Course Title:
Human Diversity and Societal Oppression

Course Number:
SWK 5333-102

Course Description:
The course provides graduate students with social work knowledge of human diversity from a social justice perspective. Knowledge of diverse groups’ norms/values, differential power, societal oppression, and transactions between and within social groups are emphasized.

This course provides graduate students with knowledge necessary for generalist social work practice with disadvantaged and oppressed groups in the United States. The content will cover the status and experiences of persons of color, women, persons with disabilities, sexual and gender minorities, the working class, those in poverty, and persons with religious and/or spiritual world views. The focus will be on how prejudice, discrimination, exclusion and other power barriers affect the experiences of oppressed groups. Another focus will be on the unique strengths and capacities within each group, how to recognize these in client systems, and how to utilize these as resources for effective social work practice. An important outcome of this course will be for students to acquire a frame of reference regarding the experiences of oppressed and at risk groups in preparation for generalist practice.

Class Dates, Location and Hours:

Dates: August 21-22, September 4-5, 18-19, & October 2-3, 2015
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fridays 5:00 - 9:00pm.; Saturdays 9:00 am. - 5:00 pm.
Last day to enroll or drop without penalty: August 19, 2015

Site Director:

Bethany Neubauer. Phone: 405-325-1263; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:

Course Professor: Jeanette Davidson, Ph.D., ACSW
Mailing Address: 601 Elm Ave., Room 516
Norman, OK 73069
Telephone Number: (405) 325-2327
E-mail Address: jrdavidson@ou.edu
Professor availability: The professor will be available via e-mail to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bkstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@fheg.follett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m.
on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


4. Materials posted on the OU Desire to Learn (D2L) system: Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

**Course Objectives:**

Given regular class attendance, participation in class activities, completion of assigned readings, and successful completion of course assignments, students will, at the conclusion of the course, have the ability to:

- identify and describe the concepts of ableism, acculturation, assimilation, class, culture, race, ethnicity, gender, gender identity, generational status, pluralism, religion/spirituality, and sexual orientation;
- identify at least one theory of prejudice, stereotyping, and social oppression;
- discuss the historical emergence and world views of various historically oppressed populations and how their experiences and perspectives differ from each other and from the dominant American culture;
- describe traditional family and group norms of at least four historically oppressed populations in Oklahoma;
- discuss how capitalism, politics, policy, and socioeconomic class are central to group conflict;
- demonstrate self-awareness regarding the impact of culture, multiple identities, privilege, and oppression in their own lives and how to increase their own sensitivity to human differences; and
- understand the importance of ethnic/gender sensitive services for at-risk clients.

**Social Work Competencies and Practice Behaviors Assessed:**

**EP 2.1.1 - Competency: Identify with social work profession and conduct oneself accordingly**

Associated Behaviors:

Practice personal reflection and self-correction to assure continual professional development

(Assessed in assignment 1)

**EP 2.1.2 - Competency: Apply ethical principles in practice**

Associated Behaviors:

Recognize and manage personal values in a way that allows professional values to guide practice (Assessed in assignment 2)
EP2.1.3 - Competency: Apply critical thinking to inform and communicate professional judgments

Associated Behaviors:

Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom (Assessed in assignment 2)

EP 2.1.4 - Competency: Engage diversity and difference in practice

Associated Behaviors:

- Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (Assessed in assignment 1)
- Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups (Assessed in assignment 1)
- Recognize and communicate their understanding of the importance of difference in shaping life experiences (Assessed in assignment 2)
- View themselves as learners and engage those with whom they work as informants (Assessed in assignment 2)

EP 2.1.5 - Competency: Advocate for Human Rights and Social and Economic Justice

Associated Behaviors:

- Understand the forms and mechanisms of oppression and discrimination (Assessed in instructor designed measures)
- Advocate for human rights and social and economic justice (Assessed in assignment 2)
- Engage in practices that advance social and economic justice (Assessed in assignment 2)

EP 2.1.7 - Competency: Apply knowledge of human behavior in the social environment

Associated Behaviors:

Critique and apply knowledge to understand person and environment (Assessed in assignment)

Assignments, Grading and Due Dates:

The course is organized to permit maximum student participation. Instructor may use technology, guest speakers and group exercises to encourage discussion of course content. Students are expected to be conversant with all required readings.

