronous Remote Assignment: Students should watch the movie Just Mercy and write a 1-2 paragraph reflection.</p>
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