The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Human Diversity and Societal Oppression

Course Number:
SWK 5333-101

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.

Class Dates, Location and Hours:
Dates: August 19-20, September 2-3, 16-17, & 30 - October 1, 2011
Location: OCCE, Norman, Oklahoma. Classroom located in the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:00-9:00 p.m.; Sat 9:00 a.m.-5:00 p.m.
Last day to enroll or drop without penalty: July 21, 2011

Campus Map and Parking Information: A map of the campus can be found on the OU website at: http://www.ou.edu/map The entire campus is open for parking from Friday at 4:00 pm until Monday at 7:00 am. Students can park almost anywhere on campus including the parking garages, permits are not required and meters don’t have to be paid. OUPD will ticket illegal parking such as fire lanes, handicap areas and yellow curbs.

Site Director:
Cathy Yeaman. Assistant: Jan Plavchak. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Dwain A. Pellebon, Ph.D.
Mailing Address: Anne & Henry Zarrow School of Social Work
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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 Follett/AP Bookstore located in the Oklahoma Memorial Union, 900 Asp Ave., Norman, OK. Orders can be placed online at www.oklahomaunion.bkstr.com or by telephone at 866-369-9713 (toll free in the U.S.) or 405-325-5960 (outside the U.S.). E-mail orders may be sent to oklahomaunion@bkstr.com. Representatives are available from 8 a.m. to 6 p.m. CST Monday through Thursday and 8 a.m. to 5 p.m. CST on Friday. Summer hours: 8 a.m. to 4 p.m. CST. Faxed orders may be placed 24 hours a day to 866-223-5607 (toll free in the U.S.) or 405-325-1557 (outside the U.S.).

2. Custom Packet: available at King Kopy. (Available for purchase one week before class begins. King Kopy is located on the corner of Boyd & Jenkins, number is 321-0202.). (Not provided by Advanced Programs.)


4. 2 scantron sheets, Form No. 882-ES. (Not provided by Advanced Programs.)

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:**

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.

**Social Work Competencies and Practice Behaviors Assessed**

Upon successful completion of the course students will demonstrate novice ability in the following areas:

- **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*)

- **EP 2.1.3 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 assignments 2-4*)

- **EP 2.1.4 Competency: Engage diversity and difference in practice**
  - Associated Behavior:
    - Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power (*Assessed in assignments 1-4*)
    - 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
  o Associated Behaviors:
    ▪ Understand the forms and mechanisms of oppression and discrimination (Assessed in assignments 1, 3-4)
    ▪ 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
  o Associated Behaviors:
    ▪ Critique and apply knowledge to understand person and environment (Assessed in assignment 1, 3-4)

Major Course Divisions

A. 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.

B. 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

C. historically oppressed populations’ experiences in the United States
   a. historical emergence of Native Americans an 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.

D. 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

E. 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
Educational Outcomes:
Upon successful completion of this course, the student will demonstrate notice level knowledge within a social work perspective to:

A. identify and describe the concepts of ableism, acculturation, assimilation, class, culture, race, ethnicity, gender, gender identity, generational status, pluralism, religion/spirituality, and sexual orientation;
B. identify at least one theory of prejudice, stereotyping, and social oppression;
C. 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;
D. describe traditional family and group norms of at least four historically oppressed populations in Oklahoma;
E. discuss how capitalism, politics, policy, and socioeconomic class are central to group conflict;
F. 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.
G. understand the importance of ethnic/gender sensitive services for at-risk clients.

Assignments, Grading and Due Dates:
Pre-class reading assignments and journal: It is important that you have read and understood all of the pre-class readings before August 19, 2011. The journal based on the Rothenberg text is due on the first day of class.

Pre-class journal (Please read this carefully):
Instructions for the Pre-class Journal: The journal assignment exposes students to concrete examples of prejudice, discrimination, with oppression as experienced by persons of diverse backgrounds. Students have an opportunity to express their personal thoughts on each topic and explore how their views compare to social work values. This assignment is expected to develop recognize social injustice, think critically about the examples, and, develop their professional perspective. The pre-class reading list identifies the articles to be read in the text Race, Class, and Gender in the United States (8th ed.) by sectioned topics. They are also listed in the order discussed in class when we begin meeting.

Read each article, within each section. Then respond to the section’s questions on a word processor document. The entire journal should be saved on your hard drive as one document, therefore, each journal entry must begin with the article’s title and page number on a new page. It is to be single-spaced and the length should be from one-half to one single-side page depending upon the size of the article.

