I. COURSE PURPOSE

This course examines social work’s historical and current commitment to diversity and social and economic justice within a global context. Grounded in theoretical perspectives on injustice and oppression, conceptual models of social and economic justice, and the concept of cultural humility, the course explores the relationship between the social construction of difference and persistent inequalities operating at personal, institutional, and societal levels. Utilizing a strengths perspective and principles of empowerment practice, the needs, experiences, and resilience of diverse and at-risk populations are addressed, including groups distinguished by race, ethnicity, immigration status, religion and spirituality, sex and gender, sexual orientation, age, disability, and socio-economic status. Course content, structure, and learning activities are designed to enhance personal and professional self-awareness in order to develop knowledge, values, and skills required for culturally-sensitive social work practice.
II. COMPETENCIES AND PRACTICE BEHAVIORS

Practice behaviors that are covered in this class are indicated by **bold.** Practice behaviors that are not covered in this class are indicated by grey.

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>CSWE Suggested Practice Behaviors</th>
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<tbody>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1.1 advocate for client access to the services of social work</td>
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<td></td>
<td>1.2 practice personal reflection and self-correction to assure continual professional development</td>
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<td></td>
<td>1.3 attend to professional roles and boundaries</td>
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<td></td>
<td>1.4 demonstrate professional demeanor in behavior, appearance, and communication</td>
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<td></td>
<td>1.5 engage in career-long learning</td>
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<td>1.6 use supervision and consultation</td>
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<tr>
<td>Apply social work ethical principles to guide professional practice.</td>
<td>2.1 recognize and manage personal values in a way that allows professional values to guide practice</td>
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<td></td>
<td>2.2 make ethical decisions by applying standards of the NASW Code of Ethics: and, as applicable, of the International Federation of Social Workers/International Association of Schools of Social Work Ethics in Social Work, Statement of Principles</td>
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<td></td>
<td>2.3 tolerate ambiguity in resolving ethical conflicts</td>
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<td>2.4 apply strategies of ethical reasoning to arrive at principled decisions</td>
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<tr>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>3.1 distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
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<td></td>
<td>3.2 analyze models of assessment, prevention, intervention, and evaluation</td>
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<td></td>
<td>3.3 demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues</td>
</tr>
<tr>
<td>Engage diversity and difference in practice.</td>
<td>4.1 recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
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<td></td>
<td>4.2 gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
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<td></td>
<td>4.3 recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
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<td></td>
<td>4.4 view themselves as learners and engage those with whom they work as informants</td>
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</tbody>
</table>
| Advance human rights and social and economic justice. | **5.1 understand the forms and mechanisms of oppression and discrimination**  
5.2 advocate for human rights and social and economic justice  
5.3 engage in practices that advance social and economic justice |
|---|---|
| Engage in research-informed practice and practice-informed research. | **6.1 use practice experience to inform scientific inquiry**  
**6.2 use research evidence to inform practice** |
| **Apply knowledge of human behavior and the social environment.** | **7.1 utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation**  
**7.2 critique and apply knowledge to understand person and environment** |
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services | **8.1 analyze, formulate, and advocate for policies that advance social well-being**  
**8.2 collaborate with colleagues and clients for effective policy action** |
| Respond to contexts that shape practice. | **9.1 continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services**  
**9.2 provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.** |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | Engagement  
10.1.1 substantively and affectively prepare for action with individuals, families, groups, organizations, and communities;  
10.1.2 use empathy and other interpersonal skills; and  
10.1.3 develop a mutually agreed-on focus of work and desired outcomes.  
Assessment  
10.2.1 collect, organize, and interpret client data;  
10.2.2 assess client strengths and limitations;  
10.2.3 develop mutually agreed-on intervention goals and objectives; and  
10.2.4 select appropriate intervention strategies.  
Intervention  
10.3.1 initiate actions to achieve organizational goals;  
10.3.2 implement prevention interventions that enhance client capacities;  
10.3.3 help clients resolve problems; |
<table>
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<tr>
<th>10.3.4 negotiate, mediate, and advocate for clients; and 10.3.5 facilitate transitions and endings.</th>
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</thead>
<tbody>
<tr>
<td>Evaluation 10.4.1 Social workers critically analyze, monitor, and evaluate interventions.</td>
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</tbody>
</table>
III. FURTHER EDUCATIONAL OBJECTIVES

Upon completion of this course, students will be able to:

1. Articulate the linkages between societal definitions of difference and the development of identity and worldviews among individuals and groups in a multicultural society.

