

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

**SW-518 Social Work and Oppression**

Course Outline

Fall 2003

Instructor: Juan Barthelemy, MSW, MAE  
Henson Hall #3  
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974-9134 (office)

Office hours: as arranged in class

**Required Texts:**

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

Collins, C. & Yeskel, F. with United for a Fair Economy (2000). *Economic Apartheid in America*. New York: The Free Press.

Tatum, Beverly Daniel. 1999. "*Why Are All the Black Kids Sitting Together in the Cafeteria? " and Other Conversations About Race* (revised version). New York: Basic Books.

**Course Requirements:**

1. Attend all scheduled classes and arrive promptly. After two absences, each additional absence will lower your final course grade one unit. (For example, if your final average is a B and you have three absences, your final grade will be a C+). Two "late arrival" entries (i.e., coming to class after attendance has been taken) is equal to one absence.
2. Come to class prepared to discuss the assigned readings for that class session.
3. Participate in class discussions and exercises *evidencing respect for the beliefs and experiences of others*.
4. Complete all written assignments by their due date; permission for late submission of assignments will be granted IF the student notifies the instructor in writing or by phone message to the College (865-974-3351) at least ONE hour prior to the date/time when the assignment is due. A penalty will be applied to the grades of assignments received after the due date.

**CONTRACTING**

Each student will contract for a final course grade. Students may contract for a "B" in the class or may contract for a higher grade (a "B+" or an "A").

**To receive a "B" in this 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 AB@ or better. In the brief papers, students are to respond to the question or questions distributed in class that address specific course readings. Each paper is to be two pages long (typed, double-

spaced, 12 point font, APA format). Questions for each paper will be distributed in class one week prior to its due date.

**Credit** will be given for each paper if it is responsive to the requirements of the assignment(s), if it is well-organized and clearly written. That is, each paper must merit a grade of "B" or better. Any paper that does not merit a grade of at least a "B" will be returned to the student for revision.

**To receive a "B+" or an "A" in this course**, students must complete the six brief papers AND write an analytical paper on a social welfare issue of your choice, applying the concepts and frameworks used in this course. This paper must also include a *community involvement* component. Specifically, you must investigate the local manifestations of your issue and local efforts to address the issue. The community involvement component might consist of attending lectures, workshops, or organizational meetings related to your issue. Your paper should address: how the issue is defined and who has "definitional power" in defining it; the scope of the problem overall; local manifestations of the problem; and a thorough analysis of the problem from the perspective of "the matrix of domination and subordination" and other course concepts. You must clearly specify how you completed the community involvement component of the assignment and what your involvement contributed to your understanding and analysis of the issue. The paper should be between 12-15 pages (typed, double-spaced, 12 point font, APA format). Grading criteria: Your analytical paper will be evaluated based on the clarity and strength of your writing (including grammar, punctuation, and syntax), the breadth and strength of your analysis (including the appropriate use of source material and application of course concepts), and the integration of community involvement into your research and analysis. If you need help in writing and editing, you are encouraged to make an appointment at the UT Writing Center at 974-2611.

## **Course Outline:**

### ***Unit I. Diversity; Social Inequality and Social Justice; Discrimination and Oppression***

#### **Session 1: (Wed. section 8/20; Mon. section 8/25)**

Syllabus and introduction to the course

Video: Affluenza

Assignment for next class: Oppression in the news

#### **Session 2: (Wed. section 8/27; Monday sections 9/8)**

Brief Paper 1 Assigned (Due Next Class)

Oppression in the news

#### **Readings:**

- " Andersen & Collins- Introduction and Part I, "Shifting the Center and Reconstructing Knowledge" (pp. 1-20); Madrid, "Missing People and Others: Joining Together to Expand the Circle" (pp. 23-28); Garvey, AMy problem with Multicultural Education@ (pp. 361-365)
- " Flowers, N (Ed.) (1998). *Human rights here and now*. Chicago: The Human Rights Educators' Network and Amnesty International USA. "What are human rights", "A short history of human rights", "The International Declaration of Human Rights", and "The Bill of Rights"

#### **Session 3: (Wed. section 9/3, Mon. sections 9/15)**

Oppression in the news

#### **Readings:**

- " Anderson & Collins- Moraga, "La Guerra" (pp. 28- 35); Jordan, "Report from the Bahamas" ( pp. 35-44).

" Wallis, J. (1992). *By accident of birth* (pp. 64-68). In *America's Original Sin* (2<sup>nd</sup>. Ed.). Washington, DC: Sojourners. Oppression in the News

## ***Unit II .Gender and Sexual Orientation; Sexism and Heterosexism; Age and Ageism; Mental and Physical Ability and Ableism***

### **Session 4: (Wed. Section 9/10) (Monday sections 9/22)**

Brief Paper 2 Assigned (Due Next Class)

Oppression in the news

Video: A Conversation with Brian McNaught: Growing Up Gay

#### **Readings:**

" Andersen & Collins- Introduction to Part IV, *Analyzing Social Issues*,@ (pp. 405-417); Steinem, "If Men Could Menstruate--" (pp. 365-368); Espiritu, *Ideological Racism and Cultural Resistance*@ (191-201); Palakow, *The Shredded Net*Y@ (pp. 389-395); Zinn et.a., *Gender through the Prism of Difference*@ (pp. 168-177); Kokopeli & Lakey, "More Power Than We Want: Masculine Sexuality and Violence" (pp. 508-514); Rubin, *Is This a White Country, or What?*@(pp. 419-427).

