

**Social Work 213 Human Behavior in the Social Environment: Cultural Diversity and Oppression**  
(3 units)  
Spring 2010

**Catalog Statement**

Theoretical knowledge-based implications for advanced social work practice with culturally diverse and oppressed populations. (Formerly SWRK 216)

**Course Rationale**

Social work is committed to preparing students to understand and appreciate cultural and social diversity as part of the value base of social work. In addition, the profession is concerned about the consequences of institutionalized oppression on the populations that social workers serve. The curriculum must provide content on ethnic cultures, people of color, and women, as well as content on other populations-at-risk which have been affected by social, economic and legal bias or oppression such as persons who are LGBT (lesbian, gay, bisexual, transgendered), people with disabilities, or people who are older.

This course is relevant to the Department Social Work Education's commitment to social justice and diversity/cultural awareness. It addresses the need for both theoretical and analytical content about groups which have been disenfranchised and enable students to be able to identify implications for empowering social work practice. The knowledge-based developed in this course is part of a foundation for practice and will be applied to the curriculum's methods courses.

**Course Description**

This course compliments the other foundation course in Human Behavior and the Social Environment: Social Work 212: HBSE: A Multi Systems Approach. The course content provides students with the theoretical and conceptual understanding of oppression. The course examines ethnocentrism, racism, sexism, ableism, heterosexism, ageism, and classism. The focus is on the political, economic, and psychosocial dimensions of this oppression and its impact on individual identity development across the lifespan as they interact in the context of multiple systems.

**Educational Goals**

1. To enable students to understand the concepts of culture, race, ethnicity, and gender from a variety of theoretical perspectives.
2. To understand the disempowerment of individuals and groups based on gender, race, ethnicity, class, sexual orientation, disability, and age, building upon various theoretical and conceptual frameworks that offer possible explanations, including theories of human development taught at the foundation level.
3. To develop student's ability to critically evaluate social work practice theories in relation to cultural diversity and the oppression experienced by populations-at-risk.
4. To enable students to analyze the political, economic and psychosocial dimensions of racism, sexism, ethnocentrism, heterosexism, ableism, and classism.

5. To enable students to understand their own values concerning racism, sexism, ethnocentrism, heterosexism, ableism, and classism and to utilize this knowledge in creating communication bridges with culturally diverse populations-at-risk and oppressed groups.

### **Learning Objectives/Outcomes**

- 1.1 Explain, comparing contrast to concepts of culture, ethnicity, race and gender from a variety of theoretical perspectives.
- 1.2 Understand the implications of these various conceptual and theoretical frameworks of culture, ethnicity, race and gender as they apply to social work practice.
- 2.1 Explain, compare and contrast various theoretical conceptual social science frameworks which explain the oppression and removal from power of groups based on gender, race, ethnicity, sexual orientation, disability, age, and class.
- 2.2 Understand the implications of these theoretical frameworks as they relate to the identification of the etiology of problems with individuals, families, groups, and communities including theories of assimilation and acculturation.
- 2.3 Critically examine various society supported ideologies such as Social Darwinism, the Culture of Poverty, and the Medical Model from the point of the oppression of ethnic groups, women, persons who are LGBT, persons with disabilities and other cultural groups.
- 3.1 Examine and analyze the theoretical underpinnings of micro and macro social work practice models in relationship to empowerment, cultural competency, and social justice.
- 4.1 Understand the political, economic, cultural, and psychosocial origins and dimensions of sexism, racism, ethnocentrism, classism, heterosexism, ableism, and ageism.
- 4.2 Understand the issues of migration and the refugee experience of groups represented in the University service area.
- 5.1 Examine student's own values concerning the different elements of diversity and analyze these values in relationship to theoretical constructs and their implication in social work practice.
- 5.2 Examine diversity-sensitive and empowering micro and macro social work practice tools such as the ethnographic technique of interviewing empowerment practice modalities, and the ecological perspective.

