

Course Title:

Human Diversity and Societal Oppression

Course Number:

SWK 5333-104

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 22 – December 5, 2017
Location: Room 120, Zarrow Hall, 700 Elm Avenue, Norman OK
Hours: Tuesday, 6:00 - 9:00 p.m.
Last day to enroll or drop without penalty: August 21, 2017

Site Director:

Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:

Course Professor: Anthony P. Natale, MSW, PhD
Mailing Address: University of Oklahoma
Anne and Henry Zarrow Hall, 312
Norman, OK 73019
Telephone Number: (405) 325-1408
Fax Number: (405) 325-2403
E-mail Address: anatale@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 each class session, or 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 4p.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.

1. American Psychological Association Staff (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author. ISBN 9781433805615.
2. Appleby, G.A., Colon, E.A. & Hamilton, J. (2011). *Diversity, oppression, and social functioning: Person-in- environment assessment and intervention* (3rd ed.). Boston, MA: Pearson Education Inc. ISBN 9780205787296

3. Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett 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 Follett.

Educational Outcomes:

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

- A. identify and describe the concepts of ableism, acculturation, assimilation, class, race, culture, 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.

Social Work Competencies and Practice Behaviors Assessed:

Upon successful completion of this course, the student will demonstrate novice level knowledge within a social work perspective to:

Competency 1:

Students know the profession's history and are committed to SW core values and principles, and recognize that SW as a profession is unique in its focus on social justice and person in the environment.

Associated Behaviors:

F 1.2 Initiate and engage in the practice of personal reflection in order to analyze professional strengths, limitations, and biases both generally and in specific cases. **(Assessed in Assignments 1 & 2).**

Competency 2:

Students identify basic dimensions of ethical dilemmas. They can analyze and appraise ethical issues and legal parameters.

Associated Behaviors:

F 2.1 Recognize and manage personal biases as they emerge so that professional values guide practice. **(Assessed in Assignment 1).**

Competency 3:

Students are knowledgeable about scientific inquiry, and the importance of critical reading of research.

Associated Behaviors:

F 3.1 Identify and appraise multiple sources of knowledge, including research-based knowledge. **(Assessed in Assignment 2)**

Competency 4:

Students apply their knowledge of diversity to the helping relationship and to clients' problems:

Associated Behavior:

- F 4.1 - Work effectively with diverse populations supporting cultural differences and being cognizant of power and privilege dynamics (**Assessed in Assignments 1 & 2**)
- F 4.2 - Utilize self-awareness to suspend personal bias and values in professional practice. Identify and use practitioner/client differences from a strengths perspective. (**Assessed in Assignments 1 & 2**)
- F 4.4 - View themselves as learners and engage those with whom they work as experts on their own experiences. (**Assessed in Assignments 1 & 2**)

Competency 5:

Students understand that each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education.

Associated Behaviors:

- F 5.1 - Engage in practices that advance social and economic justice. (**Assessed in Assignment 2**)
- F 5.2 - Advocate for human rights and social and economic justice. (**Assessed in Assignment 2**)

Competency 7:

Students can select and apply theories of human behavior and the social environment (biological, developmental, psychological, social, cultural, and spiritual) to diverse populations.

Associated Behaviors:

- F 7.2 - Conceptualize client problems in context of person in the environment as well as understand the complexity and interrelated contribution of bio-psycho-social factors in different forms of adaptation and coping. (**Assessed in Assignments 1 & 2**)

Major Course Divisions:

- A. Foundational concepts of diversity
 1. 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
 1. Stereotyping
 2. Theory of prejudice and discrimination
 3. Theories of integration, intercultural contact theory, cultural diffusion, social stratification, identity development (ethnic/race/gender), and intersecting identities
- C. C. Historically oppressed populations' experiences in the United States
 1. Historical emergence of Native Americans and at least an additional three currently oppressed populations in the United States
 2. Major historical events in each group's attempt to adapt to the dominant culture.
- D. Traditional norms of diverse family groups
 1. Traditional cultural values
 2. Traditional family structure and functions
 3. Current social, economic, and political status and challenges
 4. Macro social work practice implications

