

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

SW518 - Social Work & Oppression

Course Outline

Fall 2006

Monday and Tuesday sections

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

Office hours: Monday 12:30 p.m. to 1:30 p.m., Tuesday 12:00 p.m. to 1:30 p.m., & by appointment

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

Andersen, M.L. & Collins, P.H. (2004). *Race, class, and gender* (5th OR 6th edition (2006). Belmont, CA: Wadsworth.

NOTE: This course is a COMBINATION “Classroom and Online course.” Students are expected to participate in all ONLINE components and to ATTEND ALL in classroom sessions.

Course Session Schedule Summary for Monday & Tuesday Sections

In Classroom: face-to-face

Aug. 28th & 29th

Sept. 11th & 12th

Oct. 2nd & 3rd

Oct. 23rd & 24th

Nov. 13th & 14th

Nov. 27th & 28th

Only Bb Online

Sept. 4th & 5th

Sept. 18th & 19th

Sept. 25th & 26th

Oct. 9th & 10th

Oct. 16th & 17th

Oct. 30th & 31st

Nov. 6th & 7th

Nov. 20th & 21st

Dec. 4th & 5th

REQUIREMENTS AND GRADING CRITERIA

Students are expected to:

1. Study the assigned readings thoroughly.
2. Participate in all ONLINE discussions, activities, and assignments, and participate in all face-to-face classroom sessions evidencing preparedness.
3. Demonstrate respect for the beliefs and experiences of others in all course activities & interactions with fellow students.
4. Complete all out-of-class assignments by their due date & time.
 - a. Permission for late submission of out-of-class written papers (automatic 48 hour extension) is granted **IF** the student notifies the instructor in writing, email, voicemail, or by phone **at least ONE hour** before the date/time when the assignment is due.
 - b. This automatic extension **Does Not** apply to Bb Online Discussion Board participation/activities.
 - c. This automatic extension **Does NOT** apply to assignments receiving an Incomplete and to be re-submitted as described in #5 below.
5. All essays/papers completed/written outside of class are expected to:
 - a. be double spaced, minimum margins = 1” all four sides;

- b. meet graduate college level writing criteria [e.g., grammar, punctuation, spelling, sentence structure, organization, APA standards];
 - c. respond to each component of the assignment.
6. **Any assignment written outside of the classroom that does NOT meet the graduate level writing criteria will receive an “Incomplete” and be returned to the student with a 7-day allotment for revision and final grading with no further extension allowed.**
- 7.

Course Outline, Calendar and Assigned Readings

A & C Denotes readings in course text *Race, Class and Gender*. **5th OR 6th** Edition

Bb Denotes Blackboard Online components of the course

August 28th and 29th: Face to face in Classroom

Lecture & Discussion: Introduction to the course
 Stages of Change
 Introduction to Blackboard

Video: PBS: *The Illusion of Race* Part I

Required Readings:
 A & C 5th only: Introduction and Part I, "Shifting the center and reconstructing knowledge";
 6th only: Introduction and Part I, "Why race, class and gender still matters"

Bb Online Discussion Board #1

September 4th & 5th: Only Bb Online

Bb Online Assignment #1 DUE

Bb Online Discussion Board #2

Required Readings:

A & C: 5th & 6th:
 Lorde, "Age, race, class, and sex: Women redefining difference"
 McIntosh, "White privilege: Unpacking the invisible knapsack"

5th only:
 Yamato, "Something about the subject makes it hard to name"
 Part II, "Conceptualizing race, class, and gender";

6th only:
 Part II, "Systems of power and inequality"

September 11th & 12th: Face to face in Classroom

Lecture: Theory Frameworks of Oppression

Video: PBS: *The Illusion of Race* Part III

In-Class discussion:
 The Bus Trip Assignment Requirements
 Ethnographic Interview Assignment Requirements

Bb Online Discussion Board #3

Required Readings:

A & C: 5th & 6th:
 Madrid, "Missing people and others: Joining together to expand the circle"
 Moraga, "La Guera"
 Frye, "Oppression"
 Burnham, "Welfare reform, family hardship, and women of color"

