

THE UNIVERSITY OF TENNESSEE

**COLLEGE OF SOCIAL WORK
Memphis Campus**

SW518: Social Work and Oppression

Course Outline

Fall, 2003: Monday and Tuesday sections

**Dr. Egan [phone w/voice mail: 901-448-4480; email: megan@utk.edu]
Office hours: Monday & Tuesday 4:00pm to 5:00pm & by appointment**

REQUIRED TEXT (available at the Memphis UT Health Sciences campus bookstores)

Andersen, M.L. & Collins, P.H. Race, class, and gender (4th ed. OR 5th ed.). Belmont, CA: Wadsworth Publishing Co.
** Readings available on electronic online reserves at UTK Hodgkins library.

GENERAL COURSE REQUIREMENTS

ALL Students are expected to:

1. Attend class regularly.
2. Study the assigned readings before each class meeting
3. Participate in weekly class discussions, activities 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 & time; permission for late submission of written assignments (automatic 72 hour extension) is granted IF the student notifies the instructor in writing or by phone message (CSW office: 901-448-4463 or the instructor's voice mail: 448-4480) 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. (note: UT policy on final course grades do not permit 'minus' grades (i.e., A-, B-, C-).

This is a contract for grade course.

In order to achieve the Course grade for which a student contracts, all written assignments [excluding written assignments occurring in the classroom], classroom participation, must exemplify the quality expected in graduate school of the contracted grade.

REQUIRED COURSE ASSIGNMENTS

| for a grade of "B" for the course the student will: | for a grade of "B+" for the course the student will: | for a grade of "A" for the course the student will: |
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| <ul style="list-style-type: none"> a) Mini essays #1, 2, 3, 4 b) And interview someone from a culture/race/ethnicity/gender other than your own c) And submit a written, 2-page, double-spaced analysis of that interview. Guidelines and the due date for the "interview" paper assignment are included in this course outline. d) Complete the midterm quiz | <ul style="list-style-type: none"> a) Mini-essays #1, 2, & 4 b) And Interview someone from a culture/race/ethnicity/gender other than your own c) And submit a written, 2-page analysis of that interview. Guidelines and the due date for the "interview" paper assignment are included in this course outline. d) And, write and submit a 4-page, double-spaced analysis and critique of: one book or one film. The book/film list & instructions for this assignment are included in this course outline; the paper must reflect the use of at least 3 citations/references from the <u>social work</u> literature (1995-2003); and must follow APA citation style. e) Complete the midterm quiz | <ul style="list-style-type: none"> a) Mini-essays # 1, 2, & 4. b) And interview someone from a culture/race/ethnicity/gender other than your own. c) And submit a written, 2-page analysis of that interview. Guidelines and the due date for the "interview" paper assignment are included in this course outline. d) And, write and submit a 4-page, double-spaced analysis and critique of: one book or one film. The book/film list & instructions for this assignment are included in this course outline; the paper must reflect the use of at least 3 citations/references from the <u>social work</u> literature (1995- 2003); and must follow APA citation style. e) And, present your analysis and critique on the book/film to the class; instructions for the content and structure of this presentation will be distributed to students in a timely manner. f) Complete the midterm quiz |

If you desire to contract for a grade of C or C+ for this course, required assignments in addition to those above required of ALL students will be designed; please see the instructor.

Course Outline, Calendar and Assigned Readings

["A & C" denotes readings in course text Race, Class and Gender. 4th OR 5th Edition and

** denotes readings on articles available at UTK online reserves]

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| <p>Week of August 25th</p> <p style="text-align: center;">Introduction: Diversity, Inclusiveness, and Oppression</p> <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 construction of race, and other characteristics that shape systems of inequality and privilege |
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Video: PBS: Myths about Race, Part I

Discussion: why oppression?

Discussion: contracting for Course Grade

August 25th: 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.