- E. E. Knowledge of diversity and oppression's impact on one's personal and professional values
1. Race, male, and class privilege
 2. Dominant group propaganda
 3. 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.
 4. Need for cultural competency in social work practice

Course Outline:

Date	Topic	Appleby Readings	Assignments Due
8/22	Course and Assignments Overview	na	na
8/29	Multicultural Practice Frameworks Trauma, Risk and Resilience	1, 4	Reading Quiz
9/5	Dynamics of Oppression and Discrimination	5	Reading Quiz
9/12	Identity Development	2, 3	Reading Quiz
9/19	Women's Oppression	7	Reading Quiz Implicit Bias Plan
9/26	Sexual and Gender Minority Oppression	11	Reading Quiz
10/03	African-American Oppression	6	Reading Quiz
10/10	Diversity Fair 11:30-1:30 PM or alternative assignment		Diversity Fair Poster and Handouts
10/17	Latino Oppression	8	Reading Quiz
10/24	Native American Oppression	9	Reading Quiz Diversity and Oppression Paper
10/31	Disabilities	12	na
11/07	Social Work Practice with Immigrants	14	Reading Quiz
11/14	Asian Oppression Older Adult Oppression	10 PDF articles online	Reading Quiz
11/21	Mental Health Oppression	13	Reading Quiz
11/28	Affirmative Culturally Diverse Practice	17	Participation Form

Assignments, Grading, and Due Dates:

Consistent with the tradition of a graduate seminar, the course has been designed to be highly interactive, providing the students with plenty of opportunities for active student learning and participation, which is considered critical to the success of the course. The course will consist of PowerPoint presentations, open class discussions, collaborative learning exercises, and team and individual presentations.

Punctual and consistent attendance is required.

Assignment 1: Implicit Bias Plan (30%)

Part 1: Implicit Association Tests

- Go to <https://implicit.harvard.edu/implicit/takeatest.html>
- You will complete 6 Implicit Association Tests
 - Among these 6, the following 4 are required
 - Race IAT
 - Gender-Career IAT
 - Sexuality IAT
 - Age IAT
 - You will choose 2 additional IATs to complete
 - You may complete (and reflect upon) more for extra credit
- These tests will take 10-20 minutes each
- To receive credit, you **must** print and save the completion page to be turned in with your reflection paper

Part 2: Reflection Paper (6 pages)

- Required components and suggested outline
 - Introduction
 - Introduce your reflection and the overarching themes you've identified in reflection on your experience with the IATs
 - Specific IATs
 - For each IAT address the following
 - What was revealed in your test results?
 - What were you surprised by? Not surprised by?
 - What are the sources of implicit bias that are reflected in your test results?
 - How might your implicit biases impact you work with vulnerable people?

Part 3: Professional Development Plan (1–page)

This assignment is a broader action plan of self-directed learning to address implicit biases.

- The plan should elaborate on perceived areas of needed professional development.
- The plan should clearly identify relevant journal articles the students will use to become more aware of the implicit biases. Essentially, you should identify the journal article readings for the Reading Response Paper Assignment in APA reference form.

Part 4: Reading Response Paper (10 pages)

Using a human service, psychology or social work journal provide 5 response papers (2 pages each) focused on a professional area for improvement identified. For each article, include the reference at the top of the page in proper APA format. Be sure to include the following three sections under section headings:

- **Description** - In **your own words**, write a two-page description indicating the major substantive content covered. Detail the purpose of the article and major points made by the author(s). **Do not use quotations, paraphrase instead.**
- **Reflection** – In half a page, identify and discuss 5 new things you learned from reading the article. How will this reduce our implicit bias? **Be specific.**
- **Practice Application** – In half a page, from the new knowledge acquired through the reflection, develop at least 5 **practice applications**. Specifically, what will **you** do in practice as a result of reading the article? What action will you take?