### **Course Content**

#### **Social Work with Oppressed Groups**

- I. Definitions and Foundations of Oppression.
  - a. Definitions from: anthropology, sociology, psychology, political science, law and social work.
  - b. Types, levels, elements and cycle of oppression.
  - c. Categories of the oppressed. Various oppressed groups.
- II. Characteristics of Oppression

- a. Compartmentalization.
- b. Containment
- c. "Blaming the victim."
- d. Expandability

### III. Prejudice, Discrimination and Violence

- a. Definitions of prejudice.
- b. Elements and roots of prejudice.
- c. Discrimination defined.
- d. Types of discrimination.
- e. Hate violence and harassment.
- f. Targets and acts of hate violence.
- g. Social Darwinism
- h. Culture of Poverty
- i. The Moral and Medical Models of Disability

### IV. Theories of Diversity Mix

- a. Melting Pot Theory (Assimilation).
- b. Conflict and Competition.
- c. Ethnic pluralism (Salad Bowl Theory). Diversity/Multiculturalism.
- d. Ethnicity, class and ethnic reality.
- e. Ethclass: the crucial intersection.
- f. Race, culture and minority group status.
- g. Assimilation and acculturation theories directly related to migration and refugees

### V. Racism/Ethnocentrism

- a. A definition
- b. Common Myths
- c. The Consequences of Racism
- d. Possible Solutions

### VI. Sexism

- a. A definition
- b. Common Myths
- c. The Consequences of Sexism
- d. Possible Solutions
- e. Sexual violence in the world community

### VII. Heterosexism

- a. A definition
- b. Common Myths
- c. The Consequences of Heterosexism
- d. Possible Solutions

### VIII. Ableism

- a. A definition

- b. Common Myths
- c. The Consequences of Ableism
- d. Possible Solutions

#### IX. Ageism

- a. A definition
- b. Common Myths
- c. The Consequences of Ageism
- d. Possible Solutions

#### X. Classism

- a. A definition
- b. Common Myths
- c. The Consequences of Classism
- d. Possible Solutions

#### XI. Implications for Diversity/Cultural Awareness in Social Work Practice

- a. NASW Code of Ethics
- b. Personal Values and Social Work Practice
- c. Micro practice/Direct practice.
- d. Macro practice/Indirect practice.
- e. Relevance in addressing issues of oppression and discrimination

#### XII. Empowerment

- a. Review of social work models of practice.
- b. Power and powerlessness.
- c. Elements of empowerment.
- d. Methods of empowerment at the macro and micro levels

#### **Required Purchases - Text**

Course Reader

#### **Methods of Instruction**

This course will utilize a combination of videotapes, speakers, lecturers, panel discussions, class discussion, films, and group activities in a seminar format.

#### **Web-based Instruction/Blackboard**

All material will be available on a CD which will be distributed at the beginning of class.

## Assignments and Grading

**Please note:** All papers will be submitted via e-mail. E-mails will be entitled: Student Name, Social Work 213, and title of paper. All papers will be written in APA format. Grammar and spelling will represent 30% of the grade for each paper.

### **Audio-Taping/Analysis Project:**

Using a 60 minute tape, assess your own ideas and attitudes about diversity and oppression. Use the interview guide provided on the CD. Answer each of the questions in the attached interview guide as though you were being interviewed by someone else. Try to make your answers as complete as possible so that if someone else were listening, she/he would understand what you meant by your answer.

Tape all of your answers. Turn in the tape to the instructor by **February 22** with some kind of identifying label like a special code but not your name. Although the tape will be collected, you will be the only person who will listen to it. Your responses are confidential.

