

SCWK 6901 - Oppression and Cultural Competence

Fall 2026 Syllabus, Section 01, CRN 40846,

Credit hours: 3

Instructor

Alyssa Hicks

Professional Qualifications:
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Public Instructor Information

Instructor Title: Alyssa Hicks, MSSA, LISW

Instructor Professional Qualifications: MSSA, Social Work, Case Western Reserve University. Bachelor's, Psychology, Baldwin-Wallace College

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Course Description

6901. Oppression and Cultural Competence. Examination of the history, demographic trends, and cultures of diverse groups who have been disenfranchised based on differences that include race, gender, age, socioeconomic class, sexual orientation, religion, and ability. Emphasis will be placed on understanding the experience of oppression among diverse groups and the implications for social work practice. 3 s.h.

Course Readings

Group	Title	Author	ISBN
	Diversity, oppression, and change. (3rd ed.). Oxford University Press.	Marsiglia, F.F., Kulis, S., & Lechuga-Peña, S.	9780190059507

Required Text:

Marsiglia, F.F., Kulis, S., & Lechuga-Peña, S. (2021). Diversity, oppression, and change. (3rd ed.). Oxford University Press.

NASW Standards for Culturally Competent Practice (located in Blackboard)

Required Articles (located in Blackboard or click on the links to access through Maag Library):

Alvarez-Hernandez, L. R., & Choi, Y. J. (2017). Reconceptualizing Culture in Social Work Practice and Education: A Dialectic and Uniqueness Awareness Approach. *Journal of Social Work Education*, 53(3), 384–398. <https://www.jstor.org/stable/48542771>

Bolen, R. M., & Dessel, A. B. (2013). Is Discrimination Against Evangelical Christians a Problem in Social Work Education? *Journal of Social Work Education*, 49(4), 528–547. <http://www.jstor.org/stable/42000201>

Chonody, J. M., Woodford, M. R., Brennan, D. J., Newman, B., & Wang, D. (2014). Attitudes Toward Gay Men and Lesbian Women Among Heterosexual Social Work Faculty. *Journal of Social Work Education*, 50(1), 136–152. <http://www.jstor.org/stable/43305271>

Ellington, L. (2019). Towards a recognition of the plurality of knowledge in social work: The Indigenous Research Paradigm. *Canadian Social Work Review / Revue Canadienne de Service Social*, 36(2), 29–48. <https://www.jstor.org/stable/26913671>

Fletcher, A. M. C., & Akakpo, T. (2020). We Can Do Better: Mitigating Negatively Racialized Attitudes in Child Welfare through Self-awareness Training. *Child Welfare*, 98(3), 1–24. <https://www.jstor.org/stable/48623663>

Gitterman, A., Knight, C., & Germain, C. B. (2021). Culturally Competent and Diversity-Sensitive Practice and Cultural Humility. In *The Life Model of Social Work Practice: Advances in Theory and Practice* (pp. 114–142). Columbia University Press. <http://www.jstor.org/stable/10.7312/gitt18748.10>

Gutiérrez, L., Fredricksen, K., & Soifer, S. (1999). Perspectives of social work faculty on diversity and societal oppression content: results from a national survey. *Journal of Social Work Education*, 35(3), 409–419. <http://www.jstor.org/stable/23043568>

Hummer, R. A. (2023). Race and Ethnicity, Racism, and Population Health in the United States: The Straightforward, the Complex, Innovations, and the Future. *Demography*, 60(3), 633–657. <https://www.jstor.org/stable/48728438>

Jani, J. S., Osteen, P., & Shipe, S. (2016). Cultural Competence and Social Work Education: Moving Toward Assessment of Practice Behaviors. *Journal of Social Work Education*, 52(3), 311–324. <http://www.jstor.org/stable/44015602>

Johnson, Y. M., & Munch, S. (2009). Fundamental Contradictions in Cultural Competence. *Social Work*, 54(3), 220–231. <http://www.jstor.org/stable/23719498>

Labra, O., Lacroix, G. G., Ependa, A., Isabelle, S., Mejia, J. P. B., Tremblay, G., Giroux, M.-È., Viau, A., Beaucage, M., Monteith, K., Bizot, D., Bustinza, R., & Cousineau, T. (2020). Building together: A reflection on community-based participatory research priorities in relation to HIV/AIDS in a remote region of Quebec. *Canadian Social Work Review / Revue Canadienne de Service Social*, 37(2), 77–96. <https://www.jstor.org/stable/27033717>

Leblanc, É. (2021). Safe streets for real people: a case study of neoconservative policy from a structural social work perspective. *Canadian Social Work Review / Revue Canadienne de Service Social*, 38(1), 131–148. <https://www.jstor.org/stable/27085404>

Maschi, T., & Morgen, K. (2021). Intersecting perspectives on aging, diversity, difference, and justice. In *Aging Behind Prison Walls: Studies in Trauma and Resilience* (pp. 41–73). Columbia University Press. <http://www.jstor.org/stable/10.7312/masc18258.5>

