

**UNIVERSITY OF TENNESSEE
COLLEGE OF SOCIAL WORK**

SW518 - SOCIAL WORK & OPPRESSION

Course Outline

Fall 2006

Instructor: Cleovonne Turner, MSW
Phone: 865-966-1806 & 603-1806 (cell)

Email: cleovonne@tds.net
Office hours: As arranged in class

Required Texts:

Andersen, M.L. & Collins, P.H. (2007) *Race, class, and gender (6th Ed.)*. Belmont, CA: Wadsworth Publishing Co.

Collins, C. & Yeskel, F. with United for a Fair Economy (2005) *Economic Apartheid in America-A Primer on Economic Inequality & Insecurity*. 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, email or by phone message at least ONE HOUR prior to the date/time when the assignment is due. Otherwise, a penalty will be applied to the grades of assignments received after the due date, & for poor papers asked to be re-written.

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 1-2 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 “B” or better will be returned for revision with penalty. Assigned questions will be distributed prior to due dates. Class participation mandatory.

To receive a “B+” or an “A” in this course, students must complete above 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 and remedies for addressing the issue.
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, suggested remedies, 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)**Session 1: August 28**

Syllabus and Introduction to the Course

Mandatory Readings to be completed prior to 8/28 for today's class discussion:

Andersen & Collins- Preface and Part I, "Why Race, Class, and Gender still Matter" (pp. xi-16); Madrid, "Missing People and Others: Joining Together to Expand the Circle" (pp. 17-22); Frye, "Oppression" (pp 29-32). Collins & Yeskel – Foreward/Intro (pp ix-12). Tatum – Intro thru Chap 1 "Defining Racism" (pp ix-17).
Please come prepared to discuss!!

Future Class Assignments: *Oppression in the news*, "Study & Report Buddies" & Textbook Readings.

***Brief Paper 1 Assigned (Due next session on Sept. 11) Note: "No class Labor Day"**

Session 2: September 11

Readings for today's class: Andersen & Collins – Moraga, "La Guera" (pp 22-29); Lorde, "Age, Race, and Sex: Women Redefining Difference" (pp 52-60); Trask, "From a Native Daughter" (pp. 45-52); Sayeed, "Chappals and Gym Shorts: An Indian Woman in the Land of Oz" (pp 358-364); Snipp, "The First Americans" (pp 442-449). Collins & Yeskel – Chap 1 "The Dangerous Consequences of Growing Unequality" (pp 13-37). Tatum – "The Complexity of Identity: Who Am I?" (pp 18-28); "The Early Years" (pp 31-51).

Brief Paper 1 Due Today, Video: "Skin Deep" & *Oppression in the News

Session 3: September 18

Readings for today's class: Andersen & Collins – Introduction to Part II, "Systems of Power and Inequality" (pp. 61-90); Bonilla-Silva, "Racism without Rascists" (pp 91-97); McIntosh, "White Privilege" (pp 98-102); Williams, "Of Race and Risk" (pp 103-105); Martinez, "Seeing More Than Black and White" (pp 105-111); Ferber, "What White Supremists Taught a Jewish Scholar about Identity" (pp 111-115); Sklar, "Growing Gulf Between Rich and Rest of Us" (pp116-118). Collins & Yeskel – Chap 2 "The Picture: Growing Economic Insecurity & Inequality" (pp 38-64).

Video: "Shadows of Hate" by the Southern Poverty Law Center

Brief Paper 2 Assigned (Due next session on Sept. 25) & *Oppression in the News

Session 4: September 25

Readings for today's class: Anderson & Collins- Shapiro, "The Hidden Cost of Being African American" (pp127-135); Andersen & Collins- Patillo-McCoy, "Black Picket Fences: Privilege and Peril among the Black Middle Class", (pp 136-143); DeParle, "Broken Levees, Unbroken Barriers" (pp 143-146); Rubin, Zinn, Hondagneu, & Messner, "Sex and Gender Through the Prism of Difference" (pp.147-156); Espiritu, "Ideological Racism and Cultural Resistance" (pp156-165); Alvarez, "A White Woman of Color" (pp166-171); Messner, "Masculinities and Athletic Careers" (pp 172-184); Gerschick, "Toward a Theory of Disability and Gender" (pp 185-189); Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" (pp 393-397). Tatum – Chapter 4 "Identity Development in Adolescents: Why Are All the Black Kids Sitting Together in the Cafeteria?" (pp 52-74).

****Brief Paper 2 Due Today & Oppression in the News***

Session 5: October 2

Readings for today's class: Collins & Yeskel – Chapter 3 "The Causes of Inequality" (pp 65-126). Andersen & Collins –Levitt, "Salsa and Ketchup" (pp 207-214); Smith, "Mexicanness in New York" (pp 214-220); Kilbourne, "You Talkin' to Me?" (pp 228-233).