The tapes will be returned to you near the end of the semester for analysis. At that time you will be asked to analyze your responses in a paper. Carve out a time to listen to your tape, preferably uninterrupted, and on paper answer the following questions:

- a) What was your initial response to your tape? Were you surprised at any answer? Would you change any answer? What answers would remain unchanged? What were your feelings as you listened to your answers? How did you increase your self-awareness around diversity from listening to the tape?
- b) Describe where you see yourself now in your development of diversity sensitivity so necessary in being a social work practitioner? What were some your early experiences around group identity (race, class, ethnicity, disability, gender, sexuality, aging) which have facilitated that development? How have you made sense of oppression and the values learned through socialization into your family, neighborhood, and community?
- c) How have you changed over the course of this class? How have you remained the same? What internal and external barriers remain which make it difficult to confront oppression? Describe incidents in class that you feel were significant in your learning about yourself and diversity. Identify 3-4 references that have been useful to you in the development of your thinking and self awareness. The essay should be from **4 to 6** pages in length and is due on **May 10**.

Each member of the class will present a refereed article for analysis and discussion. The instructor will establish topical groups based on the categories of Racism, Sexism, Ableism, Heterosexism, Ageism and Classism. Each member of the topical group will be responsible for distributing to each class member a copy of the article to be discussed the following week. The most expedient way to do this is by attaching the article to an e-mail. Refereed articles on racism will be discussed **February 8**, sexism will be discussed on **March 1**, ableism will be discussed **March 15**, heterosexism will be discussed **April 5**, ageism will be discussed **April 19**, and refereed articles on classism will be discussed **May 3**. It will be the responsibility of the individual student to choose in article, to make sure it is not duplicated in the presentation and to make sure each class member has a copy.

Each presenter will: (1) provide a synopsis of the article, (2) discuss the thesis of the article, and (3) provide at least three questions to ask fellow classmates.

Choose one question below from two different categories on which to write an essay. (A total of 2 topical papers for the course)

### **Ethnicity-Identity/Oppression (Due March 1)**

#### **Racism**

1. Compare how David Nylund in "Critical Multiculturalism, Whiteness in Social Work" proposes looking at multiculturalism, and the portrayal of racism in the film "Crash."
2. Apply Pharr's and Goldenberg's theories and methodologies regarding oppression to the racism portrayed in the film "Crash."
3. Compare how Unzueta and Lowery address racism in their article "Defining Racism Safely" and how racism is addressed in the film "Crash."
4. Apply Pharr's and Goldenberg's theories and methodologies regarding oppression to the discoveries discussed in Anderson's review of "Medical Apartheid" entitled "Scientific Racism."
5. Discuss Kretsedema's piece "Redefining 'Race' in North America" in light of the Obama election and Presidency.

### **Gender-Identity/Oppression (Due March 15)**

#### **Sexism**

1. Compare Benatar's article "The Second Sexism" to Harris's comments in "Male Bashing." You may include perceptions of Caroline New in "Oppressed and Oppressors?"
2. Compare the issues addressed in the film "Real Women Have Curves" and the findings of Tiedje in "Gender and Ethnic Identity in Rural Grassroots Development: An Outlook from the Huasteca Potosina, Mexico."
3. Apply Pharr's and Goldenberg's theories and methodologies regarding oppression to the film "Real Women Have Curves."
4. Compare New's views in "Oppressed and Oppressors?" to Pharr's and Goldenberg's theories and methodologies regarding oppression.
5. Contrast and compare Ross-Sheriff's comments in "Aging and Gender, Feminist Theory, and Social Work Practice Concerns" and Robertson's findings in "Generation Gaps in Attitudes Towards Sexist/Non-Sexist Language."

### **People with Disabilities-Identity/Oppression (Due April 5)**

#### **Ableism**

1. In light of the empowerment mission of the Department of Social Work Education, analyze and critique Batavia's "The New Paternalism."
2. Compare Batavia's thoughts in "The New Paternalism" with Wachslar's thinking in "The Real Quality-Of-Life Issue for People with Disabilities."
3. Analyze Wachslar's "The Real Quality-Of-Life Issue for People with Disabilities" using Pharr's and Goldenberg's theories and methodologies regarding oppression.
4. How does Batavia's thesis in "The New Paternalism" compare to the ideas presented in Ferri and Connor "Tools of Exclusion: Race, Disability, and (Re) Segregated Education?"
5. Apply the three models of disability to the Letterman/Reeve interview viewed in class.