Class Policies:

Methods of Evaluation:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percent of Course Grade</th>
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</thead>
<tbody>
<tr>
<td>Assignment 1: Short Papers 1-7</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 2: Group Presentation</td>
<td>30%</td>
</tr>
<tr>
<td>Assignment 3: Final Paper</td>
<td>40%</td>
</tr>
<tr>
<td>*Class Participation</td>
<td>P/F</td>
</tr>
<tr>
<td>**Attendance</td>
<td>P/F</td>
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*Class Participation: The class is based upon an interactive learning model and requires active participation by students
**Attendance: Students are expected to attend all class dates.** In case of illness or emergencies, students should contact the instructor as early as possible. **Unexcused absences will negatively impact a student’s grade in the class.** Written make-up work will be required for all absences.

Academic Conduct:

Each student should acquaint him or herself with the University’s codes, policies, and procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. This information can be obtained at [www.ou.edu/studentcode](http://www.ou.edu/studentcode). Students should also be familiar with the Anne and Henry Zarrow School of Social Work Academic and Professional Performance Policy and the NASW Code of Ethics.

Statement of Reasonable Accommodation:

The University of Oklahoma is committed to providing reasonable accommodation for all students with disabilities. Students with disabilities who require accommodations are asked to inform professor early in the semester. International students, who are not fluent in English, can request extended times for examinations.

Students with disabilities must register with the Disability Resource Center for course accommodations.

Disability Resource Center  
620 Elm Avenue – Suite 166  
Goddard Health Center  
Norman, OK 73019-2093  
Phone: 405-325-3852 (voice) – 405-325-4173 (voice)  
Email: drc@ou.edu

Provost-Approved University Activities and Religious Observances:

It is university policy “to excuse student absences that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays.” Therefore, a make-up exam will be given when it falls on a practiced religious holiday and/or for religious observances and “Provost-approved University-sponsored activities such as scholarly competition, fine arts performances...” and legally required activities, such as emergency military service and jury duty... (Student Codebook, p. 26)

**Major Course Divisions:**

1. Foundational concepts of diversity
   a. acculturation, assimilation, class, culture, race, ethnicity, gender, gender identity, pluralism, religion/spirituality, sexual orientation, and social construction in the context of U.S. society.

2. Theories and concepts related to intergroup contact and conflict
   a. stereotyping
   b. theory of prejudice and discrimination.
   c. theories of integration, intercultural contact theory, cultural diffusion, social stratification, identity development (ethnic/race/gender), and intersecting identities

3. Historically oppressed populations’ experiences in the United States
   a. historical emergence of Native Americans and at least an additional three currently oppressed populations in the United States (Instructor’s Note: Recommended populations for study include women, African Americans, gay and lesbian community, Hispanic Americans, religious minorities, and Asian Americans. Native Americans are the one **required** population of the four.)
b. major historical events in each group’s attempt to adapt to the dominant culture.

4. Traditional norms of diverse family groups
   a. traditional cultural values
   b. traditional family structure and functions
   c. current social, economic, and political status and challenges
   d. macro social work practice implications

5. Knowledge of diversity and oppression’s impact on one’s personal and professional values
   a. race, male, and class privilege
   b. dominant group propaganda
   c. professional and personal values within the context of the NASW Code of Ethics as it relates to nonjudgmental attitudes, non-discriminatory behavior, and commitment to social justice.
   d. need for cultural competency in social work practice

Course Assignments:

Assignment 1: (Due Session 1) (30%)
Rothenberg Articles: Race, Class, and Gender in the U.S.

Rationale: These readings provide students with concrete examples of prejudice, discrimination, and oppression experienced by persons of diverse backgrounds. Readings are short. Students are required to select and read a number of articles and to write a series of short papers (1 page each) on each topic, noting their reflections and opinions as well as personal and social work values. Learning objectives include the development of critical thinking skills and the ability to analyze complex social issues in the context of personal and social work values. Students will bring hard copies of their papers to the first class session and will also submit these papers on D2L.

Instructions: Using Rothenberg’s Race, Class and Gender in the U.S. text, discuss the seven topics below. In each paper, please remember to:

- Cite the articles you select, using APA style;
- Identify the NASW Code of Ethics sections pertaining to the respective topics;
- Select a minimum of 3 (different) source articles for each paper;
- Present 1 page papers (for a total of 7 pages), typed and double spaced

1. Social Construction and Diversity Paper
   a. Discuss social construction and diversity, and present examples from the articles you selected
   b. Discuss related personal and social work values.