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| <p>Weeks of:</p> <p>September 1st:</p> <p>September 8th</p> <p>September 15th</p> | <p>NO Monday section class</p> <p>DUE in class week of Sept 8th : Contracts for Grades</p> | <p>Tuesday section DOES meet</p> |
| <p>The Impact of Race, Ethnicity, Class, Gender, Sexual Orientation, Spiritual orientation, and Physical/Mental Ability on Individual Experience</p> <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 & groups in experiences of discrimination/ oppression • The interconnectedness in oppression: The dimensions of cultural diversity | | |

Videos: A Conversation with Brian McNaught: Growing Up Gay

PBS: Myths about race Part II

Activity in class: PBS: Assessing your knowledge

September 1st & 8th & 15th: Readings

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

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

Jordan, "Report from the Bahamas" A & C

McIntosh, "White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies," A & C

Moraga, "La Guera" A & C

West, "Race Matters" A& C

Williams, "Of Race and Risk" A & C

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

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

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| Weeks of: | September 22nd & September 29th | [DUE week of Sept. 22nd, Mini #1] |
| Types/Forms of Oppression and Institutional Discrimination, and Historical Context | | |
| <ul style="list-style-type: none"> • Prejudice distinguished from discrimination • Direct and indirect forms of institutional discrimination • Racism, sexism/genderism, classism, heterosexism and ageism • Interconnections among types of oppression and stereotypes | | |

Video: Shadows of Hate: The Southern Poverty Law Center

September 22nd & 29th: Readings

Atkin & Rich, "Slapping" A & C

Ehrenreich, "The Silenced Majority" A & C

Frye, "Oppression" A & C

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

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

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

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

**Cummings, Neff & Husaini. Functional impairment as a predictor of depressive symptomatology: The role of race, religiosity, and social support. *Health and Social Work*, 28(1), 33-42.

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

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| Weeks of : | October 6th & October 13th & October 20th & October 27th | [DUE Oct., 20th Mini #2—to be completed in class] |
| | | [DUE Oct. 27th Interview analysis paper] |
| 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 • Sexual orientation and aging • Institutionalized violence and social control | | |

Video: PBS: What is race? Part III

Video: In The White Man's Image

Class Activity: * Bus trip: to be completed during the weeks of Oct. 6th & 13th**

Mini #2 DUE week of October 20th, activity and essay to be done during class session

Class Activity: The Supreme Court Decisions of June, 2003—week of October 6th

Critical thinking applied to mass media –week of October 27th

October 6th: Readings

The Cultural Matrix

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

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

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

West, "Race Matters" A& C

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

October 13th: Readings

Introduction to Part III, Rethinking Institutions A & C

Brown, "The indignities of unemployment," A & C [5th edition only]

Moore & Pinderhughes, "The Latino Population: The Importance of Economic Restructuring" A & C

Patillo-McCoy, "Black picket fences: Privilege and peril among Black middle class" A & C [5th edition only]

Vanderstaay, "The Armstrongs: Oral history of a Homeless American Family" A & C

Zinn & Eitzen, "Economic Restructuring and Systems of Inequality at Century's End" A & C

**Weaver. 1999. Indigenous people and the social work profession: Defining culturally competent services. Social Work, 44(3), 217-225.

October 20th: Readings

Introduction to Part IV, Analyzing Social Issues, in A & C

Espiritu, "Ideological Racism and Cultural Resistance" A & C

Palakow, "The Shredded Net..." A & C

Snipp, "The First Americans: Americans Indians," A & C [5th edition only]

Steinem, "If Men Could Menstruate--" A & C

Zinn et.al., "Gender through the Prism of Difference" A & C

October 27th: Readings

Collins, "Aid to Dependent Corporations: Exposing Federal Handouts to the Wealthy" A & C

Mickelson & Smith, "Education and the Struggle Against Race, Class, and Gender Inequality" 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.

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| <p>Weeks of: November 3rd & November 10th [DUE Mini-essay #3] & November 17th [In class mid-term quiz; Oral presentations for A contracts begin]</p> |
| <p>Challenging Oppression and Institutional Discrimination</p> <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 |

Videos: Old Like Me
 Rage for Democracy

Class activity: PBS: Turning a community into a ghetto

Nov. 3rd: Readings

Dill, "Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families" A & C

Gluckman & Reed, "Where has Gay Liberation Gone: An Interview with Barbara Smith" A & C

Jordan, "A New Politics of Sexuality" A & C

Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" 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.

