

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

SW518 – Social Work and Oppression
Course Outline
Fall 2005

Monday and Tuesday sections

Dr. Egan [phone w/voice mail: 901-448-4480; email: megan@utk.edu]

Office hours: Monday 3:45pm to 4:45pm; Tuesday 11:30am to 12:30pm & by appointment

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

Andersen, M.L. & Collins, P.H.(2004). Race, class, and gender (5th ed.). Belmont, CA: Wadsworth

COURSE REQUIREMENTS AND GRADING CRITERIA

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 48 hour extension) is automatically granted **IF** the student notifies the instructor in writing or by phone message **at least ONE hour** before the date/time when the assignment is due. (CSW office: 901-448-4463 or the instructor's voice mail: 448-4480) This automatic extension does not apply to assignments receiving an Incomplete and re-submitted [see #5 below].

5. All assignments completed/written outside of class are expected to be:
 - double spaced, margins of 1” all four sides
 - to meet graduate college level writing criteria [e.g., grammar, punctuation, spelling, sentence structure, organization, APA citation form]
 - to respond to each component of the assignment.
 - **Any written assignment completed outside of the classroom that does NOT meet the graduate level writing criteria will receive an “Incomplete” and returned to the student with a 7-day allotment for revision with no extension allowed.**

Course Outline, Calendar and Assigned Readings

A & C Denotes readings in course text *Race, Class and Gender*. 5th Edition

Week of August 29th

Introduction: Diversity, Inclusiveness, and Oppression

- What is oppression? what is diversity?
- What is the social work vision of an inclusive society?
 - What is social construction?

Video: PBS: Myths about Race, Part I

Required Reading August 29th:

A & C: Introduction and Part I, "Shifting the Center and Reconstructing Knowledge"

Weeks of:

September 5th

No Monday class –Labor Day holiday

September 12th

What is cultural background? what is cultural identity?

What are between group differences? within-group differences?

Heterogeneity? Homogeneity?

Videos: A Conversation with Brian McNaught: Growing Up Gay

PBS: Myths about race Part II

Readings for September 5th:

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

McIntosh, "White privilege: Unpacking the invisible knapsack"

Readings for September 12th:

A & C: Moraga, "La Guera"

Frye, "Oppression"

Burnham, "Welfare reform, family hardship, and women of color"

The NASW Code of Ethics www.naswdc.org

Weeks of:

September 19th

Mini Essay #1 DUE this WEEK

September 26th

- Concepts, Theories and Terms
- Global Oppression--or----what does CNN have to do with it?

Video: Shadows of Hate: The Southern Poverty Law Center

Readings for September 19th:

A & C: Yamato, "Something About the Subject Makes it Hard to Name"
Collins, C., & Veskel, F. "Economic apartheid in America"
Jennings & Kushnick, "Poverty as Race, Power and Wealth"
Langston, "Tired of Playing Monopoly?" (*continued next page*) "Thinking Further" (p. 72)

Readings for September 26th:

A & C: Zinn, Hondagneu-Sotel, & Messner, "Gender through the prism of difference"
Kelley, "Countering the conspiracy to ignore Black girls"
Ross, Brownlee, Diallo, Rodriguez, & Sister Song Women of Color, "Just choices"
"Thinking Further" (p. 213)

Weeks of:

October 3rd

October 10th No class sessions>>>>>Bus Trip Activity

October 17th Mini Essay #2—an in class assignment

October 24th MID-TERM EXAM---- in class

- The interacting dynamics of societal oppression: It's just no accident
- Social institutions: Family, education, employment, health and the economy
- Sexual orientation, spiritual orientation and aging

Video: PBS: What is race? Part III

Video: In the White Man's Image

In class activity: Week of October 3rd "The media is the message" So, what is the message?

Class activity: Week of October 10th>>>>> Course Activity: * Bus trip**

In class activity: Week of October 17th Mini #2--activity & written assignment on bus trip

Readings for October 3rd:

A & C: Introduction to Part III, Rethinking Institutions
Churchill, "Crimes against humanity"
Miner, "Taking multicultural, antiracist education seriously: An interview with
Enid Lee"
Alvarez, "A White woman of color"

Readings for October 10th:

A & C: Brown, "The indignities of unemployment" *Class activity: The infamous bus trip*

Readings for October 17th:

A & C: Introduction to Part IV, "Applying the framework"
Rubin, "Is this a White country, or what?"
Mantsios, "Media magic: Making class invisible"
Malveaux, "Gladiators, gazelles and groupies: Basketball love and loathing"

Readings for October 24th [for 2nd half of class session-- after Mid-term Exam]:

A & C: Lorde, "Age, race, class, and sex"
Kibria, "Migration and Vietnamese women: Remaking ethnicity"
West, "Black sexuality: The taboo subject"
Schwartz & Rutter, "The gender of sexuality"

Weeks of:

October 31st

November 7th **Mini Essay #3 DUE**

November 14th **Interview paper DUE**

Challenging Oppression and Institutional Discrimination

- A socially and economically just society
- Political activism and grassroots organizing

Videos: Old Like Me
Rage for Democracy

Week of November 7th : In class activity: Website analysis: Computer

Readings for October 31st :

A & C: Kokopeli & Lakey, "More power than we want: Masculine sexuality and
violence"
Sayeed, "Chappals and gym shorts: An Indian Muslim woman in the Land of Oz"
Taylor, "How safe is America?"