2. Specify the major concepts of the distributive justice and capabilities models of social and economic justice and identify implications of both for social work practice.

3. Analyze the common characteristics and elements of oppression as they apply to diverse groups and at-risk populations.

4. Demonstrate the knowledge, values, and skills required for culturally-sensitive and ethical social work practice, including a working knowledge of the NASW Standards for Cultural Competence in Social Work Practice and the NASW Code of Ethics.

5. Integrate theoretical and empirical knowledge of oppression and oppressed groups into social justice strategies relevant to practice with individuals, families, groups, organizations, and communities.
IV. COURSE REQUIREMENTS

A. Required Texts and Readings:


Supplemental Readings: A number of additional required readings that are listed on the Course Schedule using full citations. These readings may be accessed through Blackboard or from the original sources.

B. Recommended Readings


C. Other Recommended Resources & Media

Southern Poverty Law Center website: www.splcenter.org
Teaching Tolerance: http://www.tolerance.org/
Understanding Prejudice website: www.UnderstandingPrejudice.org
United for a Fair Economy website: www.faireconomy.org
Human Rights Watch: www.hrw.org
Leadership Conference on Civil Rights: www.civilrights.org/

D. Course Assignments:

Detailed instructions for all assignments are included at the end of this syllabus. Assignments are to be submitted to the instructor on the due date. Unless you have prior permission from the instructor, five (5) points will be deducted for each day the assignment is submitted late. No extensions will be granted the day an assignment is due.

Assignment 1: Personal/Professional Learning Journals – Due Classes 4, 8, 10, & 13

Assignment 2: Cultural Genogram – Due Class 6

Assignment 3: Class Presentation – Due Classes 6-12 as assigned

Assignment 4: Understanding Dimensions of Difference Paper – Due Class 14

Revised 6/2016
E. **Grading Policy:** The university grading system will be utilized (see policy in bulletin). The grade will be based upon the extent to which the student meets the course objectives as demonstrated by class participation and the two NCSSS required papers.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Personal/Professional Learning Journals</td>
<td>20%</td>
</tr>
<tr>
<td>Cultural Genogram</td>
<td>20%</td>
</tr>
<tr>
<td>Class Presentation</td>
<td>25%</td>
</tr>
<tr>
<td>Understanding Dimensions of Difference Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance and Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Grade</strong></td>
<td><strong>100%</strong></td>
</tr>
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</table>

F. **Attendance and Participation**

1. Students are required to attend classes and are expected to participate meaningfully in class discussion/exercises and online forums as required. The class participation grade will be determined by the instructor’s perception of the student’s preparation for and contributions to class discussion/activities. Different students will make different kinds of contributions. Some will have an easy time with spontaneous interactions while others will be more comfortable making planned statements about key ideas from the readings or other sources. Both types of contributions are valued. Unexcused absences will lower the attendance and participation grade. More than three unexcused absences will result in a grade of F. Students are individually responsible for obtaining any class notes or other materials distributed when they are absent.

2. The use of laptops or other devices should be used in such a manner that they *do not disturb or distract* other students. Phones must be silenced at all times. Recording devices should only be used with the permission of the instructor and should be turned off at the request of the instructor or class participants when requested in the event that personal or confidential information is being discussed.

3. Students are expected to read all required readings for each class session and be prepared to participate in classroom discussions and exercises.

4. The course combines the formats of didactic lectures and participatory seminars. Students and the instructor will endeavor to draw on their own experience including professional practice experience, relevant literature and analytic thinking about the course content. Each student is expected to participate actively in class discussions and to come prepared to share current knowledge, ideas, and relevant experiences as appropriate. Students and the instructor will view each other as resource persons.

5. Each student is expected to adhere to the *Confidentiality Agreement* that is signed at the beginning of every semester. This agreement covers discussion and presentations of “practice materials” in classes, supervisory sessions, case conferences, seminars, and other educational settings within the NCSSS MSW programs that are for *professional learning purposes only*, and are subject to strict professional standards of
confidentiality. These same standards of confidentiality also extend to various forms of written communication and peer consultation. Adherence to these standards means all students refrain from communicating beyond the classroom setting about practice material that is presented in class. Students will also refrain from using social media outlets (blogs, twitter, Facebook, etc.) or email to discuss or post information on course or practice settings, program responsibilities, and projects with individuals who are not in teaching or supervision roles directly related to the situation.