Assignment 2 - Diversity and Oppression Paper (30%) (20 pages double spaced- 5 pages per section, 30 references required)

Prepare a thoughtful analysis overviewing a problem experienced by one of oppressed groups covered in the course. The paper should include:

The paper should include:

- **Background and History of Oppressed Group**
 - Describe social problems oppressed group has historically experienced
 - Describe political problems oppressed group has historically experienced
 - Describe economic problems oppressed group has historically experienced
 - If immigrants, describe the immigration history and any impacts this has on the oppressed group
 - Detail common stereotypes or myths that perpetuate the problem among the oppressed group. For example - i.e. young Latino women are poor mothers on assistance
 - Describe the impact of the stereotypes on the problem.
 - Counter stereotypes with facts- be sure to cite sources.
- **Describe a significant problem that they face today (poverty, depression, lack of education access, incarceration, assaults, access to marriage, etc.)**
 - Describe Risk factors known for this group and this social problem
 - Describe Protective factors for this group relative to the problem
- **Identify and Describe Macro Solutions to the Social Problem**
 - Describe 7 federal or state laws or bills that are intended to address this social issue.
 - Describe how effective these strategies have been on the problem.
 - Propose two bills that would resolve the problem
 - Describe which sections of the NASW Code of Ethics this proposal would uphold.
- **Identify and Describe Micro Solutions to the Problem**
 - Identify and describe 3 evidenced based practices that would impact the social problem
 - Describe how these practices are appropriate for the oppressed population group
 - Describe which sections of the NASW Code of Ethics these practices support.
- **In two pages, provide an individual assessment of your group and individual work, including:**
 - An analysis of your group's work as a team including work distribution, leadership, cohesiveness, and challenges.
 - An outline of the specific contributions you made to the group project including research you completed, list references you contributed, and sections of the paper that you wrote. Evaluate your contributions to the group, both in quantity and quality.

Assignment 3 - Diversity Fair Materials (20%)

- Construct an informative set of materials (poster, chalkings, leaflets) that detail stereotypes and facts about the vulnerable and oppressed group described in the Diversity and Oppression paper.
- Prepare a half-page leaflet (front and back) to hand out that includes additional resources to find out more about the oppressed group or social problem.
- If you are unable to attend the actual diversity fair, you must make a YouTube video posted to your site that presents your project as if you were presenting it in person.

Be prepared to staff your poster for a Diversity Fair presentation on the South Oval or Community Room in the case of inclement weather

Assignment 4 – Weekly Quiz (10%)

Each week student will be presented a short-open answer question based on the reading of the week

Assignment 5 – Participation (10%)

Students are asked to evaluate their participation at the end of the course based on:

- Demonstrated preparation for class by reading all course materials beforehand
- Active participation in class discussions
- Avoided cross-talking
- Punctual and consistent attendance

Grading:

This is a letter-graded course: A, B, C, D, or F.

Grade Scale:

100-91 = A: Excellent: Work exceeds course expectations

90-81 = B: Good: Work meets course expectations

80-71 = C: Fair: Work marginally meets course expectations

70–61 = D: Poor: Work minimally meets course expectations

60 or below = F: Failure: Work does not meet course expectations

Course Policies

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 studentconduct.ou.edu. 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 must be registered with the Disability Resource Center (Norman) or the Office of Disability Resources (Tulsa). These offices then determine and notify the student and instructor of any accommodations in this course.

Norman: Disability Resource Center 620 Elm Avenue – Suite 166 Goddard Health Center Norman, OK 73019-2093 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)

Health Insurance Portability and Accountability Act (HIPAA) Statement:

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any client information that you share, either verbally or written, will need to be de-identified. This means that any information that would allow another to identify the person needs to be changed or eliminated. This includes obvious things like names and birth dates, but may also contain other information that is so unique to the person that it could allow for identification, including, but not

limited to diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation, it can be included if it will not allow for identification.

Attendance:

Excused absences are defined in your student codebook. Outside of the exceptions in the codebook, you are expected to attend every class session. The lecture material and discussions are central to your learning. More than 6 hours of absence for the entire course will result in a reduction of your overall grade by 10 percent. If you miss between 7-9 hours, you will be responsible for completing a 10-page make-up assignment reflecting on the assigned readings for the missed class session. If you miss more than 9 hours of course in any semester, you will be asked to drop the course or alternatively receive a failing grade. You are responsible for all course information presented and/or materials passed out regardless of an absence. Be sure to contact a few students for updates.

