

## **POWER, PRIVILEGE & OPPRESSION**

### **SW B 595 – SUMMER 2024 ALL SECTIONS**

Mondays and Thursdays 6/24/2024 – 7/25/2024

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Office Hours: Fridays between 2 and 3 pm

### **COURSE DESCRIPTION**

“Power, Privilege & Oppression” is a required foundational course for all MSS students and is intended to help students develop awareness of structures of inequality, systemic oppression, and individual privilege as they relate to social work service delivery.

Power, Privilege & Oppression asks students to reflect on relevant issues in social work and social service history, as well as in the present. Students will be asked to analyze agency experience related to power and social identity and encouraged to reflect on their own experiences of intersectional social identities in interaction with others and in context.

This course draws from theoretical models of critical race theory as well as social identity formation and development. Materials for this course are drawn from various disciplines including social work, psychology, sociology, anthropology, education, history, and gender studies. The course is divided into four modules: American Racism & White Supremacy, Systemic Oppression, Intersectionality & Social Identity Development, and Modes of Resistance.

Students reflect on events, professional and scholarly journals in their discussions and written assignments. Documentaries and film clips are used in classroom instruction and student assignments to further integrate learning and highlight topics. Students acquire knowledge from class readings, film and video screenings, class discussion, written assignments and small group and dyad work to develop a foundational understanding of structural inequality and a beginning framework for culturally informed, anti-oppressive social work practice. The working assumption of this course is that developing skills of anti-oppressive social work practice is an ongoing, lifelong process, fundamental to our profession.

### **COURSE OBJECTIVES**

The objectives of this course are directly related to the school’s mission, professional competencies outlined by the Council on Social Work Education (CSWE), and the National Association of Social Work’s Code of Ethics (NASW, 2017). The CSWE has developed Educational Policy and Accreditation Standards (EPAS) for the MSS degree

(<https://www.cswe.org/Accreditation/Standards-and-Policies/2015-EPAS>).

These standards reflect a competency-based approach to education. These core competencies are reflected in the following knowledge, values, skills, and behaviors for practice (Note: an outline of CSWE Competencies and Practice Behaviors regarding course content is at the end of this syllabus). They reflect a commitment to social justice as it applies to all human beings and the charge of social workers to engage with marginalized and oppressed populations. By increasing their awareness of systemic oppression and White supremacy, as well as an understanding of implicit bias inherent in all of us, students are better equipped to draw from a

variety of theories in their assessment of and work with clients with shared and different social identities, in various social service and mental healthcare systems. Student assignments and class discussion are designed to support the course objectives and consequently the goals of the GSSWSR MSS program.

All students are expected to demonstrate through assignments and class discussions their ability to:

***Knowledge and Values:***

1. Appreciate the economic, social, political and cultural forces (e.g. slavery, colonialism, imperialism and genocide) which have historically generated oppression in the United States and internationally.
2. Understand institutional and personal systems of racial, gender, ethnic, class, ability, sexist, ageist, heterosexist power and privilege.
3. Understand theories related to social identity development.
4. Understand the intersectionality of race, class, gender identity and expression, and sexual orientation and their impact on social work theory, policy and practice.
5. Understand migration-related issues, acculturation and stressors for immigrant, refugee and asylee newcomers to the United States.
6. Understand the dynamics inherent in helping relationships when the practitioner is White as well as when the practitioner is a person of Color.
7. Recognize the nature and function of racism and intersectional bias and oppression, stereotypes, privilege, and discrimination in intra-group and inter-group relations.

***Skills and Behaviors:***

8. Assess dynamics of communication in the context of power, privilege, and oppression, with colleagues and clients with shared and different social identities.
9. Assess the impact of oppression and the stresses of xenophobia, acculturation, assimilation, and migration on marginalized, immigrant and refugee populations.
10. Assess the strengths, resources, and problem-solving capacities of individuals, families, and communities historically and presently contending with structural and institutional oppression in the United States.
11. Identify their own values, beliefs, and assumptions derived from their own cultural, ethnic, class, gender, sexual identity, and ability backgrounds and how these may impact on their perceptions of and work with others.
12. Identify a foundation for ongoing development of reflexivity in clinical practice.
13. Apply an anti-oppression framework to social work practice, policy analysis, and research with individuals, families, groups, communities, and organizations.

