

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

SW518 - Social Work and Oppression

Course Outline

Fall 2005

Instructor: Jamie Ogle, CMSW

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Phone: 865-257-1711 (cell)

Office hours: As arranged in class

Required Texts:

Andersen, M.L. & Collins, P.H. (2000) *Race, class, and gender (5th 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.

Sources of Additional Required Readings:

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.

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.

Beckett, J., Dungee-Anderson, D. (1996). “A framework for agency-based multicultural training and supervision”. *Journal of Multicultural Social Work*, 4(4), 27-48.

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.

Chaskin, R., Joseph, M., & Chipenda-Dansokho, S. (1997). “Implementing comprehensive community development: Possibilities and limitations.” *Social Work*, 42 (5), 435-443.

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”.

Hall, R. (2002). “Biracial sensitive practice: Expanding social services to an invisible population”. *Journal of Human Behavior in the Social Environment*, 5(2), 29-44.

Hodge, D. (2002). Does social work oppress evangelical Christians? A “new class” analysis of society and social work. *Social Work*, 47, 401-415.

Hyde, C. & Ruth, B. (2002) “Multicultural content and class participation: Do students self-censor?” *Journal of Social Work Education* 38(2) 241-256.

Olsson, J. (1997). “Detour spotting for white anti-racists: A tool for change.” Cultural Bridges.

Padilla, Y. (1997). "Immigrant policy: Issues for social work practice." *Social Work*, 42(6), 595-606.

Panos, P. & Panos, A. (2000). "A model for a culture sensitive assessment of patients in health care settings". *Social Work in Healthcare*, 31 (1), 49-62.

Swigonski, M. (1996). Challenging privilege through Afrocentric social work practice. *Social Work*, 41, 153-161.

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

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) are 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 "in writing" by class 3. 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 with a dated, and topical cover page). Any paper that does not merit a grade of at least a "B" or better will be returned to the student for revision. Questions 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 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. Paper will be 8-12 pages typed, double-spaced, 12-pt font.

Brief 10 minute verbal presentations of your analytical paper will be made in class.

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, spelling, 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.

All Brief Paper Assignments Follow This Format:

1. What is the Oppression?
2. Barriers to be alleviated
3. Short-Term Intervention Strategies
4. Long-Term Intervention Strategies

If you need help in writing and editing, you are encouraged to make an appointment at the UT Writing Center at 974-2611.

SW 518 COURSE OUTLINE: (*Please note due dates)

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

Session 1: August 24

Syllabus and Introduction to the Course

In Class reading and discussion:

Hyde, C. & Ruth, B. (2002) "Multicultural content and class participation: Do students self-censor?" *Journal of Social Work Education* 38(2) 241-256.

Video: "Affluenza"

Assignments for next class: *Oppression in the news*

Session 2: August 31

Oppression in the News

Readings:

Andersen & Collins- Introduction and Part I, "Shifting the Center and Reconstructing Knowledge" (pp. 1-22); Madrid, "Missing People and Others: Joining Together to Expand the Circle" (pp. 23-28); Malveaux, "Gladiators, Gazelles, & Groupies", (pp. 342-348); Miner, "Taking Multicultural Antiracist Education Seriously", (pp. 348-353).

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".

****Brief Paper 1 Assigned (Due next session on Sept. 7)***

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

Session 3: September 7

Oppression in the News

Readings:

Andersen & Collins-Moraga, "La Guera" (pp 28-35); Jordan, "Report from the Bahamas" (pp 35-44); Allen, "Angry Women are Building Issues and Struggles Facing American Indian Women Today" (pp 44-48); Andersen & Collins- Takaki, "A Different Mirror" (pp 51-64); Stoller & Gibson, "The Diversity of American Families" (pp 280-287); Ferber, "What White Supremacists Taught A Jewish Scholar About Identity" (pp 117-121).

Collins & Yeskel, "Economic Apartheid in America" (pp 127-139).

Brief Paper 1 Due Today*Session 4: September 14**

Oppression in the News

Video or Guest Speaker

Brief Paper 2 Assigned (Due next session on Sept. 21)

Readings:

Andersen & Collins- Introduction to Part II, "Conceptualizing race, class, and gender" (pp. 75-98); Zinn et al, "Gender through the prism of difference" (pp. 166-174); Espiritu, "Ideological racism and cultural resistance" (pp. 175-184); Mesner, "Masculinities & athletic careers", (pp. 190-203); Weston, "Straight is to Gay as Family is to No Family" (pp 304-309); Kokopeli & Lakey, "More power than we want: Masculine sexuality and violence" (pp.494-499). Steinem, "If men could menstruate" (pp. 365-367).

Session 5: September 21

Oppression in the News

Video: "Killing her softly"

Readings:

Andersen & Collins- Michelson & Smith, "Can education eliminate race, class, and gender inequality?" (pp. 361-370).

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.