Readings for November 7th :

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

Readings for November 14th:

A & C: Asetoyer, "From the ground up"

Anner, "Having the tools at hand: Building successful multicultural social justice organizations"

Week of November 21st Interview paper due by class time

Week of November 28th Mini Essay #4 Due: in -class activity

- Culturally responsiveness and competent practice

Readings for November 21st:

A & C: Espiritu, "Ideological racism and cultural resistance"

Readings for November 28th :

A & C: Introduction and Part I, "Shifting the Center and Reconstructing Knowledge"

The NASW Code of Ethics www.naswdc.org

Assignment Due dates

Mini Essay Assignments:

#1: Due at beginning of class session the week of September 19th [on readings, MSSW manuals].

#2: In class activity & assignment the week of October 17th [on 'bus trip' experiences].

#3: Due at beginning of class session the week of November 7th [on readings, lectures, discussions].

#4: In-class activity & assignment in class the week of November 28th

Website activity: in class activity and discussion date tba

Mid-term Exam: In class week of October 24th [on lectures, discussions & course/in class activities]

Interview paper: Due at the beginning of class session the week of November 21st

Point Distribution & Grading Scale

<u>Total Points Achieved</u>	<u>Course Grading Scale</u>
Mini #1 = 14 pts. [11 pts. on content & 3 pts. on writing]	95-100 pts. A
Mini #2 = 5 pts. [credit/no credit]	89-94 pts. B+
Mini #3 = 14 pts. [11 pts. on content & 3 pts. on writing]	82-88 pts. B
Mini #4 = 5 pts. [credit/no credit]	76-81 pts. C+
In class website activity = 5 pts. [credit/no credit]	70-75 pts. C
Mid-term exam = 24 pts.	<69 pts. D
Interview paper = 24 pts. [20 pts. on content & 4 pts. on writing]	
Evidencing preparedness & participation IN CLASS = 9 pts.	
100 points total possible	

Details of Course Assignments

Interview assignment

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: 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.

Second: 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: 1-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**
2-REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—
3-Write a typed, 2-page maximum, double-spaced paper utilizing APA margins, 12 font covering the following:

- a) Summarize the areas of the interview
- b) What did you learn that surprised you?
- c) What did you learn in relation to the concepts of this course?
- d) Reflect upon what you now wish you had asked, but did not.

Mini Essay #2: 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], visiting the North Terminal [444 North Main] or MATA website.

2--Go to the North terminal by bus; use the necessary route or routes to get to that location. Bus drivers do NOT have change, but are usually very helpful in providing information.

3—Now—while riding the bus think about: for what are the rest of the riders using this bus? Describe how you feel riding the bus; what do the streets/neighborhoods you 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?

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 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 MLGW to pay the bill?

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 about the above questions and about any other elements or thoughts, you may have about your experience on the bus and bring these to class.

Acceptable Destinations for this activity

Calvary Mission & Shelter Catholic Charities Church Health Center Dept. of Employment Security (any branch) DHS/Food Stamp Office on Jackson DHS/Food Stamp Office on South Third Mission Shelter on Poplar	Legal Services Clinic (any location) MIFA MLGW downtown center Salvation Army Shelter Health Dept. Hollywood clinic The Memphis Food Bank The MED- Trauma ER
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Concepts, theories, and terms

Stages of Change

Pre-contemplation

- consciousness raising

Contemplation

- thinking/gaining information/analyzing

Preparation

- locating a focus & applying knowledge

Action

Maintenance

Theories Explaining Oppression

Moral exclusion theory

Reference group theory

Scarce resources theory

Marxian socialist economic theory

Selected U.S./Western societal values

Individualism

Materialism

Religious Plurality

Premises of U. S. Society, Politics and Policies

Capitalist

Special interest

Constitutional Representative Democracy

Terms

Ability/ablism

Acculturation

Ageism

Assimilation

Bicultural

Culturally aware/Culturally sensitive/Culturally responsive/Culturally competent

Discrimination

Ethics

Ethnicity

Ethno-centric

Euro-centric

Gender

Heterosexism

Immigration/citizenship

In groups

Institutionalized oppression

Liminalization

Nationality

Nativity

Norms

Out groups

Prejudice

Privilege

Race

Racism

Red-lining

Regionalism

Sexism/genderism

Sexual orientation

Spiritual orientation

Social construction

Values