G. **Course and Instructor Evaluation:**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to special requests. These evaluations will serve as a basis for ongoing course revisions.

V. **CLASS EXPECTATIONS**

**Scholastic Expectations:**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should demonstrate communication ability consistent with graduate level performance, reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and be carefully proofread by the student before submission to the instructor for grading.

**Academic Honesty:**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and Appropriate Program Handbooks.

**Accommodations:**

Students with physical, learning, psychological or other challenges wishing to request accommodations must identify themselves with the Disability Support Services (DSS) and submit documentation of a disability. Once you have documented a disability, DSS will establish whether any accommodations or academic adjustments are required. *Please be aware* that you are expected to present written DSS documentation for accommodation to your instructor and arrange a meeting as soon as possible to discuss these accommodations.

**Additional Class Expectations**

In order to assure safe and honest exploration of sensitive issues in a course focusing on
the consequences of oppression and privilege for all people, the following ground rules or guiding principles will be followed:

1. We acknowledge that social inequalities and oppression exist.

2. We acknowledge that we have all been systematically exposed to misinformation about groups to which we and others belong.

3. We cannot be blamed for misinformation we have learned, but we must take responsibility for repeating it after we have learned otherwise.

4. We will not blame people who have been oppressed for their oppression.

5. We will assume that people are doing the best they can - we will not demean, devalue, or in any way “put down” people for their experiences, perceptions, questions, or comments.

6. We will actively pursue information about our own groups and those of others, share it with classmates, and translate this knowledge into professional behavior.

7. We will respect the confidentiality of classroom discussions about specific individuals, groups, communities, or organizations that could be identified in any way. This includes information that classroom colleagues, including the instructor, share about themselves.
CLASS SCHEDULE

CLASS 1 COURSE OVERVIEW & INTRODUCTIONS

Aug. 29 Course Overview and Introductions; Co-Creating a Learning Environment

Required Reading:

CLASS 2 THEORETICAL UNDERSTANDINGS OF DIVERSITY, OPPRESSION, AND SOCIAL & ECONOMIC JUSTICE: DEFINING DIFFERENCE


Required Reading:
Text: “The complexity of identity: ‘Who am I?’” (pp. 6-9)
“Identities and social locations: Who am I? Who are my people?” (pp. 9-15)


CLASS 3 THEORETICAL UNDERSTANDINGS OF DIVERSITY, OPPRESSION, AND SOCIAL & ECONOMIC JUSTICE: EXPERIENCING DIFFERENCE

Sep. 19 Experiencing Difference: Privilege, Power, Inequality & Stigma

Required Reading:
Text: “The social construction of difference” (pp. 15-21)
“Structure as the subject of justice” (pp. 52-56)


CLASS 4 THEORETICAL UNDERSTANDINGS OF DIVERSITY, OPPRESSION, AND SOCIAL & ECONOMIC JUSTICE: MEANING OF DIFFERENCE

Sep. 26 The Meaning of Difference: The Dynamics and Consequences of Oppression

Required Reading:
Text: “Theoretical foundations” & “Conceptual foundations” (pp. 2-35)
       “Five faces of oppression” (pp. 35-45)
       “The cycle of socialization” (pp. 45-52)


** Personal/Professional Learning Journal #1 Due

CLASS 5 Cultural Humility
Oct. 3

Required Reading:


CLASS 6 DIMENSIONS OF DIVERSITY & OPPRESSION: RACE, ETHNICITY, & IMMIGRATION STATUS
Oct. 17

Required Reading:
Text: Section 2 on Racism (pp. 57-96)

** Cultural Genogram Due

** Student Presentation: Race

Revised 1/2016
CLASS 7  DIMENSIONS OF DIVERSITY & OPPRESSION: RACE, ETHNICITY, & IMMIGRATION STATUS
Oct. 24

Required Reading:
Text: Section 2 on Racism (pp. 96-139)


** Student Presentation: Ethnicity & Immigration

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CLASS 8  DIMENSIONS OF DIVERSITY & OPPRESSION: RELIGION & SPIRITUALITY
Oct. 31