**CLASS POLICIES**

***Class Schedule & Format***

Classes will typically include synchronous time conducted in-person and asynchronous assignments and tasks either before or after each class. Class will begin and end on time and may include a short break. Students are expected to be on time and to remain present. Continual tardiness and/or not remaining present online constitutes unsatisfactory performance.

### ***Attendance***

Students are expected to attend all class sessions and submit written assignments on time. However, if you are unwell or may have been exposed to COVID-19, or another contagious virus, please stay home. The instructor should be notified, in advance, if the student expects to miss a class meeting or assignment due date. If a student has **two** absences, the instructor will report this to the student's advisor and to the Dean's Office. Three or more absences automatically result in the student coming before the Committee for Academic Progress and Support (CAPS). The method used to monitor students' attendance in class will be noted by the instructor.

### ***If a student or instructor Needs to Join an In-Person Class Remotely***

Students who have concerns about possible COVID-19 symptoms or who have COVID-19 related caretaking responsibilities that prevent them from attending class in person, may—if up to it—join the in-person class remotely by Zoom. Please contact your instructor with as much notice as possible to coordinate the Zoom link and technology—ideally by the previous evening—and recognize that your instructor may be teaching and in meetings for several hours immediately before your class session and unable to be responsive without notice. Additionally, if your instructor needs to stay away from class and campus due to symptoms or concerns related to COVID-19, they will—if well enough—attempt to contact the class and school to teach the class remotely. In this situation, students should be able to participate as usual from the normal classroom. This option is for illness only and not for other purposes such as travel.

### ***Class Participation***

Cell phones and other electronic devices must be silenced during class sessions. Class discussion is a very important part of the learning process. Students work in small groups, dyads, as well as in the larger group and online forums for discussions. Due to the nature of the topics covered in this course, discussions will likely touch on sensitive issues for everyone at some point. While none of us should expect to be comfortable with everything that is said in class, the instructor's aim is to create an intentionally inclusive, productive, and highly thoughtful classroom environment, where students and the instructor can engage even when there is difficulty and discomfort. It is the mutual responsibility of the instructor and students in the class to raise and discuss concerns when they arise in our class.

### ***Using Community-Affirmed and Affirming Language***

Code 1.12 of the NASW (2017) Code the Ethics states that "Social workers should use accurate and respectful language in all communications to and about clients." Code 2.01 also stipulates that social workers should treat colleagues with respect and communicate with and about them with accuracy. With reference to people in marginalized or under-represented groups, "respectful language" means using language generally affirmed by people in that group. Note that whether language is affirming can depend in part on the context of the exchange and the positionalities of the person using the language. Community-affirmed language can also change rapidly.

### ***Reading Assignments***

Students are expected to complete assigned readings **in advance** of class meetings to be prepared for class discussion. The expectation for a graduate-level course is **up to 2 hours** of

reading/class preparation for **each class hour**. In this case, you are expected to spend 3 to 4 hours of preparation time for each class. If you are having difficulty meeting this expectation and/or difficulty keeping up with the readings, please discuss this with your instructor. All readings are posted on Moodle or are contained in the required textbook. (Readings are selected to enhance application of “critical thinking to engage in analysis of quantitative and qualitative research methods and research findings” as outlined by EPAS Competency 4.)

### ***Written Assignments***

All written work must be submitted on time unless otherwise specified by the instructor. Students are expected to use American Psychological Association (APA) style for referencing sources and citations within text. Please consult the Publication Manual of the American Psychological Association, 7th edition or online at:

<http://owl.english.purdue.edu/owl/resource/560/01/>

### ***Plagiarism***

It is assumed that all written work will be completed independently, unless otherwise specified. An indication that the student’s work has not been completed independently will result in referral to the Committee for Academic Progress and Support (CAPS). Each student should become familiar with the College’s guidelines on plagiarism (see student handbook) and with the National Association of Social Work Code of Ethics. The Code of Ethics is available online at <http://www.naswdc.org/code.htm>.