Video: "Killing Us Softly"

****Brief Paper 3 Assigned (Due next session on Oct 9) & Oppression in the News***

Session 6: October 9

Readings for today's class: Anderson & Collins – "Is This a White Country or What?" (pp 190 -198); Waters, "Optional Ethnicities" (pp198-207); Kibria, "Migraton and Vietnamese American Women" (pp 220-227); Gluckman & Reed, "Where Has Gay Liberation Gone?: An Interview with Barbara Smith" (pp 234-237); Kempadoo, "Globalizing Sex Workers' Rights" (pp 238-246); West, "Black Sexuality: The Taboo Subject" (pp 247-252); Katz, "The Invention of Heterosexuality" (pp 252-266); Introduction to Part III the Structure of Social Institutions" (pp 267-282); Block, Balcazar & Keys, "Race, Poverty and Disability: Three Strikes and You're Out! Or Are You?" (pp 426-432).

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

Oppression in the News

Session 7: October 16

Readings for today's class: Tatum – "Racial Identity in Adulthood: Still a Work in Progress..." (pp 75-90); "The Development of White Identity: I'm not Ethnic, I'm just Normal" (pp 93-113); "White Identity & Affirmative Action: I'm in favor of affirmative action except when it comes to my jobs" (pp114-128). Anderson & Collins – "The Indignities of Unemployment" (pp 292-293); Moss & Tilly, "Soft Skills and Race" (pp 294-302); Newman, "The Invisible Poor" (pp 303-312); Lareau, "Unequal Childhoods" (pp 348-358).

Video: "Affluenza"

****Brief Paper 4 Assigned (Due next session Oct 23)***

Oppression in the News

Session 8: October 23

Readings for today's class:

Anderson & Collins– Takaki, "A Different Mirror" (pp 32-44); Amot & Matthaei, "Race, Class, Gender, and Women's Works" (pp 283-292); Brown, Hondagneu-Sotelo, "Domestica" (pp 312-320); Racist Stereotyping in the English Language" (pp 365-375); Malveaux, "Gladiators, Gazelles, and Groupies: Basketball Love and Loathing" (pp 398-403); Wriggins, "Rape, Racism, and the Law" (pp 468-475); Taylor, "How Safe is

America?" (pp 475-478); Fellner, "The Starbucks Paradox" (pp 493-499). Collins & Yeskel – "Building a Fair Economy" (pp 126-146).

Video: "Fast Food Women"

***Brief Paper 4 Due Today**

Oppression in the News

Session 9: October 30

Readings for today's class: Anderson & Collins – Langston, "Tired of Playing Monopoly?" (pp118-127); Churchill, "Crimes Against Humanity" (pp 376-383); Mantsios, "Media Magic: Making Class Invisible" (pp 384-392); Halbfinger & Holmes, "Military Mirrors a Working-Class America" (pp 459-467); Zane, "Interrupting Historical Patterns" (pp 499-510). Tatum – "Critical Issues in Latino, American Indian, and Asian Pacific American Identity Development" (pp 131-166)

Video: People Like Us

***Paper 5 Assigned (Due next session Nov 6) & Oppression in the News**

Session 10: November 6

Readings for today's class: Tatum – "Identity Development in Multiracial Families" (pp 167-190). Anderson & Collins – Dill, "Our Mothers' Grief: Racial-Ethnic Women & the Maintenance of Families" (pp 321-334); Childs, "Navigating Interracial Borders: Black-White Couples and Their Social Worlds" (pp 335-343); Weston, "Straight is to Gay as Family is to No Family" (pp 343-348); Krauss, "Women of Color on the Front Line" (pp 511-522). Collins & Yeskel – "Actions to Close the Economic Divide (147-177).

***Brief Paper 5 Due Today & Oppression in the News**

Session 11: November 13

Readings for today's class: Andersen & Collins – Ross & al. "Just Choices" Silliman, (pp 433- 441); "Policing the National Body: Sex, Race, and Criminalization" (pp 450-457). Collins & Yeskel – "Changing the Rules to Build a Fair Economy" (pp 178-226).

***Brief Paper 5 Assigned (Due next session Nov 20) & Oppression in the News**

Session 12: November 20

Readings for today's class: Anderson & Collins – Comstock, "Whosoever is Welcome Here" (pp 522-529); Processes of Change: Kelley, "How the New Working Class Can Transform Urban America" (pp 535-566). Tatum – Breaking the Silence: "Embracing a Cross-Racial Dialogue" (pp 193-206); "Continuing the Conversation" (pp 207-219); "Getting Started: Resources for the Next Step" (pp 221-242).

***Brief Paper 6 Due Today, Video: "What's Cookin?," & Oppression in the News**

Session 13: November 27 * Analytical Papers Due & Presented

~~Course evaluations~~

Session 14: December 4 (Final Class)

Presentations (cont'd) - *Brief and Analytical Papers Returned