Nov. 10th: 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.

Nov. 17th: Readings

Introduction to Part V, "Making a Difference," A & C

Anner, "Having the Tools at Hand: Building Successful Multicultural Social Justice..." 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.

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| Weeks of: | November 24th [Remaining Oral Presentations for A contracts] December 1st |
| Nov 24th: Readings | **Hall, R. 2002. Biracial sensitive practice: Expanding social services to service an invisible population. <u>Journal of Human Behavior and the Social Environment</u> , 5(2), 29-44. **Hyde, C., & Ruth, B. 2002. Multicultural content and class participation: Do students self-censor? <u>Journal of Social Work Education</u> , 38(2), 241-256. |
| Dec. 1st: | Video: TBA Mini #4 in class 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: By end of week of Sept. 8th

Mini Essay Assignments:

- #1: Due at beginning of class week of Sept. 22nd, 2003 [on readings]
- #2: In class activity week of Oct. 20th, 2003 [on 'bus trip' experiences]
- #3: Due at beginning of class week of November 10th
- #4: An in-class activity: week of Dec. 1st, 2003 [this activity is less than 1/8 of total assignments/projects]

Interview paper: Due during the week of Oct. 27th, 2003 (until 4:00p m on Thursday of that week)

Film/book analysis: paper and presentation:

- Presentations for those students contracting for an "A" will be scheduled for the weeks of Nov. 17th and 24th--the final schedule will be completed during the class session of the week of Oct. 27th.
- The written paper assignment for students contracting for a "B+" and for an "A" is due by Wednesday, November 26th no later than noon.

Details for Completing Course Assignments

Interview assignment

DUE during week of Oct. 27th

Guideline for Interview

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 typed, 2-page maximum, double-spaced paper utilizing APA margins, 12 font.

Book or Film Assignment

Presentation DUE Nov. 17th or 24th

You Must select the book or film from the following list:

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| <u>Books:</u> | | <u>Films:</u> |
| The Lexus and the Olive Branch | T. Friedman | Boys Don't Cry |
| Brown | R. Rodriguez | Erin Brockovitch |
| My Hidden Face | Lateffa | Frida |
| Pigs in Heaven | B. Kingsolver | Iris |
| The Bluest Eye | T. Morrison | Norma Rae |
| The Bondswoman's Narrative | H. L. Gates | Philadelphia |
| The Handmaid's Tale | M. Atwood | Secret Ballot |
| The Joy Luck Club | A. Tan | Silkwood |
| The Yellow Wallpaper | C. Perkins | The Hours |
| Their Eyes Were Watching God. | Z. Hurston | The Pianist |
| There are No Children Here | J. Kozol | |

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| <p><u>For those contracting for a “B+”</u></p> <p><u>Paper assignment</u></p> <p>1)</p> <ul style="list-style-type: none"> a) What group(s) in the book or film have power/are dominant? b) Specifically, how do members of this group or groups exhibit power in the film or book (i.e., in body language, words, formal and/or informal rules, etc.) <p>2)</p> <ul style="list-style-type: none"> a) What stereotypes are shown/presented in the book or film? b) Identify and describe at least 3 separate and distinct stereotypes depicted in the book or film? c) What are the positives and what are the negatives of the stereotypes presented in the book or the film? | <p><u>PLUS, for those contracting for an “A”</u></p> <p><u>Paper assignment</u></p> <p>1)</p> <ul style="list-style-type: none"> a) What group(s) in the book or film have power/are dominant? b) Specifically, how do members of this group or groups exhibit power in the film or book (i.e., in body language, words, formal and/or informal rules, etc.) <p>2)</p> <ul style="list-style-type: none"> a) What visual images, cinematic techniques (i.e., film) or narrative descriptions (i.e., book) identify/describe those who are in power/dominant in the film or book. Give at least 5 examples from the book or the film. b) What visual images, cinematic techniques (i.e., film) or narrative descriptions (i.e., book) identify/describe those who are oppressed in the film or book. Give at least 5 examples from the book or the film. <p>3)What messages about “age” are sent in the book or the film? What messages about “economic class” are sent in the book or the film? What messages about “place of birth” are sent in the book or film? What messages about immigration status are sent in the film or the book?</p> <p><u>Presentation:</u> Select two of questions #1, #2, #3 and utilize your answers to those two questions to formulate your presentation.</p> |
| <p><u>The instructor will meet with the students in clarifying the above questions for this paper, and the presentation for “A” contracting students, in relation to the specific book or film the student selects.</u></p> <p><u>REMEMBER: This is not a book or film report; your task is to critically analyze—not tell the story of—the book or film.</u></p> <p>Note: This assignment results in a 5-page Maximum, double-spaced paper using APA format, 12 font.</p> | |

