

**UNIVERSITY OF TENNESSEE  
COLLEGE OF SOCIAL WORK**

**SW-518 - Social Work and Oppression**

Course Outline  
Summer 2004 Session

Section # 02023  
Room #: 234

Instructor: Kim Crane, MSSW  
615-322-1461  
kim.crane@vanderbilt.edu  
Office hours: Mondays and Wednesdays 5:00-5:30 and by appointment

**Required Textbook**

Andersen, M.L. & Collins, P.H. (1998). Race, class, and gender (5<sup>th</sup> ed.). Belmont, CA: Wadsworth Publishing Co.

**Sources of Additional Required Readings**

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

Cyrus, V. (Ed). (1993). Experiencing race, class, and gender in the United States. Mountain View, CA: Mayfield Publishing Co.

Freeman, J. (Ed). (1994). Women: A feminist perspective (5th ed.). Mountain View, CA: Mayfield Publishing Co.

Katz, P.A. & Taylor, D.A. (1988). Eliminating racism: Profiles in controversy. New York: Plenum Press.

Kimmell, M.S. & Messner, M. A. (Eds.). (1995). Men's lives (3rd ed.). Boston: Allyn & Bacon.

Ploski, H. A. & Williams, J. (Comps. & Eds.). (1989). The Negro American: A reference work on the African American. Detroit: Gale Research.

Rothenberg, P. S. (Ed.). (1995). Race, class, and gender in the United States. (3rd ed.). New York: St. Martin's Press.

Turner, J. H., Singleton, R., & Musick, D. (1980). Oppression: A socio-history of Black white relations in America. Chicago: Nelson-Hall.

All of the required readings are on reserve in the Nashville library.

Students may note that some of the readings assigned for a given week might, on the surface, appear to have better fit better the subject matter for a different week. For example, readings on racism appear throughout the Course Outline, as do readings on gender and class. In fact, these readings are not misplaced. They have been included where listed for two reasons: 1) because they illustrate a central characteristic of oppression that is relevant to that day's reading, and 2) because this course uses an iterative process in which subject area are periodically revisited to deepen or expand the student's knowledge of that area. Similarly, films such as *Eyes on the Prize* are shown at various points throughout the semester to illustrate concepts central to oppression and to provide iterative opportunities for learning.

### COURSE REQUIREMENTS

1. In order to receive a "B" in the course, all students are to write four (4) 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 "B" or better.

In the brief papers, students are to respond to the question or questions distributed in class that will address the readings in the syllabus units covered in the course from July 7 through August 4. The papers are to be three pages long, and typed, double-spaced. Please use size 12 font in Times New Roman or a similar style and have 1-inch margins. Starting with the class on July 7, a question or questions will be distributed in each Wednesday class. The paper responding to the question(s) is due that following week in Monday's class. These papers are to be distributed among the syllabus units as follows:

Paper # 1- Distributed July 7, due July 12

Paper #2- Distributed July 14, due July 19

Paper # 3- Distributed July 21, due July 26

Paper # 4- Distributed July 28, due August 2

2. For a grade of "B+," students are to write four (4) brief essays as discussed in "1" above **and** write 4 brief papers regarding Oppression in the News. Students will need to look for evidence of ongoing oppression of various groups in the news. Students will bring in evidence of this oppression, either by bringing in the article or bringing a copy or web page (ex: from TV news) regarding their findings. Students must write a 2-page paper on this topic and staple all articles together prior to submission. Font and layout guidelines are outlined in #1. Papers must merit a grade of "B" or better. These papers and attached items are due as follows:

Oppression in the News #1, due July 14

Oppression in the News #2, due July 21

Oppression in the News #3, due July 28

Oppression in the News #4, due August 4

3. For a grade of "A," students are to complete the four (4) brief essays, four (4) Oppression in the News papers, **and** develop a presentation for the class on some aspect of oppression. Presentations will be 30-40 minutes long and will most likely be done in small groups.

### **CLASS POLICIES:**

- 1) Students are expected to attend class regularly. They are expected to arrive on time and to remain in class until the completion of the class period. Any student missing more than 3 classes will receive a failing grade.
- 2) Incompletes will be given only according to the rules specified in the UT Catalogue. Please refer to the catalogue for additional information.
- 3) All written assignments are due at the beginning of the class period of the date specified on the course outline. Assignments received after that time will be marked down significantly.
- 4) Assignments are to be completed correctly at the time of submission. The instructor will be available to discuss papers and group assignments until one week prior to their due date. After that no assistance will be given. No papers or assignments may be resubmitted once a grade has been given.
- 5) Cheating and/or plagiarizing will not be tolerated. Any student caught cheating or plagiarizing will be subject to the disciplinary procedures outlined in the UT Student Handbook.
- 6) University policy regarding religious holidays will be observed. As stated by the UT student handbook, any student may request to be excused from class to observe a religious day from his/her faith.

### **COURSE OUTLINE**

#### **Class 1: Wednesday, July 7, 2004- Syllabus, introduction to the course**

Introductions of class members  
Review of syllabus  
Discussion of examples of oppression in the news  
Social work ethics and oppression  
*Race: the Power of an Illusion, I*  
Brief Paper #1 distributed

**Assignments for next class:**

Brief Paper #1 Due

Turn in typed note with desired grade, along with name and contact information

**Readings for next class:**

Anderson & Collins, pp. 1-73; 310-353 (Introductory Concepts in Oppression); 395-482 (American Identity and Culture)

Sanchez, In Cyrus, *Sex, Class, and Race Intersections: Visions of Women of Color*, pp. 194-197.

