

**THE UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK
Memphis Campus**

**SW518: Social Work and Oppression
Fall, 2002**

Code of Conduct:

It is the student's responsibility to have read the College of Social Work Ethical Academic and Professional Conduct code that is in the College of Social Work MSSW Handbook (www.csw.utk.edu)

The Honor Statement:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity. (*Hilltopics*, 2002).

Disability:

If you need course adaptations or accommodations because of a documented disability or if you have emergency information to share, please contact the University of Tennessee Office of Disability Services at 191 Hoskins Library (865- 974-6087). This will ensure that you are properly registered for services.

Course Description

This course is a required Foundation course that examines the sources, dynamics, and impact of oppression in U.S. society as it is manifested in both social/ecological systems with an emphasis on economic systems, and personal experience. At the level of social/ecological systems, the course examines the ways in which oppression and discrimination are institutionalized in the various sectors of American society in forms such as racism, sexism, classism, ageism, physical and mental ability and heterosexism. At the level of individual experience, the course examines the impact of oppression on individuals who vary in such characteristics as race, ethnicity, gender, nationality, sexual orientation, physical and mental ability, age, and religion. The course also considers connections among forms of oppression; the ideology of domination and subordination which supports and perpetuates oppression; and social work's role in challenging oppression and promoting a socially and economically just society and responsive, humane social agencies through strategies such as grassroots organizing and political activism.

Course Rationale

By virtue of its historical traditions, values, and professional code of ethics, social work has a commitment and responsibility to challenge oppressive social systems and to work with individuals and groups who experience the impact of all forms of oppression. In order to meet this professional commitment, students need to understand the forms and consequences of oppression and institutional discrimination; they must be able to analyze and identify the dimensions of oppression and privilege in all institutional and organizational contexts; and they must know appropriate strategies to challenge and change oppressive conditions.

Course Objectives

By the completion of the course, students are expected to be able to (through course assignments, class activities, class discussions and/or exams):

1. describe the ways in which the intersections of race, class, gender, sexual orientation and other identifying characteristics shape both individual experience and social systems of privilege, discrimination and inequality in United States society ;
2. describe the mechanisms and effects of institutional forms of discrimination and oppression, including racism, sexism, social classism, economic classism, heterosexism, ablism, and ageism;
3. explain how the ideology of domination and subordination underlies, links, and perpetuates various forms of oppression;
4. describe between-group and within-group variations in individuals' experiences of and responses to oppression;
5. articulate social work's vision of an inclusive, socially and economically just society;
6. identify the role of strategies, such as grassroots organizing and political activism, in social change efforts to counter oppression within and across institutional sectors;
7. describe the role of social workers in regard to agency accountability in countering oppression in service delivery settings and organizations within and across institutional sectors;
8. analyze the mechanisms and effects of oppression and institutional discrimination within social agencies and service delivery systems and devise strategies for countering discrimination and creating responsive and humane agencies and service systems.

REQUIRED TEXT (available at the Memphis UT campus bookstores)

- Andersen, M.L. & Collins, P.H. (2000). Race, class, and gender (4th ed.). Belmont, CA: Wadsworth Publishing Co.

** in Readings refer to electronic online reserves at UTK Hodgkins library; directions for use will be distributed in class

GENERAL COURSE REQUIREMENTS

Students are expected to:

1. Attend class regularly.
2. Study the assigned readings before each class meeting
3. Participate in weekly class discussions and exercises evidencing preparedness for each class session and respect for the beliefs and experiences of others.
4. Complete all written assignments by their due date; permission for late submission of assignments (72 hour extension) is granted IF the student notifies the instructor in writing or by phone message to the College (901-448-4463) at least ONE hour prior to the date/time when the assignment is due.
5. Grading policy: More than ONE typo/spelling/grammar/verb tense error in any written assignment (i.e., other than writing that occurs in class session activities) will result in that assignment being unacceptable; the instructor may elect to allow re-submission.