### **LGBTQ-Identity/Oppression (Due April 19)**

#### **Heterosexism**

1. Analyze and discuss Hancock's article "Doing Justice." Apply Hancock's findings to social work practice in the Central Valley.
2. Relate the findings of Cindy Cruz in "Notes on Immigration, Youth, and Ethnographic Silence" to social work practice issues with LGBTQ Latinos in the Central Valley.
3. Apply Pharr's and Goldenberg's theories and methodologies regarding oppression to the film "For the Bible Tells Me So."
4. Analyze the circumstances of Proposition 8 and the tenants of Reinheimer's article "What Lawrence Should Have Said: Reconstructing an Equality Approach." Include in your discussion the newspaper article from the Fresno Bee entitled "Black Voters Proved to Be Key Prop 8 Backers."

5. Use Pharr's and Goldenberg's theories and methodologies regarding oppression to explain the struggle with homophobia by various ethnic groups touched upon in Hauer's "Confessions of a Recovering Racist: My "Aha" Moment."
6. Apply Pharr's and Goldenberg's theories and methodologies regarding oppression to the film "Milk."

**Elders-Identity/Oppression (Due May 3)**

**Ageism**

1. Compare Kane's findings in "When I'm 75 Years Old: Perceptions of Social Work Students" with the two elder women depicted in Wallis' novelette "Two Old Women."
2. Apply Pharr's and Goldenberg's theories and methodologies regarding oppression to the "Waiting for God" episode viewed in class.
3. In exploring the arguments of Cupit in "Justice, Age, and Veneration: Arguments against Age Discrimination," analyze how these arguments hold up to Pharr's and Goldenberg's theories and methodologies regarding oppression.

**Class-Identity/Oppression (Due May 10)**

**Classism**

1. Apply Pharr's and Goldenberg's theories and methodologies regarding oppression to "Lady Bird, Lady Bird."
2. Compare the perspective of Crook's commentary "Rags to Rags, Riches to Riches" with the perspective put forth in Rufft's "The Choice Is Mine: What Makes the Poor Different is that We Have Many Options in Our Lives, and They Have Very Few."
3. Use the elements put forth in Gorski's "The Myth of a 'Culture of Poverty'" to analyze the film "Lady Bird, Lady Bird."

**EVALUATION CRITERIA**

**Daily Seminar participation..... 10 points**

**Attendance will be taken every class period. Absence results in no participation points for the day. A call or e-mail prior to the class period announcing absence will result in 50% of participation points being salvaged.**

Active participation in the discussions around the films and articles is expected. Nonparticipation will result in a reduction of points. Participation points will include the presentation of the assigned article.

**Seminar presentation of a refereed article.....15 points**

Two Essays

Out of the seven topic areas, each

**student will choose two (2) on which to write an essay.**

**The essays will synthesize personal reaction, analysis based upon the model of oppression, and comparative analysis based upon refereed articles. Each essay will**

**be worth 30 points.....60 points**

**Audio-taping project/paper..... 15 points**

**Due: May 10**

**100 points total**

**There will be a penalty for late papers of one point per day.**

**A-90 points and above**

**B-80-89 points**

**C-70-79 points**

**D-60-69**

**F-below 60 points**

**Cell phones:** To minimize class disruptions, please turn these devices off during the class, except where a situation requires that you be "on call." Please advise me of such situations at the beginning of class and sit near the door, so you can exit with minimal disruption to the class.

### **University Policies**

**Students with Disabilities:** Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the building across from Madden Library (278-2811).

**Cheating and Plagiarism:** "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university.

For more information on the University's policy regarding cheating and plagiarism, refer to the [Class Schedule](#) (Policy/Legal Statements) or the [University Catalog](#) (University policies).