### ***Grades***

Grades for this course are "Satisfactory" (S), Satisfactory minus (S-) and "Unsatisfactory" in accordance with School policy. To achieve the intended outcomes for the course, the student must complete all work with an evaluation of Satisfactory. Late submission of assignments must be negotiated in advance with the instructor. The rubrics for grading assignments are below. Students who experience extenuating circumstances preventing them from completing course assignments should speak to the instructor as soon as possible to discuss their individual situation.

### ***Course Completion Requirements***

Students may not proceed to the next semester until all work from the previous semester is complete or until a grade of Permanent Incomplete or Unsatisfactory is issued.

### ***Accommodations***

Students, who for any reason, believe that they may need accommodations in this course are encouraged to contact the Bryn Mawr College Coordinator of Access Services, at 610-526-7351 in Eugenia Chase Guild Hall, Room 103, to discuss their eligibility for accommodations. Early contact will help avoid unnecessary inconvenience and delays. It is the student's responsibility to share approved accommodations letters with their instructor.

## **ASSIGNMENTS**

All written assignments should be submitted in Word format, using APA formatting style (7th ed), 12 pt. font, double spaced with 1-inch margins. Unless otherwise stated by your instructor, all assignments should be loaded to your Moodle shell in the assigned class.

Reflective Writing #1	15 Points
Institutional Racism & Oppression Paper	20 Points
Reflective Writing #2	15 Points
Assessment of Power, Privilege & Oppression Paper based on film: Pariah	35 Points
Class Participation	15 Points
Total Points	100 84+ is a Satisfactory grade (S) 75-84 is a Marginal Satisfactory grade (S-) Under 75 Points is an Unsatisfactory grade (U)

The Class Participation Rubric is based on the GSSWSR's Standards of Professional Behavior (as outlined on pg. 35 of the student handbook;

[https://www.brynmawr.edu/sites/default/files/GSSWSR\\_Catalog\\_Web.pdf](https://www.brynmawr.edu/sites/default/files/GSSWSR_Catalog_Web.pdf)

13-15 Points	Fully prepared, attentive, always follows class guidelines, asks questions & makes comments in large or small group discussions; encourages & respects peers.
8-12 Points	Usually Prepared, attentive, generally follows class guidelines, participates in asking questions and making comments regularly in large or small group discussions, encourages and respects peers regularly.
5-8	Preparation for class varies, generally follows class guidelines, and doesn't participate regularly by asking questions or making comments regularly, inconsistent with encouraging and respecting peers.
4 or less	Generally unprepared for class, doesn't participate consistently, or is disruptive or insensitive to others.

### **I. Reflective Writings (1-2 pages)**

There will be reflective writings to help you process your thoughts and feelings in this class. Two will be submitted to the instructor as homework and some may be in-class reflections which will not be collected. You are expected to discuss some aspects of your reflection with your class partner. Please do not email them your assignment, this should be a mindful discussion during which you will practice sustained, listening and reflecting. The listener may ask for clarification, but the purpose of sharing is not for a critique or feedback, but rather to learn about another person's point of view. In each of these reflections, and elsewhere, please only share/discuss identities and dynamics you feel comfortable sharing at the time of writing – you may find you feel comfortable sharing week to week. Instructor feedback on reflections will be minimal as these are your personal thoughts.

**Reflective Writing # 1** – Due by 11 pm the day before **class 3**/ Unless otherwise stated by your instructor.

In your reflection, please address the questions below from the point of view of the intersection of your social identities (including race) (e.g., as a White cisgender man ....) Please include reactions to one assigned reading. After you have written & submitted your reflection, please schedule a time to discuss some aspects of your reflection with your class partner.

1. What impacted you the most from classes 1-2 (discussion, reading, film)? Why?
2. What types of institutional racism have you observed or experienced (in your agency, at school or other institutions)?
3. Who is/was affected by institutional racism you observed? If it was you, who else was impacted?

**Reflective Writing # 2** – Due by 11 pm the day before class 6/ Unless otherwise stated by your instructor.

In your reflection, please address the questions below from the point of view of the intersection of your social identities (including race) (e.g. as an African American and Native American woman...). Please include reactions to at least one assigned reading. After you have written your reflection, please schedule a time to discuss some aspects of your reflection with your class partner.

