

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW-518: Social Work and Oppression**

Course Outline

Fall 2004

Instructor: Christy Hickman, CMSW  
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Office hours: As arranged in class

**Required Texts:**

Andersen, M.L. & Collins, P.H. (2000) *Race, class, and gender (4<sup>th</sup> 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 may be granted IF the student notifies the instructor in writing or by phone message 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 will 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 a “B” 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). Any paper that does not merit a grade of at least a “B” or better will be returned to the student for revision.

Topics for each paper will be distributed in class one week prior to its due date.

**To receive a “B+” or an “A” in this course**, students must complete the six brief papers AND write an 8 to 12 page analytical paper on a social welfare issue of your choice, applying the concepts and frameworks used in this course. (You must discuss the issue you are interested in analyzing with the instructor before writing the paper.) 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:**

1. How the issue is defined and who has "definitional power" in defining it.
2. The scope of the problem overall and the local manifestations of the problem.
3. A thorough analysis of the problem from the perspective of "the matrix of domination and subordination."
4. Application of other course concepts.
5. 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.

**Grading criteria:**

1. Your analytical paper will be evaluated based on the clarity and strength of your writing (including grammar, punctuation, and syntax).
2. The breadth and strength of your analysis (including the appropriate use of source material and application of course concepts).
3. The integration of community involvement into your research 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: August 23**

Syllabus and introduction to the course

Video: Affluenza

Assignment for next class: Oppression in the news

**Session 2: August 30**

Brief Paper 1 Assigned (Due next session on Sept. 13)

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, "My 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: September 13**

#### ***Brief Paper 1 Due***

Oppression in the news

#### **Readings:**

Andersen & Collins- Moraga, "La Guera" (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.

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

### **Session 4: September 20**

Brief Paper 2 Assigned (Due next session on Sept. 27)

Video

Oppression in the news

#### **Readings:**

Andersen & Collins- Introduction to Part II, "Conceptualizing race, class, and gender" (pp. 67-87); Steinem, "If men could menstruate" (pp. 365-367); Esprititu, "Ideological racism and cultural resistance" (pp. 191-201); Zinn et al, "Gender through the prism of difference" (pp. 168-177); Kokopeli & Lakey, "More power than we want: Masculine sexuality and violence" (pp.508-514)

### **Session 5: September 27**

#### ***Brief Paper 2 Due***

Video "Killing her softly"

Oppression in the news

#### **Readings:**

Andersen & Collins-Mickelson & Smith "Can education eliminate race, class, and gender inequality?" (pp. 376-389)

#### **\*Readings for this session continued on next page\***

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: October 4**

Brief Paper 3 Assigned (Due next class session on Oct. 11)

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: October 11**

##### ***Brief Paper 3 Due***

Oppression in the news

Video: Shadows of Hate by The Southern Poverty Law Center

##### **Readings:**

Andersen & Collins- Introduction to Part IV, "Analyzing social issues," (pp. 405-417); Frye, "Oppression" (pp. 48-52); Atkin & Rich "'J.A.P.' –SLAPPING: The politics of Scapegoating" (pp. 201-205); Rubin, "Is this a White Country, or What?" (pp. 419-427)

Tatum – Chapters 1& 2 (pp. 3-28).

#### **Session 8: October 18**

Brief Paper 4 Assigned (Due next session on Oct. 25)

Video: The Psychological residuals of slavery"

Oppression in the news

##### **Readings:**

Andersen & Collins- West, "Race matters" (pp. 119-124), McIntosh, "White privilege and male privilege" (pp. 95-105); Martinez, "Seeing more than black and white" (pp. 108-115); Yamato, "Something about the subject makes it hard to name" (pp. 90-95)

##### **\*Readings for this session continued on next page\***

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: October 25**

##### ***Brief Paper 4 Due***

Video: Skin Deep

Oppression in the news

##### **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: November 1**

Brief Paper 5 Assigned (Due next session on Nov. 8)

Video: Roger and Me

Oppression in the news

**Readings:**

Andersen & 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, "Media magic: Making class invisible" (pp. 333-342); Jennings & Kushnick "Poverty as race, power and wealth" (pp. 139-143)

Collins & Yeskel- chapters 1 & 2, (p. 13-67)

**Session 11: November 8**

***Brief Paper 5 Due***

Oppression in the news

**Readings:**

Andersen & Collins – Conley, "Wealth matters" (pp. 134-139); Collins, "Aid to Dependent Corporations: Exposing Federal handouts to the wealthy" (pp. 395-400); Palakow, "The shredded net" (pp. 389-395)

Collins & Yeskel – chapters 3 & 4 (pp. 68 – 140)

**Session 12: November 15**

Brief Paper 6 Assigned (Due next session Nov 22)

Video: Fast Food Women

Oppression in the news

**Readings:**

Andersen & Collins – Introduction to Part III, "Rethinking institutions" (pp. 213-228);

**\*Readings for this session continued on next page\***

Zinn & Eitzen, "Economic restructuring and systems of inequality at century's end" (pp. 229-234); Vanderstay, "The Armstrongs: Oral history of a homeless American family" (pp. 263-268); Moore & Pinderhughes, "The 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: November 22**

***Brief Paper 6 Due***

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: November 29**

***Analytical Papers Due***

Course evaluations

Student presentations of analytical papers