Brief Paper 2 Due Today*Session 6: September 28**

Oppression in the News

***Brief Paper 3 Assigned (Due next session on Oct. 5)**

Readings:

Andersen & Collins-Lorde, "Age, race, class, and sex: Women redefining difference" (pp. 64-73). Dill, "Our mothers' grief: Racial ethnic women and the maintenance of families" (pp. 266-280); Gluckman & Reed, "Where has gay liberation gone: An interview with Barbara Smith" (pp. 461-465); Kempadoo, "Globalizing sex worker's rights", (pp. 465-474); Moore, "Cultural Institutions and the Production of Ideas", (pp 310-321); Churchill, "Crimes against humanity", (pp 321-328).

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 5

Oppression in the News

Video: “Shadows of Hate” by The Southern Poverty Law Center

Readings:

Andersen & Collins- Introduction to Part IV, “Applying the Framework”, (pp. 395-409); “Analyzing Social Issues” (pp. 404-417); Atkin & Rich “‘J.A.P.’ SLAPPING: The politics of scapegoating” (pp. 201-205); Frye, “Oppression” (pp. 48-51); Rubin, “Is this a White Country, or What?”, (pp. 410-418); Waters, “Optional Ethnicities”, (pp. 418-427); Taylor, “How Safe is America?” (pp. 506-510).
Tatum – Chapters 1&2 (pp. 3-28).

****Brief Paper 3 Due Today***

Session 8: October 12

Oppression in the News

****Brief Paper 4 Assigned (Due next session Oct 19)***

Video: “The Psychological residuals of slavery”

Readings:

Andersen & Collins- Yamato, “Something about the subject makes it hard to name” (pp. 99-103); McIntosh, “White Privilege”, (pp 103-108); Martinez, “Seeing more than black and white” (pp. 111-117); West, “Race matters”, (pp. 121-126); Williams, “Of race and risk”, (pp. 108-110).

Hall, R. (2002). “Biracial sensitive practice: Expanding social services to an invisible population”. *Journal of Human Behavior in the Social Environment*, 5(2), 29-44.

Swigonski, M. (1996). Challenging privilege through Afrocentric social work practice. *Social Work*, 41, 153-161.

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

Tatum – Chapters 3, 4, & 5 (pp. 31-90).

Session 9: October 19

Oppression in the News

****Brief Paper 4 Due Today***

Video: “Skin Deep”

Readings:

Olsson, J. (1997). “Detour spotting for white anti-racists: A tool for change.” Cultural Bridges.

Tatum-chapters 6, 7, 8, 9, & 10 (pp. 93-206).

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

Session 10: October 26

Oppression in the News

Video: "Roger and Me"

Readings:

Andersen & Collins- Martinez, "Seeing more than black and white", (pp. 111-117); Langston, "Tired of Playing Monopoly?", (pp. 140-149); Jennings & Kushnick, "Poverty as race, power and wealth", (pp. 154-158); Mantsios, "Media magic: Making class invisible", (pp. 329-337); Newman, "The invisible poor", (pp. 248-257).

Hodge, D. (2002). Does social work oppress evangelical Christians? A "new class" analysis of society and social work. *Social Work*, 47, 401-415.

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

***Brief Paper 5 Assigned (Due next session Nov. 2)**

Session 11: November 2

Oppression in the News

***Brief Paper 5 Due Today**

Readings:

Andersen & Collins – Conley, "Wealth matters" (pp. 149-154); Collins, "Aid to dependent corporations: Exposing Federal handouts to the wealthy", (pp. 379-383); Silliman, "Policing the National body: Sex, race, and criminalization, (pp. 383-394).

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

Session 12: November 9

Oppression in the News

***Brief Paper 6 Assigned (Due next session Nov 16)**

Video: "Fast Food Women"

Readings: Andersen & Collins – Introduction to Part III, "Rethinking institutions" (pp. 215-227); Amott & Matthaei, "Race, class, gender, & women's works", (pp. 228-237); Hondagneu-Sotelo, "Domestica", (pp. 257-265); Moore & Pinderhughes, "The Latinos population: The importance of economic restructuring", (pp.251-259); Stoller & Gibson, "The diversity of American families", (pp. 280-287); *(readings continued on next page)*

Vanderstey, "The Armstrongs: Oral history of a homeless American family", (pp. 263-268).

Collins & Yeskel – chapter 5 (pp. 141-214)

Unit V. Challenging Oppression: Expanding Awareness and Compassionate Action

Session 13: November 16

Oppression in the News

***Brief Paper 6 Due Today & Final Readings Discussed**

Readings: Andersen & Collins – Introduction to Part V "Making a difference" (pp. 511-530); Anner, "Having the tools at hand: Building successful multicultural social justice organizations", (pp. 542-552); Comstock, "Whosoever" is welcome here, (pp. 530-537).

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.

Panos, P. & Panos, A. (2000). "A model for a culture sensitive assessment of patients in health care settings". *Social Work in Healthcare*, 31 (1), 49-62.

Session 14: November 23

Course Evaluations

****Student Analytical Papers Due & Presented***

****Brief Papers Returned***

****Student Presentations of Analytical Papers***

Note: November 30

Continuation of Student Presentations if needed