Required Reading:
Text: Section 4 on Religious Oppression (pp. 229-315)

** Student Presentation: Religion & Spirituality

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CLASS 9  DIMENSIONS OF DIVERSITY & OPPRESSION: SEX & GENDER
Nov. 7

Required Reading:
Text: Section 5 on Sexism (pp. 317-371)
Section 7 on Transgender Oppression (pp. 425-459)

** Personal/Professional Learning Journal #2 Due

** Student Presentation: Sex & Gender

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CLASS 10  DIMENSIONS OF DIVERSITY & OPPRESSION: SEXUAL ORIENTATION
Nov. 14

Required Reading:
Text: Section 6 on Heterosexism (pp. 373-424)

** Student Presentation: Sexual Orientation

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CLASS 11  DIMENSIONS OF DIVERSITY & OPPRESSION: DISABILITY
Nov. 21

Revised 1/2016
**Required Reading:**
Text: Section 8 on Ableism (pp. 461-534)

**Personal/Professional Learning Journal #3 Due**

**Student Presentation: Disability**

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**CLASS 12**  
**DIMENSIONS OF DIVERSITY & OPPRESSION: AGE**

Nov. 28

**Required Reading:**  
Text: Section 9 on Ageism and Adultism (pp. 535-588)


**Student Presentation: Age**

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**CLASS 13**  
**DIMENSIONS OF DIVERSITY & OPPRESSION: SOCIO-ECONOMIC STATUS**

Dec. 5

**Required Reading:**  
Text: Section 3 on Classism (pp. 141-228)

**Personal/Professional Learning Journal #4 Due**

**Student Presentation: Socio-Economic Status**

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**CLASS 14**  
**WORKING FOR SOCIAL & ECONOMIC JUSTICE: VISIONS & STRATEGIES FOR CHANGE**

Dec. 12

**Required Reading:**  
Text: Section 10 on Working for social justice: Visions and strategies for change (pp. 589-645)


**Understanding Dimensions of Difference Paper Due**

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Revised 1/2016
Assignment 1

Personal/Professional Learning Journal

During the semester, students will be exposed to various ideas and experiences of others that may be challenging to their worldview and personal beliefs or values. As developing critical self-awareness is a major objective of the course, this assignment is designed to help students consider reactions/responses they have to assigned readings and classroom experiences. Each student will complete 4 journals to be turned in as indicated on the course outline and the schedule listed below:

Each journal must include separate reactions/responses to:

1) **one reading** *(specify title and author)*
   
   **AND**

2) **some aspect of the class session** *(lecture, class discussion, class exercise, film, etc.)*

In addition, students should also address **at least one major concept** that was discussed for the class session (e.g., privilege, oppression, the norm, the other, etc.).

For each journal, include:

1) The **number and topic of the class session being discussed and the date the journal is being turned in** should be listed at the top of each journal

Example) Journal #1
   Class #2 Experiencing Difference: Privilege, Power, Inequality & Stigma
   Turned in on February 3, 2016

2) **Reflections and insights** regarding the experience [for both the specific reading and the specific class activity]

   a. What was your **immediate reaction** to the experience? What is your reaction as you **think back** on it now?

   b. Explain what it is **about you** that **predisposes** you to this reaction. For example, can you connect your reaction to previous personal or professional experiences; family or cultural heritage; societal messages; prejudices, biases or lack of knowledge/exposure?

   c. Identify **specific strengths** and/or **limitations** of your personal and professional development that are revealed in this self-reflection.

   d. For each strength or limitation identified, list an **implication for further growth** and identify your **plan to support** this growth.

Journal entries are expected to move beyond description to demonstrate **self-analysis** based
on **thoughtful reflection and critical self-assessment**. Simply stated, the point of this assignment is to turn **“the eye inward”** and conduct an honest **self-assessment**. It is important to note that students’ journals will be kept **confidential** and will **not** be graded on the **content** of their journals, but rather on students’ **ability to thoughtfully reflect** about their reactions/responses and walk themselves through this process.