REQUIRED COURSE ASSIGNMENTS

(note: UT policy on final course grades do not permit 'minus' grades (i.e., A-, B-, C-))

#1. In addition to the above General Course Requirements, in order to receive a "B" in the course, students are to:

a) Write and submit **four (4) mini-essays (maximum 2 pages each)** Task(s) and/or Question(s) for each of these mini-essays will be distributed in a timely manner; due dates for each are included in this course outline and will be discussed in class.

b) Write and submit a 3-page "agency/organization analysis" paper. Guidelines and due date for the "agency/organization analysis" paper are included in this course outline.

Credit will be given for the assignment(s) if it/they is/are responsive to the requirements of the assignment(s), follow the General Requirements above, is well-organized and clearly written. That is, each of the papers must merit a grade of "B" or better.

#2. In addition to the above General Course Requirements, in order to receive a "B+" in the course, students are to:

a) Write and submit **four (4) mini-essays** as discussed in "#1a" above

b) Write and submit a 3-page agency/organization analysis paper discussed in "#1b" above.

(c) **And** interview someone from a culture/race/ethnicity/gender other than your own OR interview a staff person at a cultural/social justice/community agency. Write a 2-page analysis of that interview. Guidelines and the due date for this "interview" paper assignment are included in this course outline.

Credit will be given for these assignments if it/they is/are responsive to the requirements of the assignment(s), follow the General Requirements above, is well-organized and clearly written. That is, each of the papers must merit a grade of "B+" or better.

#3. In addition to the above General Course Requirements, in order to receive a "A" in the course, students are to:

(a) Write and submit **four (4) mini-essays** as discussed in "#1a" above

(b) Write and submit the agency/organization analysis paper as described in "#1b".

(c) Write and submit the interview paper as described above in "#2c". [continued on next page]

(d) And, write and submit a double-spaced, 4-page analysis and critique on: one book or one film. The book/film list & instructions for this assignment are included in this course outline.

- (1) This paper must include at least 4 citations/references from the social work literature (1995-2002);
- (2) and must follow APA citation style.

(e) And, present your analysis and critique on the book/film (i.e., '3.d' above) to the class; instructions for the content and structure of this presentation will be distributed to students in a timely manner.

Credit will be given for these assignment(s) & presentation if each are responsive to the requirements of the assignment(s), follow the General Requirements above, is well organized and clearly written and presented. That is, the papers must merit a grade "A" or better.

#4. If you desire to plan to receive a grade of "C" or "C+" for this course, required assignments will be designed; please see the instructor.

Course Outline, Calendar and Assigned Readings

[A & C denote course text Race, Class and Gender. 4th Edition
** denote articles available in UTK online reserves]

Week of August 26th
Introduction: Diversity, Inclusiveness, and Oppression
<ul style="list-style-type: none"> ? Oppression and the diversity perspective ? The social work vision of an inclusive society ? Race, ethnicity, class, gender, sexual orientation, and other characteristics as intersecting categories that shape individual experience ?The social structural perspective: how race, ethnicity, class, gender, sexual orientation, and other characteristics shape systems of inequality and privilege in all social institutions

Videos: "Affluenzia" and "What is Social Work: NASW "

Readings

Introduction and Part I, "Shifting the Center and Reconstructing Knowledge" A & C

Madrid, "Missing People and Others: Joining Together to Expand the Circle" A & C

**Hyde, C., & Ruth, B. 2002. "Multicultural content and class participation: Do students self-censor?" Journal of Social Work Education, 38(2), 241-256.

Week of September 2nd—Holiday -- NO classes
Week of September 9th
The Impact of Race, Ethnicity, Class, Gender, Sexual Orientation, Religious Identity, and Physical/Mental Ability on Individual Experience
<ul style="list-style-type: none"> • Between-group differences and within-group differences (individual variations) in experiencing and responding to institutional discrimination and oppression • Similarities and commonalities among individuals and groups in experiences of discrimination and oppression • The interconnectedness of types of oppression: the ideology of domination/subordination

Video: A Conversation with Brian McNaught: Growing Up Gay

Readings

Moraga, "La Guera" A & C

Jordan, "Report from the Bahamas" A & C

Chan, "You're Short, Besides!" A & C

**Bricout, J. 2001. "Making computer-mediated education responsive to the accommodation needs of students with disabilities." Journal of Social Work Education, 37(2), 267-281.