Class Activity: Using the Memphis Bus system

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? [continued on next page]

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 informal 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.

Acceptable Destinations for this activity:

Calvary Mission & Shelter

Catholic Charities

Church Health Center

Court Square

Dept. of Employment Security (any branch)

DHS/Food Stamp Office on Jackson

DHS/Food Stamp Office on South Third

Hope Homeless Shelter

Legal Services Clinics (any location)

MIFA

Salvation Army Shelter

Shelby County CSA on Lamar

Shelby County Health Dept (any location or clinic)

The Food Bank

The MED-Trauma ER

Baptist Minor Medical (any location)

Handouts

Stages of Change

Pre-contemplation

- consciousness raising

Contemplation

- thinking/gaining information/analyzing

Preparation

- locating a focus & applying knowledge

Action

Maintenance

Theories of Explaining Oppression

Moral exclusion theory

Reference group theory

Scarce resources theory

Marxian socialist economic theory

U. S. Societal and Political Premises

Capitalist Special interest Constitutional Representative Democracy

Concepts related to the study of Oppression

Ability/ablism

Acculturation

Ageism

Assimilation

Bicultural

Culturally aware/Culturally sensitive/Culturally responsive/Culturally competent

Discrimination

Ethics

Ethnicity

Ethno-centric [“mine”]

Euro-centric [white, western European, colonialism]

Gender

Heterosexism

Immigration/citizenship status

Institutionalized oppression

Liminalization

Nationality

Nativity

Out groups

Prejudice

Privilege

Race

Racism

Red-lining

Regionalism

Sexism/genderism

Sexual orientation

Spiritual orientation

The birdcage

Values

Accessing UTK Library Online Electronic Reserves

Step 1: www.csw.utk.edu

Step 2: *click on--RESOURCES*

Step 3: *click on--UT Library*

Step 4: *click on--Reserves* {Under E-Resources}

Step 5: click on--UT Library Catalog

Step 6: Hodges Library {Under Course Reserves @ bottom of page}

Step 7: select department *click on—"Go!"*

Step 8: select course/instructor *click on—"Go!"*

TO ACCESS ELECTRONIC ONLINE RESERVE READINGS:

Go to the UT Libraries' home page: <http://www.lib.utk.edu>

Click on Catalogs and Collections.

Then click on UTK Libraries Catalog.

When the catalog opens, click on the middle button at the very bottom of the page (under the Course Reserves banner), Hodges Library.

Scroll down the list to find Social Work and click on Go.

Find your class and the instructor, highlight it, and click on Go.

Follow the links for the articles that say [ONLINE]. You will click three times. When a box pops up that asks for your username and password, consult the next paragraph.

Your username is the same as your ph alias, which you can find by going to <http://www.utk.edu/ph> and looking yourself up. The first line of your entry is your alias/username, usually a variation on your first initial and some letters of your last name and some numbers.

Your ph password is created by putting together the first two letters of the month you were born (e.g., au for August), the last two digits of the year you were born (e.g., 76 for 1976), and the last four digits of your Social Security number, no spaces, no capital letters.

When you know those two things, enter them in the appropriate boxes and the article will open up in a PDF file. Each machine should have Acrobat

Reader to be able to read these articles. You may then download or print the article(s) of your choosing.