Journals should be approximately 4-5 pages long, typed, and double-spaced. They will be assessed based on the following criteria:

- Comprehensive coverage of the required areas for both a reading and a class activity
- Evidence of thoughtful and critical self-reflection and analysis
- Ability to produce readable, well-organized journal

Points will be assigned as follows:

- **5 points**: Complete coverage of the required contents; in-depth self-reflection & analysis; well-organized & well-written
- **3 points**: Major limitations in 1 of the 3 areas (coverage of the required contents; reflection & analysis; organization/writing of the journal)
- **1 point**: Major limitations in more than 1 of the 3 areas (coverage of the required contents; reflection & analysis; organization/writing of the journal)

**Schedule:**

Personal/Professional Learning Journal #1 Due: September 26, 2016
Personal/Professional Learning Journal #2 Due: November 7, 2016
Personal/Professional Learning Journal #3 Due: November 21, 2016
Personal/Professional Learning Journal #4 Due: December 5, 2016
Assignment 2

Cultural Genogram

In this assignment, students will draw a genogram and reflect on their culture, particularly their family culture, based on the genogram. Since we all are a cultural being, this assignment intends to offer an opportunity for students to reflect in-depth on the impact of family culture on their experiences, perspectives, values, beliefs, and so on.

This assignment has two parts: 1) creating a cultural genogram, and 2) reflecting on family culture and its impact, based on the cultural genogram.

First, you will draw a cultural genogram. Before creating a genogram, you may collect information on your family via interviewing family members, reading films and books, etc. In your genogram, you will:

1. Draw family members by generation (minimum of 3 generations)
2. Add color for racial identity/ethnicity/national origin. Also, think about what significance race, skin color, and hair play in your family as well as what prejudice or stereotypes your family has about your own racial group and other racial groups.
3. Add cultural symbols next to the family members, and create a legend for the created symbols. Here are a few examples you can think of in relation to your family culture:
   • Age
   • Gender and gender roles
     o How are gender roles defined in your family?
   • Sexual orientation
     o How does your family view people who are gay, lesbian, bi-sexual, transgendered?
   • Education & occupation
     o What principles shaped your family’s values about education, work, and interaction with people outside the family?
   • Socio-economic status
     o How is social class defined in your family?
   • Immigration
     o If other than Native American, under what conditions did your family come to the United States?
   • Natural disaster experienced
   • Health, mental health, and substance use
     o How does your family view health or mental health providers?
   • Disability
   • Legal issue
   • Religion and level of commitment
     o What role does religion play in your family?
   • Quality of relationships
   • Oppression
     o What were/are your family’s experience with oppression?
   • Pride and shame
What are the pride/shame issues of your family? What impact do you think these pride/shame issues will have on your work with clients who are culturally similar and dissimilar? How do you think the values you got from your family-of-origin will influence your ability to work with clients whose values and beliefs are discernibly different from yours?

After creating a genogram, please reflect on the following questions, and write about this reflection:

1. What aspects of your cultural identity do you embrace/reject?
2. What cultural biases and prejudices from your family-of-origin have transmitted to you?
3. What are you most and least comfortable with in your culture?
4. What groups or people might you have a difficult time working with?
5. What did you learn about self and cultural identity?

The assignment is due by the beginning of the class on 3/9/16. Please upload your entire assignment on BB or you can bring a hard copy of the genogram while uploading your reflection paper on BB.
Assignment 3

Group Presentation

Each group (2-4 students per presentation) will be responsible for a **45-minute class presentation** (30-minute presentation; 15-minute questions and discussion) on an **issue related to oppression as it applies to a particular dimension of difference**. Groups are encouraged to apply what we are learning in class about the connection between the social construction of difference and the experience of oppression. Presentations should go beyond facts and statistics to increase and deepen understanding. Presentations should also make explicit the specific implications of their presentation for generalist social work practice.

Each group will need to **work together** to develop the presentation and every group member should take an **active role** during the presentation. **Be creative!** Presentations that are simply read in class are less interesting and less appreciated by fellow students. Examples from media (e.g., newspaper articles, videos, books, etc.) that reflect societal stereotypes, hate crimes, prejudicial behavior or treatment by individuals or institutions or that provide examples of resiliency, strengths, and positive social change by the targeted group or population are encouraged.

Audio-Visual Equipment

If you need something beyond what is available in the classroom (e.g., DVD, VHS, PowerPoint), it is your responsibility to arrange for any audio-visual equipment needed for the presentation. This should be done **well in advance**. The form to request equipment set-up is found on the CUA website at: [http://digitalmedia.cua.edu//requestforms/event.cfm](http://digitalmedia.cua.edu//requestforms/event.cfm)

Additional Readings

The group may assign additional readings necessary for the class to benefit from the presentation, which must be made available **at least 1 week prior to the presentation**. Any additional readings, surveys or guest speakers must be approved by the instructor in advance of the date of the presentation.

