

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW518 - SOCIAL WORK & OPPRESSION**  
Course Outline  
Fall 2006

Instructor: Joan LePage, CMSW, MSW

Wednesdays 12:20 – 3:20

Office Hours: By Appointment

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**READINGS**

Class time is used to integrate the reading material through lectures, discussions and experiential learning. **STUDENTS ARE EXPECTED TO COME PREPARED TO DISCUSS, ANALYZE AND CRITIQUE ALL ASSIGNED READINGS.**

**REQUIRED BOOKS**

Anderson, M. L., & Collins, P. H. (2006). Race, class, and gender: An anthology (6<sup>th</sup> ed.). Belmont, CA: Thomson Wadsworth.

Tatum, B. D. (1997). Why are all the black kids sitting together in the cafeteria? New York, NY: Basic Books.

**RECOMMENDED TEXT**

Collins, C., & Yeskel, F. (2005). Economic apartheid in America: A primer on economic inequality & insecurity. New York, NY: The New Press.

**CLASS PARTICIPATION**

Full participation creates an effective learning environment. I expect that each student will contribute to the in-class learning experience by actively listening, speaking, and sometimes leading class discussions. Each student is a learning resource for other students and faculty. The common foundation for discussion rests with the readings. Both verbal and written skills are important to social workers. You will have the opportunity to participate in small groups as well as in larger class discussions. **Class participation counts for 20% of your grade** and is evaluated on the following criteria: attendance; level of preparation demonstrated in oral questions and comments in small and large group discussions, reading participation, and quality of written responses to in-class exercises.

**GRADING CRITERIA**

Debate Presentation	10%
Culture Paper	30%
Cultural Agency Audit	40%
Class Participation	20%

## Grading Criteria for Papers

The objectives for each paper represent the primary content areas upon which the papers will be assessed. In addition, the following will be assessed: writing quality (including APA style), and organization of paper.

An **A+** paper will do an exceptional job of presenting the content for the paper while drawing upon needed references; will be insightful throughout; will address all objectives; will be well-organized with a high level of writing quality; and will use APA referencing style for sources. This grade is reserved for only those very few papers throughout the semester that demonstrate the highest standards.

An **A** paper will do a very good job of presenting the content for the paper while drawing upon needed references; will demonstrate insight, will be well-organized with a high level of writing quality; will address all objectives; and will use APA referencing style for sources. This paper is considered to be of excellent quality. To receive a grade of **A**, all areas must be met.

A **B** paper presents the content for the paper, but exhibits less insight and may not adequately draw upon needed references; may suffer from a lesser quality of writing and organization; and adequately addresses all objectives. This paper is considered to be of average quality. Papers may also be awarded a **B** if they meet expectations for a higher grade but fail to include all objectives.

A **C** paper does not adequately address the objectives or may fail to include all objectives, may be poorly written, may exhibit poor insight, and may fail to draw upon needed references.

A **D** or lower paper has significant problems throughout the paper and fails to address all objectives.

Papers that fall between two grades will be scored accordingly. For example, grades that will be awarded between B and A include B+, 90, and A-, depending on how closely they achieved the criteria. Because a mid-point grade is used (e.g., 90, 80, 70), I typically do not round final grades up.

## READING PARTICIPATION

You will each start the course with an "A" in the reading participation requirement. You will be assigned readings from the course syllabus individually and in groups. You will be expected to present on the article and lead a short (5 to 10 minutes) class discussion on the subject of the article and how it relates to human behavior in the social environment. Your presentation should include consideration of the following:

1. What are the points of the article?
2. What assumptions does the article make that may influence how you think about it?
3. Does it take into account issues of culture and oppression? Think about the article and how it applies to issues of age, class, race, ethnicity, gender, sexual orientation, disability, family structure, and relational status.
4. How does this paper broaden your understanding of human behavior in the social environment?

Failure to come to class prepared to discuss the article for which you are responsible will result in the loss of two letter grades for the reading participation grade. Poor preparation and presentation will result in the loss of one letter grade. You must contact me prior to class if you are unable to attend due to sickness or an emergency.

Please remember this is a group effort and a learning tool designed to assist with the large quantity of reading you must do. You are relying on each other for analysis and insights into the articles assigned. Your success is dependent on the quality of the relationships you maintain in the classroom.

