

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW518 - Social Work and Oppression**

Course Outline

Fall 2005

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Office hours: Mondays 4:30-5:30 pm and by appointment

**Required Textbook**

Andersen, M.L. & Collins, P.H. (1998). *Race, class, and gender (5<sup>th</sup> ed.)*. Belmont, CA:Wadsworth Publishing Co.

Loewen, James W. (1995). *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*. New York: Simon & Schuster, 1995

**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

Students will contract for their grade early in the semester, and will not be allowed to change that contract after it has been turned in.

1. In order to receive a "B" in the course, all students are to write four (4) brief papers and one 4 page essay on a topic from "Lies My Teacher Told Me." 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. The papers are to be two pages long, and typed, double-spaced with one-inch margins and size 12 font. Starting with the class on August 29, 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 August 29, due September 12

Paper #2- Distributed September 19, due September 26

Paper # 3- Distributed October 3, due October 10

Paper #4-Distributed October 17, due October 24

Essay: Your paper on the Loewen Book must be at least 4 pages long. Explain and evaluate the argument put forth in the first six chapters of the Loewen book. Choose one topic of particular interest to you in this book and analyze this. Conclude your essay with your ideas regarding the teaching of history (and the topic you have chosen in particular) and its role in modern-day oppression. This essay is due on **November 14**.

2. For a grade of "B+," students are to write four (4) brief essays & Loewen essay as discussed in #1, **and** develop a presentation for the class on some aspect of oppression.
3. For a grade of "A," students are to complete the four (4) brief essays, the presentation, **and** write a 10-12 page term paper on a topic of your choice related to *Lies My Teacher Told me*. The term paper is due on **November 21**. 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. Term papers should be double-spaced with one-inch margins and a size 12 font. If you contract for an A, you do not have to do the shorter Loewen paper described in #1.

## **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 29, 2005- 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  
Brief Paper #1

#### **Readings for next class:**

Anderson & Collins, pp. 1-73; 310-353 (Introductory Concepts in Oppression)

### **September 5: No Class (Labor Day)**

### **Class 2: September 12, 2005- Introductions to the mechanisms of oppression**

Brief Paper #1 Due  
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  
*Race: The Power of an Illusion*

#### **Assignments for next class:**

Oppression in the news

#### **Readings for next class:**

Anderson & Collins, pp. 395-482 (American Identity and Culture)  
Loewen, Chapters 1 & 2

### **Class 3: September 19, 2005- Introduction to the mechanisms of oppression, continued.**

Oppression in the news (Class discussion)

*Eyes on the Prize I*

Exercises and group discussion of today's readings

Review of Loewen, Chapters 1 & 2

Brief Paper # 2 Distributed

#### **Assignments for next class:**

Oppression in the news

Brief Paper #2

#### **Readings for next class:**

Anderson & Collins, pp. 75-126 (Race and Privilege)

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

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

Chapter 3, Loewen

### **Class 4: September 26, 2004- Racial oppression**

Brief Paper #2

Oppression in the news (Class discussion)

Review of Chapter 3, Loewen

*Eyes on the Prize*

Exercises and group discussion of today's readings

#### **Assignments for next class:**

Oppression in the news

Chapters 4-6, Loewen

Brief Paper # 2

#### **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: October 3, 2004- Racial oppression**

Oppression in the news (class discussion)

*Eyes on the Prize 2*

Review Chapters 4-6, Loewen

Exercises and group discussion of today's readings

#### **Assignments for next class:**

Oppression in the news

Brief Paper #3

#### **Readings for next class:**

Anderson & Collins, pp. 266-309 (Effects of Racial and Ethnic Oppression on Families)

Loewen, Chapters 7 & 8

### **Class 6: October 10, 2005- Ethnic oppression**

Oppression in the news (class discussion)

Turn in Brief Paper #3

Review Loewen, Chapters 7 & 8

Exercises and group discussion of today's readings

**Assignments for next class:**

Oppression in the news

**Readings for next class:**

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

Loewen, Chapters 9 & 10

**Class 7: October 17, 2005- Ethnic oppression**

Oppression in the news (class discussion)

*Review of Loewen Chapters 9 & 10*

Exercises and group discussion of today's readings

Guest speaker

Discussion of the contribution of various immigration processes to oppression

**Assignments for next class:**

Oppression in the news

Brief Paper #4

**Readings for next class:**

Anderson & Collins, pp. 127-165 (Class and Inequality)

Loewen, Chapters 11 & 12

**Class 8: October 24, 2005- Class oppression**

Brief Paper #4

Oppression in the news (class discussion)

Exercises and group discussion of today's readings

Guest speaker

Discussion of Loewen Chapters 11 & 12

**Assignments for next class:**

Oppression in the news

**Readings for next class:**

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 31, 2004- Class oppression**

Oppression in the news (class discussion)

*Roger & Me*

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. 166-265 (Gender and Sexism)

Lourde, *The Oppressor Within*

**Class 10: November 7, 2005- Gender oppression**

Oppression in the news (class discussion)  
Exercises and group discussion of today's readings

**Assignments for next class:**

Oppression in the news  
Loewen Essay due (if contracted for B or B+)

**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  
Thompson, In Cyrus, *The Male Role Stereotype*, pp. 85-87  
Sheffield, *Sexual Terrorism*, pp.3-19

**Class 11: November 14, 2005-- Gender oppression**

*Legacy*  
Oppression in the news (class discussion)  
Exercises and group discussion of today's readings  
Presentations  
Turn in Loewen essay (if contracted for B or B+)

**Assignments for next class:**

Oppression in the news  
Term paper due (if contracted for an A)

**Readings for next class:**

Altman, In Cyrus, *Why are Gay Men so Feared?*, p. 91  
Pharr, In Cyrus, *Homophobia and Sexism*, pp. 303-307  
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 21, 2005- Sexual orientation-based oppression**

Term Paper Due (if contracted for an A)  
Oppression in the news (class discussion)  
Panel of Guest speakers  
Exercises and group discussion of today's readings  
Presentations

**Assignments for next class:**

Oppression in the news

**Readings for next class:**

Anderson & Collins, pp. 354-392 (State Institutions & Social Policy)

**Class 13: November 28, 2005- Social Policy and Oppression**

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  
Presentations

**Assignments for next class:**

Oppression in the news

**Readings for next class:**

Anderson & Collins, pp. 483-559 (Policy and Intervention)

**Class 14: December 5, 2005- Mechanisms for change**

Oppression in the news (class discussion)

Exercises and group discussion of today's readings

Social work ethics and social change

Evaluation