**Class 2: Monday, July 12, 2004- Introductions to the mechanisms of oppression**

*Race: The Power of an Illusion II & III*

Discussion of the basic mechanisms and processes that create and sustain oppression:

Outgroups

Colonization

Types of racism

Privilege

Exercises using the articles from today's reading

Turn in desired grade to instructor

Turn in Brief paper #1

**Assignments for next class:**

Oppression in the News # 1

**Readings for next class:**

Anderson & Collins, pp. 75-126 (Race and Privilege)

Kincaid, "Girl" in Cyrus (pp. 70-71)

Sklar, Imagine a Country, pp. 121-130

**Class 3: Wednesday, July 14, 2004- Racial Oppression**

Oppression in the news (Class discussion)

*Eyes on the Prize I & II*

Discussion of *Eyes on the Prize I & II*

Exercises and group discussion of today's readings

Turn in Oppression in the News, paper #1

**Assignments for next class:**

Brief Paper #2 due

**Readings for next class:**

Spickard, P.R., Fong, R., & Ewalt, P.L. (1995). *Undermining the very basis of racism, its categories*. Social work, 41(5), 581-584.

Turner, Singleton, & Musick, Chapter 2. *The Culture of Black Oppression*, 11-41.

**Class 4: Monday, July 19, 2004- Racial oppression**

Oppression in the news (Class discussion)

*Eyes on the Prize III & IV*

Discussion of *Eyes on the Prize III & IV*

Turn in Brief Paper #2

Exercises and group discussion of today's readings

**Assignments for next class:**

Oppression in the News, paper #2

**Readings for next class:**

- Anderson & Collins, pp. 127-165 (Class & Inequality)  
Zandy, In Cyrus, *Decloaking class: Why class identity and consciousness count*, pp. 103-112.  
Greer, In Cyrus, *Something is robbing our children of their future*, pp. 141-146.  
Sweet, In Cyrus, *We're not Bums*, pp. 147-149.

**Class 5: Wednesday, July 21, 2004- Class oppression**

- Roger and Me*  
Oppression in the news (class discussion)  
Exercises and group discussion of today's readings  
Turn in Oppression in the News, paper #2

**Assignments for next class:**

- Brief Paper #3

**Readings for next class:**

- Anderson & Collins, pp. 266-309 (Effects of Racial and Ethnic Oppression on Families)  
U.S. Commission on Civil Rights, In Cyrus, *Historical Discrimination in Immigration Laws*, pp. 171-176.  
Qoyawayma, In Cyrus, *To Be Hopi or American?*, pp. 23-25.  
Novak, In Cyrus, *Neither WASP nor Jew nor Black*, pp. 25-30.  
Alvarez, In Cyrus, *El Hilo Que Nos Une: Becoming a Puerto Rican Woman*, pp. 30-33.  
Wu, In Cyrus, *In Search of Bruce Lee's Grave*, pp. 33-35.  
Henry, In Cyrus, *Beyond the Melting Pot*, pp. 53-57.  
Dorris, In Cyrus, *Native Americans v. the U.S. Government*, pp. 188-193

**Class 6: Monday, July 26, 2004- Ethnic oppression**

- Legacy*  
Oppression in the news (class discussion)  
Discussion of the contribution of various immigration processes to oppression  
Completion of in-class computer lab assignment  
Turn in Brief Paper #3  
Guest speaker from the Hispanic community  
Exercises and group discussion of today's readings

**Assignments for next class:**

- Oppression in the News, paper #3

**Readings for next class:**

- Anderson & Collins, pp. 166-265 (Gender and Sexism)  
Lourde, *The Oppressor Within*  
Phillips, In Cyrus, *In the Beginning there are Babies*, pp. 61-65  
Reifler, In Cyrus, *Time Warp in A Toy Store*, pp. 65-67  
Hyde, In Cyrus, *How Women are Treated in Language*, pp. 67-70  
Chafetz, In Cyrus, *Some Individual Costs of Gender Role Conformity*, pp. 70-74  
Hyde, In Cyrus, *Gender Roles and Ethnicity*, pp. 75-78  
Allen, In Cyrus, *Where I Come from is Like This*, pp. 78-83  
Thompson, In Cyrus, *The Male Role Stereotype*, pp. 85-87

Sheffield, *Sexual Terrorism*, pp.3-19

**Class 7: Wednesday, July 28, 2004- Gender Oppression**

Oppression in the news (class discussion)

*Tough Guise*

Discussion of *Tough Guise*

Guest speaker

Exercises and group discussion of today's readings

Class presentations

**Assignments for next class:**

Brief paper #4 due

**Readings for next class:**

Altman, In Cyrus, *Why are Gay Men so Feared?*, p. 91

Pharr, In Cyrus, *Homophobia and Sexism*, pp. 303-307

Levine, In Cyrus, *The Life and Death of Gay Clones*, pp. 55-66

Katz, In Ore, *The Invention of Heterosexuality*, pp.137-149

Rust, In Ore, *Sexual Identity and Bisexual Identities: The Struggle for Self-Description in a Changing Landscape*, pp. 160-177.

**Class 8: Monday, August 2, 2004- Sexual Orientation Oppression**

Oppression in the news (class discussion)

Exercises and group discussion of today's readings

Turn in Brief Paper #4

Guest speaker panel

Class presentations

**Assignments for next class:**

Oppression in the news, Paper #4 due

**Readings for next class:**

Anderson & Collins, pp. 354-392 (State Institutions & Social Policy)

Anderson & Collins, pp. 483-559 (Policy and Intervention)

**Class 9: Wednesday, August 4, 2004- Social Policy & oppression/Mechanisms for Change**

Oppression in the news (class discussion)

*Bowling for Columbine*

Exercises and group discussion of today's readings

Turn in Oppression in the News, paper #4

Class presentations

**Assignments for next class:**

Oppression in the news

Brief Paper #4 due