**Sheridan, M., & Hemert, K. 1999. "The role of religion and spirituality in social work education and practice: A survey of student views and experiences." Journal of Social Work Education 35, 25-140.

**Tatum. 1999. "Embracing a cross-racial dialogue," in Why are the Black Kids Sitting Together in the Cafeteria? And Other Conversations.

Weeks of	September 16 th	September 23 th	September 30 th
Types/Forms of Oppression and Institutional Discrimination, and Conceptual Frameworks and Historical Context			
<ul style="list-style-type: none"> • Prejudice distinguished from discrimination • Direct and indirect forms of institutional discrimination • Racism, sexism, classism, heterosexism and homophobia • Interconnections among types of oppression and stereotypes 			

Sept. 16th: Video: "Shadows of Hate" The Southern Poverty Law Center

Readings

Introduction to Part II, "Conceptualizing Race, Class, and Gender," A & C

Frye, "Oppression" A & C

Atkin & Rich, "Slapping" A & C

**Spickard, Fong & Ewalt. 1995. "Undermining the very basis of racism-its categories." Social Work, 40, 581-584.

Sept. 23rd: Video: "Roger and Me"

Readings

Langston, "Tired of Playing Monopoly?" A & C

Ehrenreich, "The Silenced Majority" A & C

Newman, "Working Poor, Working Hard" A & C

Mantsios, "Media Magic: Making Class Invisible A & C

Jennings & Kushnicjm "Poverty as Race, Power and Wealth" A & C

Activity: Critical thinking applied to mass market media: Glamour, O, GQ, Cosmo, Essence

Sept. 30th : Video: Cosby: Black History -Lost, Strayed or Stolen

Readings

Conley, "Being Black, Living in the Red" A & C

Martinez, "Seeing More than Black and White" A & C

Yamato, "Something About the Subject Makes it Hard to Name" A & C

West, "Race Matters" A& C

Garvey, "My problem with Multicultural Education" A & C

**Carlton-LaNey, I. 1999. "African American social work pioneers' response to need." Social Work, 44(4), 311-321.

**Swigonski, M. E. 1996. "Challenging privilege through Africentric social work practice." Social Work, 41, 153-161

**Hall, R. 2002. "Biracial sensitive practice: Expanding social services to service an invisible population." Journal of Human Behavior and the Social Environment, 5(2), 29-44.

Activity: Stereotypes—the social work ethical principle of self-determination

Weeks of :	October 7 th	October 14 th	October 21 st	October 28 th	November 4 th	November 11 th
Theories, Institutional and Cultural Contexts of Oppression						
<ul style="list-style-type: none"> • Family, education, employment and the economy • Ideology and belief systems • The state and social policy • National identity • Sexuality and aging • Institutionalized violence and social control 						

Oct. 7th and 14th

Video: To Render a Life

Video: In The White Man's Image

Readings

Introduction to Part III, “Rethinking Institutions” A & C
 Zinn & Eitzen, “Economic Restructuring and Systems of Inequality at Century’s End” A & C
 Vanderstaay, “The Armstrongs: Oral history of a Homeless American Family” A & C
 Moore & Pinderhughes, “The Latino Population: The Importance of Economic Restructuring,” A & C
 **Bachay & Cingel. 1999. "Restructuring resilience: Emerging voices". *Affilia*, 14(2), 162-173.
 **Walters, K. 1999. Urban American Indian identity attitudes and acculturation styles.” *Journal of Human Behavior in the Social Environment*, 2(1/2), 163-178.
 **Weaver. 1999. “Indigenous people and the social work profession: Defining culturally competent services.” *Social Work*, 44(3), 217-225.