Warning! Attendance is not a passive element of this course. To be counted as receiving full attendance points you **must** be actively engaged in the happenings of the course, participating in activities and dialogues. There are no exceptions. You will be actively working in long-term and short-term groups with your peers.

Inclement weather:

If the university is closed for an extended period due to inclement weather, I will communicate with students about alternate arrangements. If all courses for an entire week are cancelled, I may decide to postpone the assignments. However, unless you are notified otherwise, please assume that assignments will be due as scheduled even if the university is closed.

Class Distractions:

Electronic devices that distract the class by beeping, ringing, or prompting a student to leave the classroom **must be off** during class time. Other contacts can be made during the regular class break times. Students who do not adhere to this rule during class will be asked to leave and incur an absence upon a second warning. Refrain from non-class related activity - Reading during lecture or class activities, working on non-class material, texting, holding side conversations, sleeping (either sitting up or head down), and/or excessive doodling are examples of unaccepted classroom behavior.

In addition to your attendance, **your professional presence** is required for each class session. This means that you should come prepared to engage in and foster professional dialogue having read content relevant to the course. Refrain from cross-talking. Return from breaks punctually.

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 making 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.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

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

Anthony P. Natale, MSW, PhD

Education

- Bachelor of Social Science, Washington State University
- Master of Social Work, Portland State University
- Doctor of Philosophy, Social Work, University of Denver

Current Positions

- Graduate College Faculty Fellow for Inclusive Excellence
- Associate Professor - Anne and Henry School of Social Work, University of Oklahoma 2005-present
- Advanced Programs Professor 2007-present

Frequently Taught Advanced Programs Courses

- SWK 5313 - Social Welfare Policy ^[L]_[SEP]
- SWK 5333 – Human Diversity and Societal Oppression
- HR 5113 - Cultural Diversity in Human Relations
- HR 5763 - Counseling Issues in Human Sexuality

Major Areas of Teaching and Research Interest

- Administration and Community Practice
- Social Policy
- Lifespan Development
- HIV/AIDS
- Human Diversity and Oppression

Representative Publications and Presentations

- Natale, A. P. (2008). HIV Transmission Factors: Denver MSM Culture and Contexts. *Journal of HIV/AIDS and Social Services*, 7 (3) 241-264. DOI: 10.1080/15381500802307500
- Natale, A. P., & Moxley, D. P. (2009). Service engagement with high-risk men who have sex with men: Challenges and implications for social work. *Journal of Social Work in Healthcare*, 48 (1), 38-56. DOI: 10.1080/00981380802440536
- Natale, A. P. (2009). HIV and AIDS: MSM needs, wants and desires for HIV prevention. *Journal of Gay and Lesbian Social Services*, 21 (1), 149-72. DOI: 10.1080/10538720802494768
- Natale, A. P. (2009). Denver MSM socio-structural factors: Preliminary findings of perceived HIV transmission risk. *Journal of HIV/AIDS and Social Services*, 8 (1), 35-56. DOI: 10.1080/15381500902736152
- Natale, A.P, Biswas, B., Urada, L., & Schyette, A. M. (2010). Global HIV and AIDS: Calling all social work educators. *Social Work Education*, 29 (1), 27-47. DOI: 10.1080/02615470902810868
- Natale, A.P. & Baker, D.R. (2010). HIV/AIDS Scholarship: Bibliometric analysis of social work scholars, schools and journals. *Journal of Social Work in Healthcare*, 49 (7), 669-686. DOI: 10.1080/00981380903539467
- Miller-Cribbs, J.E., Cagle, B.E., Natale, A.P., Cummings, Z. (2010). Thinking about think tanks: Strategies for progressive social work. *Journal of Policy Practice*. 9, 284–307. DOI: 10.1080/15588742.2010.487251

Representative Honors and Awards Received

- 2005 Faculty Member of the Year, University of Denver
- 2010 and 2011 Graduate Faculty Member of the Year, Anne and Henry School of Social Work, University of Oklahoma
- Hall of Fame Educator, Anne and Henry School of Social Work, University of Oklahoma
- 2017 Undergraduate Faculty Member of the Year, Anne and Henry School of Social Work, University of Oklahoma

Major Professional Affiliations

Council for Social Work Education – CSWE