1. What impacted you the most from classes 4-6? Why?
2. What issues would you anticipate a family or individual might need to address, if they had recently migrated to the US? What social services might be useful?
3. What have you learned about yourself in reflecting on different types of oppression described in readings from classes 4-6?

**II. Institutional Racism and Oppression Paper** – Due by 11 pm the day before Class 4/ Unless otherwise stated by your instructor: (5-6 pages, 12 pt. font, double spaced)

Reflecting on readings and class discussions on institutional racism and oppression from the term so far, consider an agency or institution with which you are familiar. For example, you might choose your field placement, a previous place of employment oriented to social services or education, or Bryn Mawr College. Identify one or two aspects of institutional racism or systemic oppression that are perpetuated in this system (Use Miller's Web of Institutional Racism in chapter 4) and how you are observing them. Discuss the effects of the institutional racism and/or oppression you have identified on the organization, its staff/employees, or the population the agency or institution serves.

- Comment on the following:
- Which members of this institution are affected?
- And what is the impact of this systemic oppression on them?

- What is the historical or political context?
- Have there been any attempt to acknowledge or address this issue?
- Has there been any progress? If so, describe. If not, what progress do you think there needs to be? How do you think this institutional racism or oppression might begin to be ameliorated?
- If you are involved with this system, what role do you play?
- Include any aspects of Critical Race Theory which may be relevant to your discussion.

### **III. Assessment of Power Privilege & Oppression in the film: Pariah**

#### **Oral Presentation**

Using PowerPoint and at least 1 slide for each question, and reference at least two sources. All the points described for the Paper Option must be covered in this presentation. Your feedback will be oral immediately following your presentation.

The presentation should identify the strengths and presenting problems of either character (Alike or Audrey) at micro and macro level perspectives. Include the following in your presentation:

1. Identify the psychological and social factors for the character chosen in interaction with the systems she engages with (school, work, community) and larger historical, political, and policy questions that impact their experiences.
2. Discuss the impact of institutional and structural power and oppression and how you would explore this with Alike or Audrey?
3. Identify a theory or approach you might use to engage and assess either character, and the systems impacting them.
4. Discuss how your own social identities might be relevant in the work.

Please engage in substantive discussion with **at least two readings** from the syllabus. Readings do not need to pertain directly to the topical issues at stake for Alike or Audrey, but please choose readings that help to deepen your assignment.

The goal of this final assignment is to deepen the student's ability to reflect on interrelated dynamics of power and oppression at micro, and macro levels, and to assess the intersection of different social identities for the client system and social worker. Social workers must be able to consider the ways that micro and macro-level interactions are structured by historical, political, and policy level forces, such as racism, misogyny, cisgenderism, and homophobia and to analyze the ways these dynamics of power, privilege and oppression can be mutually reinforcing.

#### **COURSE OUTLINE & ASSIGNED READINGS**

\* \* \* The CSWE EPAS core competencies and related practice behaviors targeted for each week of the course, including a reiteration of those for the assignments, are in the appendix, following this course outline. \*\*\*

#### **Required text (students must purchase):**

Miller, J. L., and Garran, A.M. (2021). Racism in the United States: Implications for the helping professions, 2nd Edition. Springer Publishing Company, New York.

**All other required readings are posted on Moodle. Recommended Books:** in case the Moodle does not work, the readings will be delivered to you via email.

- DiAngelo, R. J. (2018) *White Fragility: Why It's so Hard for White People to Talk About Racism*. Boston, MA: Beacon Press.
- Coates, T (2015) *Between the world and me*. New York, Spiegel and Grau
- Wilkerson, I. (2020) *Caste: the origins of our discontents*. New York, Random House.
- Films: The films listed will be shown in class or assigned to view beforehand. At times, only part of the film will be shown to allow time to process information in class. **Please do not view films before being asked to do so.**

## **MODULE I – AMERICAN RACISM & WHITE SUPREMACY**

### **Class 1: Introduction to the Course: Key Concepts**

6/24/2024

1. Introductions
2. Relationship building - engaging in challenging discussions.
3. Establish class rules, boundaries, communication skills, safety, etc.
4. Systems of Power and Inequality
5. NASW Standards & Indicators of Cultural Competence
6. In-class exercise dyad work
7. Course requirements and expectations.