September 18th & 19th: Only Bb Online

Bb Online Assignment #2

No Bb Online Discussion this week

Required Readings:

A & C: 5th only:

Collins, C., & Veskel, F. "Economic apartheid in America"
Jennings & Kushnick, "Poverty as race, power, and wealth"

6th only:

Levitt, "Salsa and ketchup: Transnational migrants straddle two worlds"

5th & 6th:

Langston, "Tired of playing monopoly?"
Amott & Matthei, "Race, class, gender, and women's work"

September 25th & 26th:

Only Bb Online

SEE: Bb Announcement

Requirement for IN-Class Session next week

Bb Assignment #2

DUE

Bb Online Discussion Board #4

Required Readings:

A & C: 5th only:

Zinn, Hondagneu-Sotel, & Messner, "Gender through the prism of difference"
Kelley, "Countering the conspiracy to ignore Black girls"

6th only:

Zinn, Hondagneu-Sotel, & Messner, "Sex and gender through the prism of difference"

5th & 6th:

Ross, Brownlee, Diallo, Rodriguez, & SisterSong "Just choices: Women of color, reproductive health, and human rights"

October 2nd & 3rd:

Face to face Classroom

Lecture:

Elements of Cultural Background

Video:

In the White Man's Image

In-class Activity:

Mechanisms, messages & impact of the print media
(Reminder: See requirement in Bb Announcement)

Bb Online Discussion Board #5

Required Readings:

A & C: 5th only:

Introduction to Part III: "Rethinking institutions"

6th only:

Part III: "The structure of social institutions"
Kempadoo, "Globalizing sex workers' rights"

5th & 6th:

Churchill, "Crimes against humanity"
Mantsios, "Media magic: Making class invisible"
Snipp, "The first Americans"

October 9th & 10th:

Only Bb Online

Required Course Activity:

Participate in the bus trip

Bb Online Discussion Board # 6

Required Readings:

A & C: all 5th & 6th:

Alvarez, "A white woman of color"
Brown, "The indignities of unemployment"
Dill, "Our mother's grief: Racial-ethnic women and the maintenance of families"
Espiritu, "Ideological racism and cultural resistance: Constructing our own images"

October 16th & 17th: Only Bb Online

Bb Online: Mid-term Exam, Part I: Multi-response Items; covers concepts from readings, videos, class lectures, and discussions through this week. Submit via Bb. (Reminder: See list of concepts in the course outline)

Required Readings:

A & C: 5th only:

Introduction to Part IV, "Applying the framework"

6th only:

Part IV, "Social change and sites of change"

5th & 6th:

Malveaux, "Gladiators, gazelles and groupies: Basketball love and loathing"

October 23rd & 24th: Face to face Classroom

In-class: Mid-term Exam, Part II: Essay questions; covers concepts from readings, videos, class lectures, and discussions through last week.

In-class video:

Conversation with Brian McNaught: Growing up gay

Bb Online Discussion Board # 7

October 30th & 31st: Only Bb Online

Bb Announcement:

Ethnographic Interview Paper Due next week

NOTE:

NO Bb Online Discussion Board this week

Required Readings:

A & C: 5th & 6th:

Lorde, "Age, race, class, and sex: Women redefining difference"

Newman, "The invisible poor"

Rubin, "Is this a white country, or what?"

November 6th & 7th: Only Bb Online

Assignment DUE:

Ethnographic Paper; submit via Bb to Instructor

Bb Online Discussion Board #8

Required Readings:

A & C: 5th only:

Introduction to Part V, "Making a difference,"

Kokopeli & Lakey, "More power than we want: Masculine sexuality and violence"

5th & 6th:

Taylor, "How safe is America?"

West, "Black sexuality: The taboo subject"

November 13th & 14th: Face to face Classroom

In-Class Activity:

Discussion of Ethnographic Interview Papers

Lecture:

Social Change Strategies—Part I

Video:

Old Like Me

No Bb Online Discussion Board this week

Required Readings:

A & C: 5th & 6th:

Krauss, "Women of color on the front line"

Comstock, "'Whosoever' is welcome here"

November 20th & 21st: Only Bb Online

Assignment #3 DUE

No Bb Online Discussion Board this week

Required Readings:

Kaplan, Calman, Golub, Ruddock & Billings. (2006). The role of faith-based institutions in addressing health disparities: A case study of an initiative in the Southwest Bronx. *Journal of Health Care for the Poor and Underserved*, 17(2 Supplement).