Mbakogu, I., Duhaney, P., Ferrer, I., & Lee, E. O. J. (2021). Confronting whiteness in social work education through racialized student activism. *Canadian Social Work Review / Revue Canadienne de Service Social*, 38(2), 113–140. <https://www.jstor.org/stable/27117849>

Munsch, C. L., & Davis, S. M. (2021). Marital Status, Gender, and Race in The U.S.: Perceptions of Middle-Aged Men and Women. *Journal of Comparative Family Studies*, 52(4), 596–622. <https://www.jstor.org/stable/27105234>

Murray-Lichtman, A., & Elkassem, S. (2021). Academic voyeurism: The white gaze in social work. *Canadian Social Work Review / Revue Canadienne de Service Social*, 38(2), 179–206. <https://www.jstor.org/stable/27117852>

Ortiz, L., & Jani, J. (2010). Critical Race Theory: A Transformational Model For Teaching Diversity. *Journal of Social Work Education*, 46(2), 175–193. <http://www.jstor.org/stable/23044404>

Ortiz, L., & Jani, J. (2010). Critical Race Theory: A Transformational Model For Teaching Diversity. *Journal of Social Work Education*, 46(2), 175–193. <http://www.jstor.org/stable/23044404>

Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review / Revue Canadienne de Service Social*, 24(1), 105–114. <http://www.jstor.org/stable/41669865>

Shah, K., Boatswain-Kyte, A., & Lee, E. O. J. (2021). Anti-racist education in social work: an exploration of required undergraduate social work courses in quebec. *Canadian Social Work Review / Revue Canadienne de Service Social*, 38(2), 141–158. <https://www.jstor.org/stable/27117850>

Sternberg, R. J., & Grigorenko, E. L. (2004). Why We Need to Explore Development in Its Cultural Context. *Merrill-Palmer Quarterly*, 50(3), 369–386. <http://www.jstor.org/stable/23096173>

Windsor, L. C., Shorkey, C., & Battle, D. W. (2015). Measuring Student Learning in Social Justice Courses: The Diversity and Oppression Scale. *Journal of Social Work Education*, 51(1), 58–71. <http://www.jstor.org/stable/44015478>

The course readings are subject to change in the event of extenuating circumstances, research developments, current events, and/or to ensure better learning.



Schedule of Topics and Assignments

Day	Date	Reading(s)	Proposed Topic	Due/To Prepare for Class
Sat	8/29	Week 1: In person class for orientation and mandatory Chapter 1: Culture		Syllabus and orientation (work on the implicit bias test and introduction discussion)
Sat	9/5	Week 2: Chapter 1: Culture continued		Sign up for classroom presentations Additional Readings: Alvarez-Hernandez, L. R., & Choi, Y. J. (2017). Reconceptualizing Culture in Social Work Practice and Education: A Dialectic and Uniqueness Awareness Approach. <i>Journal of Social Work Education</i> , 53(3), 384–398. https://www.jstor.org/stable/48542771 Implicit Bias Reflection Journal Due 9/6 by 11:59pm
Sat	9/12	Week 3: Chapter 2: Cultural Diversity, Oppression, and Action: A Culturally Grounded Paradigm		Additional Readings: Chonody, J. M., Woodford, M. R., Brennan, D. J., Newman, B., & Wang, D. (2014). Attitudes Toward Gay Men and Lesbian Women Among Heterosexual Social Work Faculty. <i>Journal of Social Work Education</i> , 50(1), 136–152. http://www.jstor.org/stable/43305271
Sat	9/19	Week 4: Chapter 3: The Intersectionality of Race and Ethnicity with Other Factors		Chonody, J. M., Woodford, M. R., Brennan, D. J., Newman, B., & Wang, D. (2014). Attitudes Toward Gay Men and Lesbian Women Among Heterosexual Social Work Faculty. <i>Journal of Social Work Education</i> , 50(1), 136–152. http://www.jstor.org/stable/43305271 Power, Privilege and Oppression Paper Due, 9/20 by 11:59pm
Sat	9/26	Week 5: Chapter 4: Intersecting Social and Cultural Determinants of Health and Well-Being		Ellington, L. (2019). Towards a recognition of the plurality of knowledge in social work: The Indigenous Research Paradigm. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i> , 36(2), 29–48. https://www.jstor.org/stable/26913671 Fletcher, A. M. C., & Akakpo, T. (2020). We Can Do Better: Mitigating Negatively Racialized Attitudes in Child Welfare through Self-awareness Training. <i>Child Welfare</i> , 98(3), 1–24. https://www.jstor.org/stable/48623663