Oct. 21st

Videos: Old Like Me

Readings

Introduction to Part IV, “Analyzing Social Issues,” in A & C
 Steinem, "If Men Could Menstruate--" A & C
 Espiritu, “Ideological Racism and Cultural Resistance” A & C
 Palakow, “The Shredded Net...” A & C
 Zinn et.a., “Gender through the Prism of Difference” A & C

Oct. 28th

Readings

Mickelson & Smith, “Education and the Struggle Against Race, Class, and Gender Inequality” A & C
 Collins, “Aid to Dependent Corporations: Exposing Federal Handouts to the Wealthy” A & C
 **Burgos, N. 2002. “Voices of Hispanic Caribbean women: Migration, family and work.” *Journal of Human Behavior in the Social Environment*, 5(3/4), 157-174.

Nov. 4^h

Readings

Dill, "Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families" A & C
 Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" A & C
 Jordan, "A New Politics of Sexuality" A & C
 Gluckman & Reed, "Where has Gay Liberation Gone: An Interview with Barbara Smith" A & C
 **Barrios, P., & Egan, M. 2002. “Living in a bicultural world and finding the way home: Native women’s stories.” *Affilia: Journal of Women and Social Work*, 17(2), 206-228.

Activity: Class discussion of the Agency/organization Analysis papers

Nov. 11th

Readings

Kokopeli & Lakey, "More Power Than We Want: Masculine Sexuality and Violence" A & C
 Rubin, “This a White Country, or What?”
 **Mayo, Y. 1997. “Machismo, fatherhood and the Latino family: Understanding the concept.” *Journal of Social Work Education*, 5, 49-61.

Weeks of	November 18 th	November 25 th	December 2 nd
Challenging Oppression and Institutional Discrimination			
	<ul style="list-style-type: none"> · Social work’s vision of a just society • Challenging the ideology of domination and subordination: political activism and grassroots organizing • Transformation of social service agencies—making systems more humane • Community development for social and economic justice 		

Nov. 18th

Video: Rage for Democracy

Readings:

Introduction to Part V, "Making a Difference," A & C
 Anner, “Having the Tools at Hand: Building Successful Multicultural Social Justice Organizations” A & C

**Beckett, J., Dungee-Anderson, D. 1996. A framework for agency-based multicultural training and supervision. Journal of Multicultural Social Work, 4(4), 27-48.

**Chaskin, R., Joseph, M., & Chipenda-Dansokho, S. 1997. "Implementing comprehensive community development: Possibilities and limitations." Social Work, 42 (5), 435-443.

**Padilla, Y. 1997." Immigrant policy: Issues for social work practice." Social Work, 42(6), 595-606.

Nov. 25th

Student presentations

Dec. 3rd

Student presentations

In class assignment: Mini essay #4

Course evaluations

Additional Sources

Cohen, M. N. 1998. Transforming the Culture of Intolerance. New Haven: Yale University Press.

Cyrus, V. (Ed.). 1993. Experiencing Race, Class and Gender in the United States. Mountain View, CA: Mayfield Publishing Co.

Diamond, J. 1999. Guns, Germs and Steel: The Fates of Human Societies. New York: W.W. Norton & Company.

Freeman, J. 1994. Women: A Feminist Perspective. (5th Edition). Mountain View, CA: Mayfield Publishing Co.

Katz, P. A. & Taylor, D. A. 1988. Eliminating Racism: Profiles in Controversy. New York: Plenum Press.

Kimmell, M. S. & Messner, M. A. (Eds.). 1995. Men's Lives (3rd Edition). Boston: Allyn & Bacon.

Ploski, H. A. & Williams, J. (Eds.). 1989. The Negro American: A Reference Work on the African American. Detroit, MI: Gale Research.

Rothenberg, P. S. (Ed.). 1995. Race, Class and Gender in the United States. (3rd Edition). New York: St. Martin's Press.

Smith, B. E. 1999. Neither Separate Nor Equal: Women, Race, and Class in the South. Philadelphia: Temple University Press.

Sout, K., & McPhail, B. 1998. Confronting Sexism & Violence Against Women: A Challenge for Social Work. Chicago, IL: Longman Publishers.

