

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

**SW-518 - Social Work and Oppression
Course Outline
Fall 2003**

Instructor: Kim Crane, MSSW
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Class time: Wednesday, 9:00 – 11:50 a.m.

Office hours: Wednesdays 8-9 am and By appointment

Required Textbook

Andersen, M.L. & Collins, P.H. (1998). Race, class, and gender (3rd ed.). Belmont, CA: Wadsworth Publishing Co.

Sources of Additional Required Readings

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.

Freeman, J. (Ed). (1994). Women: A feminist perspective (5th ed.). 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 ed.). Boston: Allyn & Bacon.

Ploski, H. A. & Williams, J. (Comps. & Eds.). (1989). The Negro American: A reference work on the African American. Detroit: Gale Research.

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

Turner, J. H., Singleton, R., & Musick, D. (1980). Oppression: A socio-history of Blackwhite relations in America. Chicago: Nelson-Hall.

All of the required readings are on reserve in the Nashville library.

Students may note that some of the readings assigned for a given week might, on the surface, appear to have better fit better the subject matter for a different week. For example, readings on racism appear throughout the Course Outline, as do readings on gender and class. In fact, these readings are not misplaced. They have been included where listed for two reasons: 1) because they illustrate a central characteristic of oppression that is relevant to that day's reading, and 2) because this course uses an iterative process in which subject area are periodically revisited to deepen or expand the student's knowledge of that area. Similarly, *Eyes on the Prize* is shown at various points throughout the semester to illustrate concepts central to oppression and to provide iterative opportunities for learning.

COURSE REQUIREMENTS

1. In order to receive a "B" in the course, all students are to write six (6) brief papers. Credit will be given for a paper if it is responsive to the assignment, clearly written, and generally free of grammatical errors. That is, the paper must merit a grade of "B" or better.

In the brief papers, students are to respond to the question or questions distributed in class that will address the readings in the syllabus units covered in the course from September 9 through December 2. The papers are to be two pages long, and typed, double-spaced. Starting with the class on September 6, a question or questions on the following week's readings will be distributed in each class. The paper responding to the question(s) is due that following week. These papers are to be distributed among the syllabus units as follows:

Paper # 1- Distributed September 3, dues September 10

Paper #2- Distributed September 17, due September 24

Paper # 3- Distributed October 1, due October 8

Paper # 4- Distributed October 15, due October 22

Paper # 5- Distributed October 29, due November 5

Paper # 6- Distributed November 12, due November 19

2. For a grade of "B+," students are to write six (6) brief essays as discussed in "1" above **and** write a term paper. The term paper is due on **November 5**. Guidelines for the paper will be distributed in class. Credit will be given for this paper if it merits a grade of "B" or better.
3. For a grade of "A," students are to complete the six (6) brief essays, the term paper, **and** develop a presentation for the class on some aspect of oppression.

CLASS POLICIES:

- 1) Students are expected to attend class regularly. They are expected to arrive on time and to remain in class until the completion of the class period. Any student missing more than 3 classes will receive a failing grade.
- 2) Incompletes will be given only according to the rules specified in the UT Catalogue. Please refer to the catalogue for additional information.
- 3) All written assignments are due at the beginning of the class period of the date specified on the course outline. Assignments received after that time will be marked down significantly.
- 4) Assignments are to be completed correctly at the time of submission. The instructor will be available to discuss papers and group assignments until one week prior to their due date. After that no assistance will be given. No papers or assignments may be resubmitted once a grade has been given.
- 5) Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in the UT Student Handbook.
- 6) University policy regarding religious holidays will be observed. As stated by the UT student handbook, any student may request to be excused from class to observe a religious day from his/her faith.

COURSE OUTLINE

Class 1: August 20, 2003- Syllabus and introduction to the course

Introductions of class members
Review of syllabus
Discussion of examples of oppression in the news

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 1-93; 328-353 (Introductory Concepts in Oppression)

Class 2: August 27, 2003- Introductions to the mechanisms of oppression

Discussion of the basic mechanisms and processes that create and sustain oppression:

Outgroups
Colonization
Types of racism
Privilege
Social work ethics and oppression
Exercises using the articles from today's reading
Guest speaker

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 403-505 (American Identity and Culture)

Class 3: September 3, 2003- Introduction to the mechanisms of oppression, continued.

Oppression in the news (Class discussion)

Eyes on the Prize I

Discussion of *Eyes on the Prize I* focusing on the mechanisms of oppression identified in the readings

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 94-125 (Race and Privilege)

Kincaid, "Girl" in *Cyrus* (pp. 70-71)

Sklar, *Imagine a Country*, pp. 121-130

Class 4: September 10, 2003- Racial oppression

Oppression in the news (Class discussion)

Guest speaker regarding racism

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Spickard, P.R., Fong, R., & Ewalt, P.L. (1995). *Undermining the very basis of racism, its categories*. *Social work*, 41(10), 581-584.