Sat	10/3	Week 6: Chapter 5: Evolutionary and Structural Functionalist Classical Theories Chapter 6: Theoretical Perspectives on Diversity	Gitterman, A., Knight, C., & Germain, C. B. (2021). Culturally Competent and Diversity-Sensitive Practice and Cultural Humility. In <i>The Life Model of Social Work Practice: Advances in Theory and Practice</i> (pp. 114–142). Columbia University Press. http://www.jstor.org/stable/10.7312/gitt18748.10 Gutiérrez, L., Fredricksen, K., & Soifer, S. (1999). Perspectives of social work faculty on diversity and societal oppression content: results from a national survey. <i>Journal of Social Work Education</i> , 35(3), 409–419. http://www.jstor.org/stable/23043568 Religious Diversity Paper Due 10/4 by 11:59pm
Sat	10/10	Week 7: Chapter 7: Social Work Perspectives: Social Context, Consciousness, and Resiliency	Hummer, R. A. (2023). Race and Ethnicity, Racism, and Population Health in the United States: The Straightforward, the Complex, Innovations, and the Future. <i>Demography</i> , 60(3), 633–657. https://www.jstor.org/stable/48728438 Jani, J. S., Osteen, P., & Shipe, S. (2016). Cultural Competence and Social Work Education: Moving Toward Assessment of Practice Behaviors. <i>Journal of Social Work Education</i> , 52(3), 311–324. http://www.jstor.org/stable/44015602
Sat	10/17	Week 8: Chapter 8: The Formation and Legacies of Racial and Ethnic Minorities	ohnson, Y. M., & Munch, S. (2009). Fundamental Contradictions in Cultural Competence. <i>Social Work</i> , 54(3), 220–231. http://www.jstor.org/stable/23719498 Labra, O., Lacroix, G. G., Ependa, A., Isabelle, S., Mejia, J. P. B., Tremblay, G., Giroux, M.-È., Viau, A., Beaucage, M., Monteith, K., Bizot, D., Bustinza, R., & Cousineau, T. (2020). Building together: A reflection on community-based participatory research priorities in relation to HIV/AIDS in a remote region of Quebec. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i> , 37(2), 77–96. https://www.jstor.org/stable/27033717 Interview Paper Due 10/18 by 11:59pm
Sat	10/24	Week 9: Chapter 9: Gender, Gender Roles, and Gender Identity Chapter 10: Sexual Orientation	Leblanc, É. (2021). Safe streets for real people: a case study of neoconservative policy from a structural social work perspective. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i> , 38(1), 131–148. https://www.jstor.org/stable/27085404 Maschi, T., & Morgen, K. (2021). Intersecting perspectives on aging, diversity, difference, and justice. In <i>Aging Behind Prison Walls: Studies in Trauma and Resilience</i> (pp. 41–73). Columbia University

Sat	10/31	Week 10: Chapter 11: Cultural Norms and Social Work Practice	Mbakogu, I., Duhaney, P., Ferrer, I., & Lee, E. O. J. (2021). Confronting whiteness in social work education through racialized student activism. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i> , 38(2), 113–140. https://www.jstor.org/stable/27117849 Munsch, C. L., & Davis, S. M. (2021). Marital Status, Gender, and Race in The U.S.: Perceptions of Middle-Aged Men and Women. <i>Journal of Comparative Family Studies</i> , 52(4), 596–622. https://www.jstor.org/stable/27105234 Context, Theory, and Model Paper, Part I- Context Paper, Due 11/1 by 11:59pm
Sat	11/7	Week 11: Chapter 12: Culturally Grounded Methods of Social Work Practice	Murray-Lichtman, A., & Elkassem, S. (2021). Academic voyeurism: The white gaze in social work. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i> , 38(2), 179–206. https://www.jstor.org/stable/27117852 Ortiz, L., & Jani, J. (2010). Critical Race Theory: A Transformational Model For Teaching Diversity. <i>Journal of Social Work Education</i> , 46(2), 175–193. http://www.jstor.org/stable/23044404
Sat	11/14	Week 12: Chapter 13: Culturally Grounded Community-Based Helping	Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i> , 24(1), 105–114. Http://www.jstor.org/stable/41669865 Context, Theory, and Model Paper, Part II- Individual Theory Paper Due 11/15 by 11:59pm
Sat	11/21	Week 13: Chapter 14: Social Policy and Culturally Grounded Social Work	Shah, K., Boatswain-Kyte, A., & Lee, E. O. J. (2021). Anti-racist education in social work: an exploration of required undergraduate social work courses in quebec. <i>Canadian Social Work Review / Revue Canadienne de Service Social</i> , 38(2), 141–158. Https://www.jstor.org/stable/27117850 Context, Theory, and Model Paper Part II B. Theory Presentation Due 11/22 by 11:59pm
Sat	11/28	NO CLASS, HAPPY THANKSGIVING!	Context, Theory, and Model Paper Part III- Model Paper, Due 11/29 by 11:59pm
Sat	12/5	Week 14: Chapter 15: Culturally Grounded Evaluation and Research	Sternberg, R. J., & Grigorenko, E. L. (2004). Why We Need to Explore Development in Its Cultural Context. <i>Merrill-Palmer Quarterly</i> , 50(3), 369–386. http://www.jstor.org/stable/23096173 Self-Assessment Paper Due 12/6 by 11:59pm
Sat	12/12	Week 15: Chapter 16: Culturally Grounded Social Work and Globalization	Windsor, L. C., Shorkey, C., & Battle, D. W. (2015). Measuring Student Learning in Social Justice Courses: The Diversity and Oppression Scale. <i>Journal of Social Work Education</i> , 51(1), 58–71. Http://www.jstor.org/stable/44015478 Post Test

The course schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better learning.