Assignment Due dates

Contract: Due: Sept. 16th

Mini Assignments:

#1: Due at beginning of class week of Sept. 23rd, 2002

#2: Due at beginning of class week of Oct. 7th, 2002

#3: An "in class" activity: Oct. 21st, 2002

#4: An "in-class" activity: Dec. 2nd, 2002

Agency analysis paper: Due anytime during the week of Oct. 28th, 2002 (until 12:00pm-noon on Friday of this week)

Interview paper: Due anytime during the week of Nov. 11th, 2002 (until 12:00pm-noon on Friday of this week)

Film/book analysis: paper and presentation: Presentations will be scheduled for the weeks of Nov. 25th and Dec. 2nd; schedule for presentations will be distributed and the final schedule completed during class session of the week of Oct. 28th. The paper assignment is due by the beginning of class on Dec. 2nd, 2002.

Details for Implementing Course Assignments

Agency/organization analysis paper:

- 1-Identify the agency/organization (i.e., agency/organization where your placement or employment is)
- 2-Describe the mission of the agency; how does the mission of the agency reflect social work's ethical code and values?
- 3-Identify and analyze the client population, the staff, and the Board in terms of race, ethnicity, sexual orientation, nationality, language, gender, ablism, age, socio-economic class (i.e., compute percentages).
- 4-Does the staff and the Board correspond to the client population in terms of their proportions of race, ethnicity, sexual orientation, nationality, language, gender, ablism, age, socio-economic class?
- 4- (a) Determine if the agency/organization has: a) an Affirmative Action policy/plan b) a Sexual Harassment policy.
- (b) How are each of the above –in #4- implemented--has anyone ever filed a complaint, how are staff hired? Who has power and/or authority in the way(s) each of these are implemented or not implemented?

Note: This assignment results in a 3-page, double-spaced paper using APA format.

Interview assignment of: (a) an individual OR (b) a staff person in a cultural/agency center

(a) Guideline for Interview of an Individual Person

Objective of interview:

To understand what it means to live as a member of a group unlike the one(s) to which you yourself belong; to gain an insider's view of the "world of the informant".

First:

1-Select a person (known as an informant) who is not related to you and whom you do not know very well at all; explain that you are doing an assignment for your course, Social Work and Oppression; emphasize that you will keep the conversation CONFIDENTIAL and not disclose in anyway the identity of the person.

2-Explain briefly that your intent is to understand what is like to be a person with his/her demographic characteristics and her/his experiences in school, at work, in his/her neighborhood, at shopping centers, dating, buying groceries, on the street, applying for a job, etc., (i.e., in her/his life in general).

Then:

3-If the person is willing to interview with you, engage the person in a discussion around the issues noted in #2; do not take notes or tape record the conversation.

4-REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—

Note: This assignment results in a 2-page, double-spaced paper utilizing APA format.

(b) Guideline for Interview with an Agency/Center Staff Person

Objective of the interview:

To gain information about the agency/organization, how it operates, how it seeks to achieve social-economic justice, and acts in an advocacy role.

First:

Select the agency/organization for the assignment from the following:

Chucalissa Archeological Museum	785-3160
Jewish Community Center	6560 Poplar
Civil Rights Museum	450 Mulberry
Latino Memphis Conexion	527-0208
Calvary Street Ministry	527-0401
Senior Services	4700 Poplar
Hope House	272-2702
Friends for Life	272-0855
Kemet Books	Mississippi Blvd. & Walker (near LeMoyne-Owen)

Second:

Contact the agency you select and set up an appointment with that center, explaining the purpose of your visit and assuring the staff person of the confidential and professional nature of your visit and the interview.