### COURSE OUTLINE SUMMARY

Session	Content	Assignments	Date
1	Course Overview A Framework for Understanding Culture		August 23
2	Critical Thinking & Cultural Diversity		August 30
3	Social Class & Economic Inequality		Sept. 6
4	Social Class & Economic Inequality	Reaction Paper Due	Sept. 13
5	Gender & Sexism		Sept. 20
6	Gender & Sexism	<b>Domestic Violence Debate</b> Reaction Paper Due	Sept. 27
7	Ethnicity, Nationality & Ethnocentrism	<b>Culture Paper Due</b>	Oct. 4
8	Race & Racism	Reaction Paper Due	Oct. 11
9	Race & Racism	<b>Immigration Debate</b>	Oct. 18
10	Race & Racism	Reaction Paper Due	Oct. 25
11	Sexual Orientation and Heterosexism		Nov. 1
12	Sexual Orientation & Heterosexism	Reaction Paper Due	Nov. 8
13	Challenging Oppression: Social Work's Role	<b>Cultural Agency Audit Paper</b>	Nov. 15
	NO CLASS – THANKSGIVING HOLIDAY		Nov. 22
14	Wrap Up and Evaluation		Nov. 29

## **Session 1: Course Overview**

### **A Framework for Understanding Culture**

What is Culture? What is Diversity? What are Oppression & Discrimination?

## **Session 2: Critical Thinking & Cultural Diversity**

### **Understanding the Dynamics of Race, Class, Gender, & Sexual Orientation**

**Anderson & Collins Text:** Part I - Why Race, Class and Gender Still Matter pp. 1-16

A. Madrid Missing people and others: Joining together to expand the circle pp. 17-22

C. Moraga La Guera pp. 22-29

M. Frye Oppression pp. 29-32

R. T. Takai A different mirror pp. 32-45

H.K. Trask From a native daughter pp. 45-52

Ferber, A. L. (2003). Defending the culture of privilege. In M. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 319-329). Boulder, CO: Westview Press.

Kimmel, M. S. (2003). Introduction: Toward a pedagogy of oppression. In M. S. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 1-10). Boulder, CO: Westview Press.

Pharr, S. (1997). The common elements of oppression. Homophobia: A weapon of sexism (pp. 53-64). Berkeley, CA: Chardon Press.

## **Session 3: Social Class & Economic Inequality - Part I**

**Anderson & Collins Text:** Part II - Systems of Power & Inequality pp. 61-67  
Section on Class pp. 71-79

D. Langston Tired of playing monopoly pp. 118-127

A. Lareau Unequal childhoods pp. 348-358

G. Mantsios Media magic: Making class invisible pp. 384-392

K. Newman The invisible poor pp.303-312

H. Sklar Growing gulf between rich and rest of us pp. 116-118

**Collins & Yeskel Text:** Chapter 1 – The dangerous consequences of growing inequality pp. 13-37

## **Session 4: Social Class & Economic Inequality Part - II**

**Anderson & Collins Text:**

C. Collins Aid to dependent corporations: Exposing federal handouts to the wealthy. pp. 422-426

Larew, J. (2003). Why are droves of unqualified, unprepared kids getting into our top colleges? In M. S. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 1-10). Boulder, CO: Westview Press.

**Collins & Yeskel Text:**

Chapter 3 – The causes of inequality pp. 65-125

Chapter 4 – Building a fair economy movement pp. 126-146

**Session 5: Gender & Sexism Part I**

**Anderson & Collins Text:** Part II: Gender pp. 80-90

Y. L. Espiritu Ideological racism and cultural resistance pp. 156-165

A. Lorde Age, race, class, and sex: Women redefining difference pp. 52-59

M. Messmer Masculinities and athletic careers pp. 172-184

M. B. Zinn, et al Sex & gender through the prism of difference pp. 147-156

Rhode, G. L. (1997). The “no problem” problem. Speaking of sex: The denial of gender inequality (pp. 1-20) Cambridge, MA: Harvard University Press.

**Session 6: Gender and Sexism**

**Anderson & Collins Text:**

L. Burnham Welfare reform, family hardship, and women of color pp. 412-422

B. T. Dill Our mothers' grief: Racial-ethnic women and the maintenance of families pp. 321-335

B. Kokopeli & G. Lakey More power than we want: Masculine sexuality and violence pp. 494-499 **RESERVE**

D. E. Davis The harm that has no name: Street harassment, embodiment, and African American women pp. 483-494

Kurz, D. (1993). Physical assaults by husbands a major social problem. In R. J. Gelles & D. R. Loseke (Eds.), Current controversies on family violence (pp. 88-103). Newbury Park, CA: Sage.

Straus, M. A. (1993). Physical assaults by wives a major social problem. In R. J. Gelles & D. R. Loseke (Eds.), Current controversies on family violence (pp. 67-87). Newbury Park, CA: Sage.

**Session 7: Ethnicity, Nationality & Ethnocentrism**

**Anderson & Collins Text:**

N. Kibria Migration and Vietnamese American women pp. 220-227

P. Levitt Salsa & ketchup: Transnational migrants straddle two worlds pp. 207-214

L. Rubin “Is this a white country, or what?” pp. 190-198

R. Smith “Mexicanness” in New York : Migrants seek new place in old racial order

pp. 214-220

D. Taylor How safe is America? pp. 475-478

M. C. Waters Optional ethnicities: For whites only? pp. 198-207

Chan, S. You're short besides. In M. Anderson & P. H. Collins (Eds.), Race, class, and gender: An anthology (3<sup>rd</sup> ed., pp. 161-166). Boston, MA: Wadsworth.