2. Stereotypes and Prejudice Paper
   a. Define stereotypes, discrimination and prejudice and highlight how they differ from each other.
   b. Give examples from the articles you selected

3. Creation and Maintenance of Group Conflict Paper
   a. Discuss the main point of selected readings related to intergroup conflict
   b. Provide at least three examples of intergroup conflict and provide the following information.
      i. Describe the power differential between the groups
ii. Identify any outside groups who stand to gain from the conflict

iii. In your opinion, which group has the most to lose in this conflict?

4. Historically Oppressed Group (One) Assignment (Native Americans)
   a. Present an overview of selected readings about Native Americans from the text
   b. Discuss social injustices experienced by Native Americans
   c. Discuss related social policy and social work practice implications

5. Historically Oppressed Group (Two) Assignment (Select population)
   a. Present an overview of the readings about the selected population
   b. Discuss the social injustices experienced by members of the population
   c. Discuss related social policy and social work practice implications

6. Historically Oppressed Group (Three) Assignment (Select population)
   a. Present an overview of the readings about the selected population
   b. Discuss the social injustices experienced by members of the population
   c. Discuss related social policy and social work practice implications

7. Historically Oppressed Group (Four) Assignment (Select population)
   a. Present an overview of the readings about the selected population
   b. Discuss the social injustices experienced by members of the population
   c. Discuss related social policy and social work practice implications

Assignment 2: Date TBA (30%)

Group Presentations: Students are required to sign up for a group presentation topic. Students should select a topic that focuses on issues pertinent to population groups studied in class.

**Presentations should focus on:**
- the historical, social, cultural, economic, and political conditions of the selected population
- societal challenges faced by the population
- legal issues
- implications for macro-practice (social policy; advocacy; social action)
- implications for research, social work practice and education
- recommendations from strengths and empowerment perspectives

Presentations should be 45 minutes to one hour in length, including time for questions from class colleagues. Students are invited to be creative in the use of audio/visual aids, role plays, drama skits, music, etc., to enhance their presentations if they so desire. Students will be given time during the early class sessions to work together on this assignment. All groups should include a power-point presentation with accompanying handouts for class colleagues.

Assignment 3: Due last class session (40%)

Final Paper: A final class paper is due on the last class session. Students may discuss with the professor an area of special interest and may suggest appropriate topics for a written assignment (paper), subject to the professor’s approval. The papers should be 8 pages, typed, double spaced, APA style.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.
Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA

Jeanette R. Davidson, Ph.D., ACSW

Education

• Ph.D. in Social Work, University of Texas, Arlington, TX
• MSSW in Social Work, University of Texas, Arlington, TX
• B.A. (with Honors) in English, University of Strathclyde, Glasgow, Scotland

Current Positions

• Director, African & African American Studies, University of Oklahoma, Norman, OK
• Associate Professor, School of Social Work, University of Oklahoma, Norman, OK
• Advanced Programs professor since 1999

Frequently Taught Advanced Programs Courses

• HR 5110 Multicultural Issues in Human Relations
• SWK 5113 Generalist Practice with Groups, Organizations, and Communities

Major Areas of Teaching and Research Interest

• African American Studies
• Power and Privilege in the Academy
• African women and children
• Black-white interracial marriage
• Culturally competent clinical practice
• Social work education: Issues of diversity

Representative Publications and Presentations


Representative Honors and Awards Received
• Council for Africana Womanism, University of Zimbabwe Chapter. Special Honoree, October 2010.
• Nomination: Women’s and Gender Studies Center for Social Justice: Social Justice Award, 2010
• Camp Crimson Namesake 2008
• Appreciation Award, State of Our Community, September, 2006
• Department of the Army, Certificate of Appreciation, August 2006.
• Educators Leadership Academy 2005-06
• National Association of Social Workers. Honored For Exemplary Service to the Profession” 2004.
• Honored by the African Student Association (AFSA), University of Oklahoma, 2002.
• National Residence Hall of the University of Oklahoma Honorary for Community Service Program of the Month, November 2001 (for Sooner Love Program).
• First Place Award Winner for Best Article Awards 2000-01, Journal of Intergroup Relations.
• Honored by the African Student Association (AFSA), University of Oklahoma, 2001.
• Nomination Regents’ Superior Teaching Award, University of Oklahoma, 2000.

Major Professional Affiliations
• National Council for Black Studies (NCBS)
• National Association of Social Workers (NASW)
• Academy of Certified Social Workers (ACSW)
• Council on Social Work Education (CSWE)