### **Session 5: (Wed. section 9/17; Mon. sections 9/29)**

Oppression in the news

Video: "Killing her softly- 3"

#### **Readings**

" Andersen & Collins- Mickelson & Smith, *Can Education Eliminate Race, Class, and Gender Inequality?*@ (pp.376-389).

" Adams, C.J. (1995). "Women battering and harm to animals" (pp. 55-84). In C.J. Adams & J. Donovan (Eds.) *Animals and Women: Feminist Theoretical Explorations*. Duke University Press.

### **Session 6: (Wed. section 9/24; Mon. sections 10/6)**

Brief Paper 3 Assigned (Due Next Class)

Oppression in the news

#### **Readings**

" Andersen & Collins- Dill, "Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families" (pp. 268-289); Lorde, "Age, Race, Class, and Sex: Women Redefining Difference" (pp. 177-185); Jordan, "A New Politics of Sexuality" (pp. 466-470); Gluckman & Reed, "Where has Gay Liberation Gone: An Interview with Barbara Smith" (pp. 470-474).

" 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.

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.

## ***Unit III. Race, Ethnicity and Nationality; Racism and Ethnocentrism***

### **Session 7: (Wed. section 10/1, Mon. sections 10/13 )**

Oppression in the news

Video: "Shadows of Hate@ The Southern Poverty Law Center

#### **Readings:**

" Anderson & Collins- Introduction to Part II, "Conceptualizing Race, Class, and Gender" (pp. 67-87); Frye, "Oppression" (pp. 48-52); Atkin & Rich, "Slapping: The Politics of Scapegoating@ (pp. 201-205).

" Tatum - Chapters 1 & 2 (pp. 3-28)

**Session 8: (Wed. Section 10/8, Mon. sections 10/20)**

Brief Paper 4 Assigned (Due Next Class)

Oppression in the news

Video: "Psychological residuals of slavery"

**Readings:**

- " Anderson & Collins - West, "Race matters" (pp. 119- 124); McIntosh, "White privilege and male privilege" (pp. 95-105); Martinez, ASeeing More than Black and White@ (pp. 108-115); Yamato, "Something About the Subject Makes it Hard to Name" (pp. 90-95).
- " Tatum - chapters 3, 4 & 5 (pp. 31-90).
- " Swigonski, M. (1996). Challenging privilege through Afrocentric social work practice. *Social Work, 41*, 153-161.

**Session 9: (Wed. section 10/15, Mon. sections 10/27)**

Oppression in the news

Video: "Skin Deep"

**Readings:**

- " Tatum - chapters 6, 7, 8, 9, 10 (pp. 93-206)
- " Olsson, J. "Detour spotting for White anti-racists: A tool for change". Cultural Bridges.

***Unit IV. Poverty and Wealth; Social and Economic Class; Classism***

**Session 10: (Wed. section 10/22; Mon. sections 11/3)**

Brief Paper 5 Assigned (Due Next Class)

Oppression in the news

Video: "Roger and me"

**Readings:**

- " Anderson & Collins- Langston, "Tired of Playing Monopoly?" (pp. 125-134); Ehrenreich, "The Silenced Majority" (pp. 143-146); Newman, "Working Poor, Working Hard" (pp. 259-263) Mantsios, AMedia Magic: Making Class Invisible (pp. 333-342); Jennings & Kushnick APoverty as Race, Power and Wealth@ (pp. 139-143)
- " Collins & Yeskel - chapters 1 & 2 (pp. 13-67)

**Session 11: (Wed. section 10/29; Mon. sections 11/10)**

Oppression in the news

**Readings:**

- " Anderson & Collins- Conley, AWealth Matters@ (pp. 134-139); Collins, AAid to Dependent Corporations: Exposing Federal Handouts to the Wealthy@ (pp. 395-400).
- " Collins & Yeskel - chapters 3 & 4 (pp. 68-140)

**Session 12: (Wed. section 11/5; Mon. sections 11/17)**

Brief Paper 6 Assigned (Due Next Class)

Oppression in the news

Video: "Fast food women"

**Readings**

- " Anderson & Collins- Introduction to Part III, ARethinking Institutions@ (pp. 213-228); Zinn & Eitzen, AEconomic Restructuring and Systems of Inequality at Century=s End@ (pp. 229-234); Vanderstaay, AThe Armstrongs: Oral history of a Homeless American Family@ (pp. 263-268); Moore & Pinderhughes, AThe Latino Population: The Importance of Economic Restructuring,@ (pp. 251-259).
- " Collins & Yeskel - chapter 5 (pp. 141-214).

***Unit V. Challenging Oppression: Expanding Awareness and Compassionate Action***

**Session 13: (Wed. section 11/12; Mon. sections 11/24)**

Oppression in the news

**Readings:**

- " Andersen & Collins- Introduction to Part V, "Making a Difference," (pp. 531-539); Anner, "Having the Tools at Hand: Building Successful Multicultural Social Justice Organizations" (pp. 573-583).
- " 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.

**Session 14: (Wed. section 11/19; Mon. sections 12/1)**

Student presentations of analytical papers on social welfare issues

Course evaluation