Obtain information and discuss in your paper each of the following:

- a) The mission of the center/agency; views on social-economic justice
- b) Demographic/diversity composition of their Board; demographics of the population it serves

- c) Source of funding; auspice
- d) The "worldview" of the agency/center in relation to a & b & c

Note: This assignment results in a 2-page, double-spaced paper using APA format

For the "book or film analysis" assignment, you must select the book or film from the following list:

<u>Books:</u>		<u>Films:</u>
Pigs in Heaven	B. Kingsolver	Boys Don't Cry
The Bluest Eye	T. Morrison	Erin Brockovitch
The Good Earth	P. Buck	Iris
The Handmaid's Tale	M. Atwood	Ma Familia
The Yellow Wallpaper	C. Perkins	Monster's Ball
Their Eyes Were Watching God.	Z. Hurston	Norma Rae
The Bondswoman's Narrative	H. L. Gates	Philadelphia
		Schindler's List

This is not a book or film report; your task is to critically analyze—not "tell the story of"—the book or film.

- 1-Identify and describe 3 different stereotypes presented in the book or film.
- 2- Discuss the "positives" and the "negatives" conveyed by each of the stereotypes you identified in "#1" (stereotypes reflect: ageism, ablism, heterosexism, classism, genderism-sexism, racism, etc.)
- 3-Discuss how each of these stereotypes (from "1" above) are portrayed in the book or film—in terms of the following: a) verbally, b) body language, c) other characters' reactions to the stereotypical characters/events/persons
- d) author or directorial techniques (e.g., phrasing, dialogue, description, lighting, camera angle, background music, etc.)
- 4- Given your analysis of the book or film in your answers to "#s1, 2, 3" above in this assignment:
 - . What are the societal-political-cultural patterns and the power source(s) depicted in the book or film?
 - .. How do these patterns and power source(s) maintain/promote the stereotypes you identified in "#1" above in this assignment?
 - . What message(s) are the directors/producers/screenwriters or author(s) sending in this book or film concerning: Social control? Social justice? Economic justice? Oppression? Discrimination?

Note: This assignment results in a 4-page, double-spaced paper using APA.

Class Activity: Using the Memphis Bus system (Jackson campus students will be given details of this assignment in class)

1--Select your destination from the list below; determine the address/location of that destination; determine the bus route you need to go and return from your destination: MATA [274-MATA] or LINC [725-8895] or visiting the North Terminal [444 North Main].

NOTE: You may go alone or in small groups of up to no more than 3 persons. Begin your trip at the North terminal by arriving there via bus or car. Bus drivers do not have change but are usually very helpful in providing information.

2--Go to the North terminal and use the necessary route or routes to get to that location

3--Now—while riding the bus think about: what are the rest of the riders using this bus for? Describe how you feel riding the bus; what do the streets/neighborhoods your are riding through like? Are they like your neighborhood? What are the housing/buildings like? Are the streets in good shape? Are people "out and about"? Are children playing outside?

4—When you get to your chosen destination Go in to the agency/office of your destination:

a) how does being in this agency/office feel to you? Are you comfortable here? Were you here because of a social need/seeking service/solving a problem, etc. what would you have to do to accomplish that task in this agency? Is the area/place around the agency/office safe for children? Are personnel/staff friendly and helpful?

b) what would your bus ride experience be like if you actually were dependent on the bus for transportation to your destination. For instance—what if your child were ill and the only way to get her/him to medical care were to use the bus? What if you were applying for a job at the Mall because you had no job and no medical care benefits, and had to get there by bus by 2:00PM? What if your electricity will be turned off today by 5:00pm if you don't get to Catholic Charities for a voucher?

5—after 'visiting' your destination, return to the North terminal via the bus [you will have to determine when the bus will return to your destination in order for you to get on and return to the North terminal]

6—after your trip, make notes in regard to the above questions and also about any other elements or thoughts you may have about your experience on the bus. This Class Activity, your notes about the experience and classroom discussion on the experience will 'count' as one Mini Essay assignment. Details of the latter will be discussed in class.

Destinations for this activity:

Church Health Center

Catholic Charities

Court Square

Dept. of Employment Security (any branch)

DHS/Food Stamp Office on Jackson

DHS/Food Stamp Office on South Third

The MED-Trauma ER

MIFA

Salvation Army Shelter

Shelby County CSA on Lamar

Shelby County Health Dept (any clinic)