Access: www.muse.jhu.edu/journals/journal_of_health_care_for_the_poor_and_underserved

A & C: 5th only:

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

Kibria, "Migration and Vietnamese women: Remaking ethnicity"

Sayed, "Chappals and gym shorts: An Indian Muslim woman in the land of oz"

5th & 6th:

Asetoyer, "From the ground up"

6th only:

Fellner, "The Starbucks paradox"

November 27th & 28th: **Face to face Classroom**

Lecture: Social Change Strategies—Part II

Video & activity: *Rage for Democracy*

Bb Online Discussion #9

Required Readings:

A & C: 5th & 6th: Takaki, "A different mirror"

Only 6th: Kivel, "What does an ally do?"

December 4th & 5th: **Only Bb Online**

Bb Online Assignment #4 DUE by 12:00 p.m. Weds. Dec. 6th via Bb

Point Distribution & Grading Scale

<u>Distribution of Total Points Possible per Activity/Assignment</u>		<u>Course Grading Scale on Total Points for Course</u>	
Bb Online Discussions {9}	18	95-100 pts.	A
Assignment 1	2	89-94 pts.	B+
Assignment 2	12{8-content & 4-writing}	82-88 pts.	B
In-class activity: Media	2	76-81 pts.	C+
Mid-term Exam Part I	16	70-75 pts.	C
Mid-term Exam Part II	14	<69 pts.	D
Ethnographic Interview Paper	20{16-content & 4-writing}		
Assignment 3	12{8-content & 4-writing}		
In-class activity: Social Change	2		
Assignment 4:	<u>2</u>		
	100 points total possible		

Details of Course Assignments

Bb Online Discussion Board

Blackboard Discussions require participation by each student; nine (9) such discussions will occur during the semester. Discussions may be related to readings and/or involve other sources. A student will receive 2 (two) points for each week's Bb discussion IF participation is of quality and relevance; 0 (zero) points will be awarded for less than quality and relevant participation.

Assignment #1

An online Bb assignment posted & submitted via Bb online; 2 points awarded for completion.

Assignment #2

An online Bb critical analysis of readings; posted & submitted via Bb online; possible 12 points (8 points on content & 4 points on writing).

In-class activity: Media

In-class activity analyzing media; 2 points awarded for in-class participation; 0 points awarded for not participating in in-class activity.

Mid-term Exam Part I: Online Multi-response Items: possible 16 points; posted, completed & submitted via Bb online.

Mid-term Exam Part II: In class Essay Questions: possible 14 points; completed in class.

Ethnographic Interview & Paper: 20 points possible (16 points-content & 4 points-writing); submitted via Bb online.

Assignment #3:

An online Bb critical analysis of readings and/or other sources; posted & submitted Bb online; possible 12 points (8 points on content & 4 points on writing).

In-class activity: Social Change

In-class activity analyzing case studies of social change strategies; 2 points awarded for in class participation, 0 points awarded for not participating in in-class.

Assignment #4

An online Bb critical analysis & self-reflection assignment; posted & submitted via Bb online.

Ethnographic Interview & Written Essay Assignment

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.

Guideline for Interview

First:

1. select a person (known as an informant) who is not related to you, who is not a client or a supervisor, and whom you do not know very well at all;
 - a. explain that you are doing an assignment for your course, Social Work and Oppression;
 - b. emphasize that you will keep the conversation CONFIDENTIAL;
 - c. emphasize that you will not disclose in anyway the identity of the person;
 - d. emphasize that you will not tape record the conversation;
 - e. 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).
 - f. if the person agrees to be interviewed, proceed with setting up the interview
 - g. REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—
2. Then:
 - a. engage the person in a discussion around the issues noted in #1.e. above.
 - b. REMEMBER this is not a social work interview—we are not assessing, intervening or problem solving—

3. After reflecting for several hours on the interview:

Note: This assignment results in a typed, 3-page maximum, double-spaced paper utilizing APA standards & 12 fonts; submit via Bb online Assignment Manager to Instructor.