Turner, Singleton, & Musick, Chapter 2. *The Culture of Black Oppression*, 11-41..

Class 5: September 17, 2003- Racial oppression

Oppression in the news (class discussion)

Eyes on the Prize 2

Discussion of *Eyes on the Prize 2* with emphasis on illustrating the concepts in today's reading

In-class computer lab assignment: *The Trail of Tears: A Virtual Walk with the Cherokee*

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 270-327 (Effects of Racial and Ethnic Oppression on Families)

Class 6: September 24, 2003- Ethnic oppression

Oppression in the news (class discussion)

Discussion of the contribution of various immigration processes to oppression

Completion of in-class computer lab assignment

Guest speaker from the Hispanic community
Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Qoyawayma, In Cyrus, *To Be Hopi or American?*, pp. 23-25.

Novak, In Cyrus, *Neither WASP nor Jew nor Black*, pp. 25-30.

Alvarez, In Cyrus, *El Hilo Que Nos Une: Becoming a Puerto Rican Woman*, pp. 30-33.

Wu, In Cyrus, *In Search of Bruce Lee's Grave*, pp. 33-35.

Henry, In Cyrus, *Beyond the Melting Pot*, pp. 53-57.

Dorris, In Cyrus, *Native Americans v. the U.S. Government*, pp. 188-193

Class 7: October 1, 2003- Ethnic oppression

Oppression in the news (class discussion)

Eyes on the Prize 3

Discussion of *Eyes on the Prize 3* with an emphasis on the characteristics of oppression from

today's reading

Social work ethics and immigration issues

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 126-174 (Class and Inequality)

Class 8: October 8, 2003- Class oppression

Oppression in the news (class discussion)

Exercises and group discussion of today's readings

Guest speaker

Assignments for next class:

Oppression in the news

Readings for next class:

Sanchez, In Cyrus, *Sex, Class, and Race Intersections: Visions of Women of Color*, pp. 194-197..

U.S. Commission on Civil Rights, In Cyrus, *Historical Discrimination in Immigration Laws*, pp. 171-176.

Zandy, In Cyrus, *Decloaking class: Why class identity and consciousness count*, pp. 103-112.

Greer, In Cyrus, *Something is robbing our children of their future*, pp. 141-146.

Sweet, In Cyrus, *We're not Bums*, pp. 147-149.

Class 9: October 15, 2003- Class oppression

Oppression in the news (class discussion)

Eyes on the Prize 4

Discussion of *Eyes on the Prize 4*

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 175-269 (Gender and Sexism)

Lourde, *The Oppressor Within*

Class 10: October 22, 2003- Gender oppression

Oppression in the news (class discussion)

Guest Speaker

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Phillips, In Cyrus, *In the Beginning there are Babies*, pp. 61-65

Reifler, In Cyrus, *Time Warp in A Toy Store*, pp. 65-67

Hyde, In Cyrus, *How Women are Treated in Language*, pp. 67-70

Chafetz, In Cyrus, *Some Individual Costs of Gender Role Conformity*, pp. 70-74

Hyde, In Cyrus, *Gender Roles and Ethnicity*, pp. 75-78

Allen, In Cyrus, *Where I Come from is Like This*, pp. 78-83

Thompson, In Cyrus, *The Male Role Stereotype*, pp. 85-87

Sheffield, *Sexual Terrorism*, pp.3-19

Class 11: October 29, 2003- Gender oppression

Oppression in the news (class discussion)

Eyes on the Prize 5

Discussion of *Eyes on the Prize 5*

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Altman, In Cyrus, *Why are Gay Men so Feared?*, p. 91

Pharr, In Cyrus, *Homophobia and Sexism*, pp. 303-307

Levine, In Cyrus, *The Life and Death of Gay Clones*, pp. 55-66

Katz, In Ore, *The Invention of Heterosexuality*, pp.137-149

Rust, In Ore, *Sexual Identity and Bisexual Identities: The Struggle for Self-Description in a Changing Landscape*, pp. 160-177.

Class 12: November 5, 2003- Sexual orientation-based oppression

Oppression in the news (class discussion)

Guest speaker

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 328-402 (Disabilities and Oppression)

Class 13: November 12, 2003- Oppression of the physically, mentally, and psychologically challenged

Oppression in the news (class discussion)

Eyes on the Prize 6

Discussion of *Eyes on the Prize 6*

Exercises and group discussion of today's readings

Assignments for next class:

Oppression in the news

Readings for next class:

Anderson & Collins, pp. 507-562 (Policy and Intervention)

Class 14: November 19, 2003- Mechanisms for change

Oppression in the news (class discussion)

Exercises and group discussion of today's readings

Social work ethics and social change

Student presentations

Assignments for next class:

Oppression in the news