Give an earnest reaction to the material. Though your stated views are a measure of your professional development in this early stage of your matriculation, you will not be graded on the content or the opinion you offer. You grade is based on your completing the assignment according to the directions. Be aware that you will likely repeat many of your thoughts or feelings for many articles. Do not let any sense of repetition detour you from writing a full response. Finally, this journal is due on the first day of class, and unless previous arrangements were made late journals will be penalized. Have a back-up in place, computer difficulties will not be accepted as a reason to not have a completed journal. If you have barely begun, it may not be accepted!

Pre-class readings list:
Section One: Social Construction and Diversity
1. Read the below articles and summarize your thoughts of each assigned reading.
2. Describe in detail at least two concrete examples of social constructionism.
3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. Racial formations. p. 13
   b. Is this a White country or what? p. 226
   c. Los Intersticios: Recasting moving selves. p. 207
Section Two: Stereotypes, Prejudice and Discrimination

1. Read the below articles and summarize your thoughts of each assigned reading.
2. Provide at least five examples of prejudiced behavior in the readings.
   a. Describe the stereotypes which allow the discrimination.
   b. Using Kramer’s theory of prejudice, categorize each example.
3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. A new century: Immigration and the US. p. 201
   b. Post-racial? Not yet. p. 326
   c. Color blind racism. p. 131
   d. The problem: Discrimination. p. 243
   e. Self-Fulfilling stereotypes. p. 571
   f. Abercrombie settles class-action suit. p. 253
   g. Refusal to fire unattractive saleswoman led to dismissal. p. 258
   h. Tennessee judge tells immigrant mothers: Learn English or else. p. 272
   i. Manhattan store owner underpaying and sexually harassing workers. p. 269
   j. Muslim-American running back off the team at New Mexico State. p. 271
   k. Arsonist sentenced for hate crimes. p. 277
   l. Race and family income of students influence guidance counselors’ advise, study finds. p. 286
   m. Where “English Only’ falls short. p. 260
   n. My Black skin makes my White coat vanish. p. 279

Section Three: Creation and Maintenance of Group Conflict and Social Oppression

1. Read the below articles and summarize your thoughts of each assigned reading.
2. Provide at least three examples of intergroup conflict and provide the following information.
   a. Describe the power differential between the two groups
   b. Identify any outside group(s) who stands to gain from the conflict.
   c. In your opinion, which group has the most to lose in this conflict?
3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. Closing doors on Americans’ Housing choices. p. 281
   b. Still separate, still unequal: American’s educational apartheid. p. 618;
   c. More Blacks live with pollution. p. 294;
   d. Lesbian sues school district over harassment. p. 297
   e. College choices are limited for students from needy families, report says. p. 287
   f. Wealthy often win the race for merit-based college aid. p. 288
   g. Domination and subordination. p. 108
   h. White privilege: Unpacking the invisible knapsack. p. 172
   i. Shades of belonging: Latinos and racial identity. p. 214
   j. Blacks vs. Latinos at work. p. 266
   k. Imagine a country. p. 307
   l. Meet the wealth gap. p. 319
   m. Pigskin, patriarchy, and pain. p. 423
   n. How to sell humvees to men. p. 429
   o. He defies you still: The memoirs of a sissy. p. 430
   p. With no immediate cause. p. 436
   q. Advertising at the edge of the apocalypse. p. 595
   r. The plutocratic culture: Institutions, values, and ideologies. p. 603
   s. Sex and race: The analogy of social control. p. 633
   t. Masked racism: Reflections on the prison industrial complex. p. 643
   u. Oppression. p. 149
v. Patriarchy. p. 153
w. Age, race, class, and sex: Women defining difference. p. 663
x. Interrupting the cycle of oppression: The role of allies as agents of change. p. 684

Section Four: Class in America Section
1. Read the below articles and summarize your thoughts of each assigned reading.
2. Describe the nature of one significant social injustice and explain. If you feel this group is currently not oppressed, explain your rationale.
3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. Class in America 2009. p. 177
   b. Billionaires R us. p. 321
   c. Shhh, don’t say "poverty". p. 323
   d. Income gap is widening, data shows. p. 317
   e. The wage gap and its costs. p. 346
   f. Savage inequalities. p. 357
   g. The sons also rise. p. 352
   h. Cause of death: Inequality. p. 360
   i. Media magic: Making class invisible. p. 610

Section Five: Female Americans
1. Read the below articles and summarize your thoughts of each assigned reading.
2. Describe the nature of one significant social injustice and explain. If you feel this group is currently not oppressed, explain your rationale.
3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. Declaration of Sentiments and Resolutions, Seneca Falls, 1848. p. 511
   b. The Equal Rights Amendment (Defeated). p. 555;
   c. The Antisuffragists: Selected papers, 1852-1887. p. 515;
   f. The education of Jessica Rivera. p. 354
   g. Women losing ground. p. 342
   h. The politics of parenting. p. 469
   i. More and more young women choose surgical perfection. p. 480
   j. Sexual violence as a tool of genocide. p. 673
   k. Feminism: A transformational politic. p. 670
   l. The segregated classrooms of a proudly diverse school. p. 283