Cover each of 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.

Course Assignment: Information for Using the Memphis Bus-MATA

- 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] visiting the North Terminal [444 North Main] or MATA website [matatransit.com].
- 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 other riders’ reasons for riding the bus. Consider 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 into the agency/office of your destination:
 - a) How does being in this agency/office feel to you? Are you comfortable here?
 - b) 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?
 - c) Is the area/place around the agency/office safe for children?
 - d) Are personnel/staff friendly and helpful?
- 5-After 'visiting' your destination, return to the North terminal via the bus.
- 6-To ponder & keep your own informal notes (not submitted): What would your bus ride experience have been 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 and had to get there by bus by 2:00 p.m.? What if your electricity will be turned off today by 5:00 p.m. if you do not get to MLGW to pay the bill?

Acceptable Destinations for this MATA Activity	
Calvary Mission & Shelter Catholic Charities (any center) Church Health Center (Peabody St. clinic) Dept. of Employment Security (any branch) DHS/Food Stamp Office on Jackson DHS/Food Stamp Office on South Third Dept. of Health Clinic-Hollywood Street Legal Services (any location) MIFA	Mission Shelter on Poplar MLGW downtown Main St. center Orange Mound Community Center Salvation Army Shelter Senior Services (Poplar St.) The Memphis Food Bank The MED-Regional Trauma—ER UT-Methodist Hospital-ER

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/consumerism
Religious plurality

Premises of U. S. Society, Politics and Policies

Capitalist Special interest Constitutional Representative Democracy

Terms & Concepts

Ablism	Immigration
Acculturation	In groups
Ageism	Institutional racism
Assimilation	Institutionalized oppression
Augmented/extended family	Intra-cultural variation
Bicultural	Jim Crow laws
Bilingual	Kinship family
Bureau of Indian Affairs	Liminalization
Class	Multicultural
Classism	Nationality
Cultural generalization	Nativity
Cultural self-awareness	Norms
Culturally aware	Nuclear family
Culturally sensitive	Out groups
Culturally responsive	Prejudice
Culturally competent	Privilege
Culture/cultural background	PRWORA
Discrimination	Race
Ethics	Racism
Ethnicity	Red-lining
Ethno-centric	Regionalism
Euro-centric	Reproductive labor
Feminization of poverty	SEC
Gender	Sexism/genderism
Genocide	Sexual orientation
Grassroots organizations	Social construction
Hate crimes	Spiritual orientation
Heterosexism	Stereotype
Homophobia	Values
Immigrant	Working poor

Additional Bibliography for Further Learning

Andersen, M. (2003). *Thinking about women: Sociological perspectives on sex and gender*. (6th ed.). NY: Metropolitan Books

Campinha-Bacote, J. (2002). The process of cultural competence in the delivery of healthcare services: A model of care. *Journal of Transcultural Nursing*, 13(3), 182-184.

Cohen, M. N. (1998). *Transforming the culture of intolerance*. New Haven, CT: Yale University Press.

Collins, P. (2000). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. (2nd ed.). NY: Routledge.

- Diamond, J. (1999). *Guns, germs and steel: The fates of human societies*. NY: W.W. Norton & Company.
- Ehrenreich, B. (2001). *Nickel and dimed: On (Not) getting by in America*. NY: Metropolitan Books.
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- Kumashiro, K., (Ed.). (2001). *Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education*. Lanham, MD: Rowman & Littlefield.
- Lum, D. (2003). *Culturally competent practice: A framework for understanding diverse groups and justice issues* (2nd ed.). Pacific Grove, CA: Brooks/Cole.
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- Sudha, S., & Multran, E. (2001). Race, ethnicity, nativity, and issues of health. *Research on Aging*, 23(1), 3-13.
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- Weaver, H. (2005). *Explorations in cultural competence: Journeys to the four directions*. Belmont, CA: Thomson/Brooks/Cole.