Evaluation

Presentations will be evaluated based on feedback from your peers (see the evaluation form at the end of this guideline) and the instructor’s assessment of the content and the delivery of the material. Each student in the group will receive the same grade. Therefore, each group member is expected to contribute equally to the presentation.

**NOTE:** It is important to realize that you cannot cover everything about your selected topic in this presentation - that is not the point of the assignment! Your task is to select one or a few aspects of the topic and provide a presentation that deepens or expands understanding of your selected focus.

Revised 1/2016
Assignment #4

Understanding Dimensions of Difference Paper

Students will select a “dimension of difference” that represents a substantially different life experience than their own. They will explore this dimension of difference in two ways: through a review of the literature and a personal interview. The paper should include the following sections:

1. Introduction: Briefly identify the “dimension of difference” you selected and discuss why you targeted this aspect of the human experience. Why were you drawn to enhance your understanding in this particular area?

2. Literature Review: Summarize the scholarly literature on the experiences of this targeted group or population in the dominant culture within the United States. Using the course contents, “5 Characteristics of Oppression” and “Common Elements of Oppression,” identify and analyze the major dynamics and consequences of oppression reflected in the literature. Use a minimum of 8 scholarly sources from the professional literature beyond the class materials.

3. Interview: Interview an individual who represents your selected “dimension of difference.” Ask about his or her personal experiences of living with difference, remembering to set aside your own preconceived assumptions and listening with both open heart and open mind. Solicit his or his perspectives on the impacts of oppression especially as they may have affected his or her biopsychosocial-spiritual development and visions for both self and the world. In writing up this interview be sure to include:
   a) a summary of the major or most critical points that the interviewee offered and
   b) a reflection on what the experience was like for you (e.g., how easy/difficult was it to ask someone to be interviewed, how was it to ask the questions and invite the stories, what did you notice about yourself during the interview, and what impact or meaning did this experience hold for you once it was completed.)

Papers should be between 6-8 pages long, typed, numbered, and double-spaced. All citations and reference list should follow 2010 (6th ed.) APA referencing style. Papers will be assessed based on the following criteria:

a. Comprehensive coverage of all assigned areas
b. Organization and logical flow of ideas
c. Evidence of ability to identify/apply course concepts reflected in the literature review
d. Ability to provide thoughtful reflection about the interviewee’s sharing and your own reactions/responses throughout the interview process
e. Correct grammar, spelling, punctuation, and use of APA referencing style.

1 Please refer to course slides from Class 4. Also, please review course readings on privileges and oppression, including Pharr (1988).
NOTE: The person selected as the interviewee for this assignment cannot be a client in your field placement or work setting!!!

Additional Guide

Here are a few examples on whom you can interview with:

A. Race: Interview someone from a different race other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they think they are treated in this country.

B. Ethnicity/Culture: Interview someone from a different ethnicity/culture other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they think they are treated in this country.

C. Religion: Interview someone from a different religion other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they think they are treated in this country (e.g., Are there religious holidays?)

D. Gender/Sexual Orientation: Interview someone whose gender or sexual orientation is different from yours. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they think they are treated in this country.

E. Disability: Interview someone who has a disability or who has a different type of disability other than your own. Ask about their beliefs, customs and traditions, and compare them to your own. Also ask how they think they are treated in this country.

F. Older Adults: Interview an older adult (someone at least aged 65 or older). Ask about what they find positive and negative about growing older from a physical, psychological and/or social perspective. Ask about their beliefs (especially in relation to life, death and acceptance of help), customs and traditions, and compare them to your own. Also ask how they think they are treated in this country.

Also, here are a few examples of questions you may ask your interviewee:

- What are the things you would like me or others to know about the group you identify with (e.g., beliefs, customs, and/or tradition)?
- What are the strengths and challenges of your identified group?
- How has your upbringing as a member of your identified group impacted you and your experiences (e.g., within families, schools, work places, restaurants, etc.)? Or could you describe what your life has been as a member of your identified group?
- What are the things you think professionals in health, human services, and/or education should be aware in order for them to be effectively working with your identified group?