**Code of Academic Integrity – Honor Code:** "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities. Students should:

- a. understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b. neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c. take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." For more information, refer to the Code of Academic Integrity – Honor Code, APM 236, [www.csufresno.edu/aps/apm/236.pdf](http://www.csufresno.edu/aps/apm/236.pdf)."

**Computers:** "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from [Information Technology Services](#) or the University Bookstore. In the curriculum and class

assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources.”

**Disruptive Classroom Behavior:** “The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class.”

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### **Subject to Change**

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

**Social Work 213**  
**Human Behavior in the Social Environment: Cultural Diversity and Oppression**  
**Course Calendar**  
**Spring 2010**

<b>Date</b>	<b>Content Topic</b>	<b>Reading Assignment for Topic</b>	<b>Activities</b>	<b>Exams, Assignments and Due Dates</b>
January 25	The Nature of Oppression	Reader: Oppression and Ethnicity Sections of Reader	PowerPoint and Discussion: Social Construction Theory, the Four Pillars of Oppression, and Oppression Applied to Ethnicity. Film: "The Difference between Us: the Power of the Illusion"	<b>Audio taped Responses to Questions Provided on the CD Due February 22; Final Paper on Audio Tape Comparison Due May 10</b>
February 1	Race/Ethnicity: Identity and Oppression	Ethnicity Section of Reader	Film: "Crash" Discussion	<b>Articles on racism due to each class member</b>
February 8	Race/Ethnicity: Identity and Oppression	Ethnicity Section of Reader	Presentation and discussion of articles by racism topic team. PowerPoint Film: "Exploring Society: Gender"	<b>Paper on Racism due March 1</b>
February 22	Gender: Identity and Oppression	Gender Section of Reader	Film: "Real Women Have Curves" Discussion	<b>Articles on sexism due to each class member. Paper on Sexism Due March 15; Taped Audio Responses Due</b>
March 1	Gender: Identity and Oppression	Gender Section of Reader	Presentation and discussion of articles by sexism topic team. PowerPoint on Disability	<b>Paper on Racism Due</b>
March 8	People with Disabilities: Identity and Oppression	Disability Section Of Reader	Film: "Without Pity;" "NBC Dateline;" Letterman Interview of Christopher Reeve	<b>Paper on Ableism Due April 5; Articles on ableism due to each class member</b>
March 15	People with Disabilities: Identity and Oppression	Disability Section of Reader	Presentation and discussion of articles by ableism topic team. PowerPoint on LGBTQ	<b>Paper on Sexism Due</b>
March 22	LGBTQ: Identity and Oppression	LGBTQ Section of Reader	Film: "For the Bible Tells Me So"	<b>Paper on Heterosexism Due April 19; Articles on heterosexism due to each class member</b>

April 5	LGBTQ: Identity and Oppression	LGBTQ Section of Reader	Panel Discussion; Presentation and discussion of articles by heterosexism topic team. PowerPoint on Ageism	<b>Paper on Ableism Due</b>
April 12 <b>April 19</b>	Elders: Identity and Oppression	Elder Section of Reader	Film: "Exploring Society: Age" Film: "Waiting for God"	<b>Paper on Ageism Due May 3; Articles on Ageism due to each class member</b>
April 19 <b>April 26</b>	Elders: Identity and Oppression	<b>Return Tapes</b> Elder Section of Reader	Presentation and discussion of articles by ageism topic team. PowerPoint on Classism	<b>Paper on Heterosexism Due</b>
April 26 <b>May 3</b>	Class: Identity and Oppression	Class Section of Reader	Film: "Lady Bird, Lady Bird" Discussion of the Film	<b>Paper on Classism Due May 10; Articles on classism due to each class member</b>
May 3 <b>May 10</b>	Class: Identity and Oppression	Class Section of Reader	Presentation and discussion of articles by classism topic team.	<b>Paper on Ageism Due</b>
May 10	Empowerment Practice; Course Summary		PowerPoint on Empowerment Practice; Course Evaluation	<b>Paper on Classism Due; Audiotaping Paper Due</b>