Section Six: African Americans
1. Read the below articles and summarize your thoughts of each assigned reading.
2. Describe the nature of one significant social injustice and explain. If you feel this group is currently not oppressed, explain your rationale.
3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. Still at the periphery: The economic status of African Americans. p. 347
   c. The slave side of Sunday. p. 426
   d. An act for the better ordering and governing of Negroes and Slaves p. 532
   e. Forty acres and a gap in wealth. p. 328
   f. United States Constitution: 13th, 14th, and 15th Amendments. p. 555
   g. The Black codes. p. 556
   i. A death in Patchogue. p. 290

Section Seven: Hispanic and Indian Americans
1. Read the below articles and summarize your thoughts of each assigned reading.
2. Describe the nature of one significant social injustice and explain. If you feel this group is currently not oppressed, explain your rationale.
Identify the NASW Code of Ethics section which relates to this assignment.

3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. On L.I., raid stirs dispute over influx of immigrants. p. 291
   b. The economic reality of being Latino/a in the United States. p. 358
   c. The myth of the Latin woman: I just met a girl named Maria. p. 418
   d. Crossing the border without losing your past. p. 431
   e. Civilize them with a stick. p. 403
   f. Indian tribes: A continuing quest for survival. p. 527
   g. Elk v. Wilkins, November 3, 1884. p. 568

Section Eight: Sexual Minorities and Disabilities

1. Read the below articles and summarize your thoughts of each assigned reading.
2. Describe the nature of one significant social injustice and explain. If you feel this group is currently not oppressed, explain your rationale.
3. Identify the NASW Code of Ethics section which relates to this assignment.
   a. Disability and the justification of inequality in American history. p. 92
   b. The case of Sharon Kowalski and Karen Thompson p. 497
   c. Lame. p. 507
   d. Masculinity as homophobia. p. 80
   e. Homophobia as a weapon of sexism. p. 162
   g. Lesbian and gay rights in historical perspective. p. 586
   h. Anti-Gay stereotypes p. 577
   i. Confronting anti-gay violence. p. 738

Midterm Examination:

Midterm examination is an objective examination given in class on September 16, 2011. The items will be primarily multiple-choice and will focus on lectures and readings during the first half of the course.

Social Injustice/Critical Thinking Paper:

Students will define and describe a social injustice problem in the United States and propose solutions consistent with social work values. This is a 5 page APA style paper for which the instructor will provide further details regarding the paper’s structure. The below must be components of the paper. The due date will be decided the first weekend we meet as a class.

1. Define a social problem related to social injustice in the United States requiring political solutions (social problem must be approved by the instructor).
2. Identify the most recent solutions in the form of bills proposed by both democrat and republican state or federal legislators. Also, examine the stated positions by the most recent democratic and republican presidents. The bills and white house positions must be copied and added as an appendix.
3. Compare and contrast the substance of two to three competing ideas you found in your research and answer the below.
   a. How are the solution funded? Briefly describe alternatives or additions to the funding.
   b. Identify the motives as described by the groups involved (not including those facing the social problem).
   c. Which solution is more congruent with social work values? Justify your choice.
   d. If there is a preferred alternate solution, what are the political, social, and economic barriers to the alternative?

4. Write a letter to a legislative representative or to newspaper editor to express your viewpoint on the social policy described in your paper.

Final Day Examination:

Final examination is an objective examination given in class on the last scheduled class date. The items will be primarily multiple-choice and will focus on lectures and readings during the second half of the course.
Grading:
This is a letter-graded course: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = below 60.

1. Pre-class Rothenberg Journal 30%
2. Social Justice/Critical Thinking Paper 20%
3. Midterm exam 25%
4. Final day exam 25%

Be advised that you must earn at least a C grade in every required social work course and maintain a B average each semester to be in good standing in the School of Social Work. Consult the School’s Graduate Handbook for details.

Examination Make-up Policy: It is your responsibility to make an arrangement with me for a make-up examination. Make-up exams will only be given for 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). Personal illness confirmed by a medical note, or illness to someone you are required to care for, will be considered, but only on the condition that I am personally contacted before the exam so it can be discussed.

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.

Course Schedule:
The above articles/chapters must be read and studied before the first class. However, it is recommended that you read and highlight major points throughout the readings; this will help you to review for the two major exams. If any of this is unclear to you, please contact me for clarification.