Phinney, J. S. (1996). Understanding ethnic diversity: The role of ethnic identity. American Behavioral Scientist, 40(2), 143-152.

## **Session 8: Race & Racism**

**Anderson & Collins Text:** Part II – Race & Racism pp. 67-71

C. M. Snipp The first American Indian pp. 442-449

**Tatum Text:** Chapter 5: Racial identity in adulthood pp. 75-90

Jensen, R. White privilege shapes the U.S. In M. S. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 79-82). Boulder, CO: Westview Press.

Omni, M. & Winant, H. (1994). Racial Formation. Racial formation in the United States: From the 1960's to the 1990's (2<sup>nd</sup> ed., pp. 53-76). New York: Routledge.

Zinn, H. (1980). Columbus, the Indians, and human progress. A people's history of the United States (pp. 1-22). New York: Harper Collins Publishers.

## **Session 9: Race & Racism**

**Anderson & Collins Text:**

E. Bonilla-Silva Racism without "racists" pp. 91-97

P. McIntosh White privilege: Unpacking the invisible knapsack pp. 98-105

P. J. Williams Of race and risk pp. 103-105

**Tatum Text:** Chapter 6: The development of white identity pp. 93-113

Chapter 8: Critical issues in Latino, American Indian, and Asian Pacific American identity development pp. 131-166

## **Session 10: Race & Racism**

**Anderson & Collins Text:**

W. Churchill Crimes against humanity pp. 376-383

J. De Parle Broken levees, unbroken barriers pp. 143-146

E. Martinez    Seeing more than black and white pp. 105-111

**Tatum Text:**    Chapter 9: Identity development in multiracial families pp. 167-192

Silvey, L. A. E. (1999). Firstborn American Indian daughters: Struggles to reclaim cultural and self-identity. In H.P. McAdoo (Ed.), Family ethnicity: Strength in diversity (2<sup>nd</sup> ed., pp. 143-160). Thousand Oaks, CA: Sage.

Turner, C. W. (1997). Psychosocial barriers to black women's career development. In J. V. Jordan (Ed.), Women's growth in diversity: More writings from the Stone Center (pp. 162-175). New York: Guilford Press. **RESERVE**

## **Session 11: Sexual Orientation & Heterosexism**

**Anderson & Collins Text:**

J. N. Katz    The invention of heterosexuality pp. 252-264

Faderman & Gross (2003). Psychological dimensions of sexual prejudice, discrimination, and violence. In L. Garnets & D. Kimmel (Eds.), Psychological perspectives on lesbian, gay, and bisexual experiences (2<sup>nd</sup> ed., pp. 149-156). New York: Columbia University Press.

Kimmel, M. S. (2003). Masculinity as homophobia. In M. S. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 51-74). Boulder, CO: Westview Press.

Spaulding, E. (1999). Unconscious-raising: Hidden dimensions of heterosexism in theory and practice with lesbians. In J. Laird (Ed.), Lesbians & lesbian families: Reflections on theory & practice (pp. 11-26). New York: Columbia University Press.

## **Session 12: Sexual Orientation & Heterosexism**

Berube, A. (2003). "How gay stays white and what kind of white it stays." In M. S. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 253-283). Boulder, CO: Westview Press.

Hartman, A. (1999). The long road to equality: Lesbians & social policy. In J. Laird (Ed.), Lesbians & lesbian families: Reflections on theory & practice (pp. 91-120). New York: Columbia University Press.

hooks, b. (1988). Reflections on homophobia & Black communities. Crosscurrents, 245-250.

Washington, P. (2001). Who gets to drink from the fountain of freedom? Homophobia in communities of color. Journal of Gay and Lesbian Studies, 13(1-2), 117-131.

## **Session 13: Challenging Oppression: Social Work's Role**

**Anderson & Collins Text:**

C. Asetoyer    From the ground up pp. 543-547

R. D. G. Kelley    How the new working class can transform urban America pp. 535-542

P. Kivel    What does an ally do? pp. 550-557

413 Mickelson & Smith Can education eliminate race, class, and gender inequality? pp. 404-

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

Collins, P. H. (2003). Toward a new vision. In M. S. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 161-171). Boulder, CO: Westview Press.

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

Thompson, B. (2003). Subverting racism from within. In M. S. Kimmel & A. L. Ferber (Eds.), Privilege: A reader (pp. 161-171). Boulder, CO: Westview Press.

**November 22, 2006**

**NO CLASS – THANKSGIVING HOLIDAY**

**Session 14: Wrap up and Evaluation**