

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

**SW518 - Social Work and Oppression**

Course Outline

Fall 2005

Instructor: Cleverne Turner, MSW  
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Email: cleverne@tds.net  
Office hours: As arranged in class

**Required Texts:**

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

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 29**

*Syllabus and Introduction to the Course*

Video: "Affluenza"

Assignments for next class: *Oppression in the news*, "Study & Report Buddies",

**Readings for next class discussion:**

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); 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); Frye, "Oppression" (pp. 48-51).

***\*Brief Paper 1 Assigned (Due next session on Sept. 12)- "No class Labor Day"***

**Session 2: September 12**

*Oppression in the News*

**Readings for next class:** 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 & Veskel, "Economic Apartheid in America" (pp 127-139); Malveaux, "Gladiators, Gazelles, & Groupies", (pp 342-348); Miner, "Taking Multicultural, Antiracist Education Seriously", (pp 348-353)

***\*Brief Paper 1 Due Today***

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

**Session 3: September 19**

### *Oppression in the News*

Readings for next class: 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).

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.

**\*Brief Paper 2 Assigned (Due next session on Sept. 26)**

### **Session 4: September 26**

#### *Oppression in the News*

**Readings for next class:** Andersen & Collins- Moore, “Cultural Institutions and the Production of Ideas”, (pp 310-321); Churchill, “Crimes Against Humanity”, (pp 321-328); 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); Michelson & Smith, “Can education eliminate race, class, and gender inequality?” (pp. 361-370); Gluckman & Reed, “Where has gay liberation gone: An interview with Barbara Smith” (pp. 461-465); Kempadoo, “Globalizing sex worker’s rights”, (pp. 465-474).

**\*Brief Paper 2 Due Today**

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

### **Session 5: October 3**

#### *Oppression in the News*

Video: “Killing her softly”

**Readings for next class:** Andersen & Collins- Introduction to Part IV, “Applying the Framework”, (pp. 395-409); Williams, “Of Race and Risk”, (pp 108-111); West, “Race Matters” (pp. 121-126); 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).

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

**\*Brief Paper 3 Assigned (Due next session on Oct 10)**

### **Session 6: October 10**

#### *Oppression in the News*

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

**Readings for next class:** 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).

Tatum – Chapters 4, 5 & 6, (pp. 52-113)

**\*Brief Paper 3 Due Today**

### **Session 7: October 17**

#### *Oppression in the News*

**Readings for next class:** Tatum – Chapters 6, 7, 8, 9, & 10 (pp. 93-206)

**\*Brief Paper 4 Assigned (Due next session Oct 24)**

### **Session 8: October 24**

*Oppression in the News*

Video: "Skin Deep"

**Readings for next class:** 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); Newman, "The Invisible Poor", (pp. 248-257); Mantsios, "Media magic: Making class invisible" (pp. 329-337).

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

**\*Brief Paper 4 Due Today**

### **Session 9: October 31**

*Oppression in the News*

Video: "Roger and Me"

**Readings for next class:** 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)

**\*Paper 5 Assigned (Due next session Nov 7)**

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

### **Session 10: November 7**

*Oppression in the News*

Video: "Fast Food Women"

**Readings for next class:** 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); Stoller & Gibson, "The Diversity of American Families", (pp. 280-287).

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

**\*Brief Paper 5 Due Today**

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

### **Session 11: November 14**

*Oppression in the News*

**Readings for next class:** 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.

**\*Brief Paper 6 Assigned (Due next session Nov 21)**

### **Session 12: November 21**

*Oppression in the News*

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

**Session 13: November 28**

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

***\*Brief Papers Returned***

**Session 14: December 5 (Final Class)**

***Student Presentations of Analytical Papers (cont'd) & Analytical Papers Returned***

***~~~Course evaluations~~~***