August 19
- Course overview/Diversity and the social work profession
- Identifying human differences (race, ethnicity, gender)
- Stereotypes, prejudice, and discrimination
- Reader: Making the grade; NASW Code of ethics; Prejudice and Discrimination

August 20
- The creation, history, and maintenance of group conflict
- Political manipulation and oppression
- Reader: The Exploitive Political Distraction

September 2
- Understanding societal oppression
- Issues of Social and Economic class
- Reader: Common Elements of Oppression; Multidimensional Model of Oppression;
  Handouts—Internalized Oppression; Cycle of Oppression; and,
- The Dynamics of Economic Inequality.

September 3
- Issues of gender
- Reader: Women as a minority group

September 16
- MIDTERM EXAMINATION
  - African Americans and Latino Americans
  - Reader: African American Family; Understanding Latino Americans

September 17
- American Indians and Vietnamese Americans
- Reader: Understanding Native Americans; Understanding Vietnamese Americans
Attendance Policy: Because of the condensed structure, students are expected to attend every class. The lecture materials, and particularly the class discussion, are central to learning this material. Students missing more than one class will automatically have their overall grade lowered 10%. A second absence may require that you drop the course. If you are absent due to an illness, need to care for someone who is ill, or have a family death, it is your responsibility to bring me some confirmation of the incident. I will keep such information in my records. Thus, if you find yourself with two absences, the record of these circumstances will then be considered for an excused absence.

Class Distractions Policy: Electronic devices that distract the instructor, you, or other students by beeping, ringing, loud keypad taps, or one that prompts a student to leave the classroom must be off during class time. A newly developed class distraction is tactile texting. Because many have mastered texting without looking, cell phones must be put away during class. If you are expecting an urgent call that may occur during lecture (this does not include being on-call for work), please inform me before class. In those situations your phone may be on your desk and on vibrate. Phone contacts can be made during the regular class break times.

Non-Class Related Activity—Open laptops for any non-class purpose, text messaging, reading unassigned material during lecture or class activities, working on non-class material, holding conversations, sleeping (either sitting up or head down), and/or excessive doodling are examples of unaccepted classroom behavior. I will ask you to leave the class if such behavior becomes distracting to my instruction (this would be considered an absence). During class lectures, videos, or group assignments it is unacceptable for your laptop computer to be open for any reason other than note taking, following that week’s power point, or use for the current class topic.

Academic and Professional Conduct: The Zarrow School of Social Work Academic and Professional Performance Policy has school specific information and it is your responsibility to be familiar with these expectations. Being in a professional school requires that we reflect professional values in our interactions and responsibilities. Academic misconduct; dishonesty while functioning as a student; disrespect toward faculty, staff, or peers; and, other behavior unbecoming of a student are serious violations of social work values. I have a ZERO tolerance policy for any type or level of cheating. If I find sufficient evidence of cheating, I will immediately follow university protocol to file an academic misconduct charge. The university provides information for students to understand our definition of academic misconduct. Please review the following university website: http://www.ou.edu/provost/integrity

I want you to feel free to meet with me to discuss any concern you have about me or the course. I will do my best to resolve your concern. If not resolved to your satisfaction, please see the School Director. If you have an allegation of sexual harassment, status discrimination, or retaliation, university policy requires you to immediately contact the Equal Employment Opportunity/Affirmative Action Officer (325-3546) for information to file a grievance.

**Student Rights and Responsibilities:** Students should read the school’s policies posted on our website and the university’s policies found on http://studentconduct.ou.edu/ which has the OU Student Codebook and Other Policies which include procedures involving academic misconduct, grievances, sexual and ethnic harassment and discrimination based on physical handicap. These were provided for students to know their rights and responsibilities. I operate assuming students have familiarized themselves with this important information.
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. 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 Honesty
Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:
cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the “Student’s Guide to Academic Integrity” found at http://www.ou.edu/provost/integrity

Accommodation Statement
The College of Continuing Education [Advanced Programs] is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your 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.

Copyright
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For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
DWAIN A. PELLEBON, Ph.D.

Education

- 1996  Doctor of Philosophy in Social Work, University of Wisconsin-Madison
- 1989  Masters of Science in Social Work, University of Wisconsin-Madison
- 1988  Bachelor of Social Work, Southern University at New Orleans (Summa Cum Laude)

Current Positions

Associate Professor of Social Work, University of Oklahoma, School of Social Work, Norman, OK

Frequently Taught Advanced Programs Courses

SWK 5333  Human Diversity and Societal Oppression

Major Areas of Teaching and Research Interest

- Mental Illness
- Social Work with Ethnic/Racial Groups

Representative Publications and Presentations


Representative Honors and Awards Received

- Advanced Opportunity Fellow, University of Wisconsin-Madison, 1988-89, 91-92

Major Professional Affiliations

- National Association of Social Workers
- Council on Social Work Education Council on Racial, Ethnic, and Cultural Diversity/Uniqueness