Andersen, M.L. & Collins, P.H. (2007) Systems of power and inequality. In M.L. Anderson & P.H. Collins (Eds.) *Race, class, and gender: An anthology* (p. 61-90). Belmont, CA. Wadsworth

Lee, M.W. (2011). The Art of mindful inquiry. In: Lee Mun Wah's *Let's get real: What people of color can't say, and whites won't ask about racism* (p.3-8). Berkeley, C.A.: StirFry Seminars & Consulting.

Miller, J., Garran, A.M. (2017). Chapter 3: Social identity and situating ourselves. In: *Racism in the United States: Implications for the helping professions*, 2<sup>nd</sup> Ed., (pp 1-12). New York, NY: Springer Publishing Company, LLC.

Recommended:

NASW (2015) *Standards and indicators for cultural competence in Social Work Practice*, National Association of Social Workers, Washington, D.C.

### **Class 2:**

6/27/2024

#### **Historical Context of Racism in the United States**

1. Definition of terms: Racism, white supremacy, prejudice/bias
2. White Supremacy



3. Institutional Racism
4. Stereotypes and bigotry
5. Debrief: The Intercultural Development Inventory (IDI)
6. In-class dyad or small group discussion following the film

Fisher-Borne, M. Montana Cain, J. & Martin, S. L. (2015) From mastery to accountability: Cultural Humility as an alternative to Cultural Competence, *Social Work Education*, 34 (2) 165-181.

Miller, J., Garran, A.M. (2017). Chapter 4: The web of institutional racism. In: *Racism in the United States: Implications for the helping professions*, 2<sup>nd</sup> Ed, (p 73-115). New York, NY: Springer Publishing Company, LLC.

Okun, T. (2021) White Supremacy Culture Characteristics – Update of original 1999 article. Available at: <https://www.whitesupremacyculture.info/characteristics.html>

Optional Film (view at home via Moodle) **“Ethnic Notions”** Dir. By Marlon Riggs, San Francisco, CA, 1987. Marlon Riggs's groundbreaking study dissects a disturbing underside of American popular culture by revealing the deep-rooted stereotypes that have fueled prejudice against blacks. In a searing procession of bigotry, Loyal Toms, carefree Sambos, faithful Mammies, leering Coons and wide-eyed Pickaninnies scroll across the screen in cartoons, feature films, popular songs, minstrel shows, advertisements, household bric-a-brac, and children's rhymes.

In Class Film: 13th (2016) 1 hr. 40 min. – Netflix  
Filmmaker Ava DuVernay explores the history of racial inequality in the United States, focusing on the fact that the nation's prisons are disproportionately filled with African Americans.

### **Systems of Inequality**

1. Critical Race Theory
2. The dynamics and mechanisms of oppression and discrimination
3. Socialization into White privilege
4. Confronting Stereotypes
5. Identity Development and Awareness
6. Dyad or small group discussion of film

Azulai, A, (2014). “Ageism and Future Cohorts of Elderly: Implications for Social Work.” *Journal of Social Work Values and Ethics*, 11, (2), 2-12.

Ortiz, L. & Jani, J. (2010). Critical race theory: A transformational model for teaching diversity, *Journal of Social Work Education*, 46:2, 175-193

Lee, M.W. (2011). The Art of listening: Facilitating a conflict, conversation starters, etc. In: Lee Mun Wah's Let's get real: what people of color can't say and whites won't ask about racism (p.9-15). Berkeley, C.A.: StirFry Seminars & Consulting.

## **MODULE 2 – SYSTEMIC OPPRESSION**

### **Class 3:**

7/1/2024

**\*\*\*Reflection I Assignment due by 11 pm the day before class/Discussed by Instructor\*\*\***

### **Migration - Immigration**

1. Immigration status.
2. Assimilation and acculturation
3. Impact of immigration on social service delivery and policies

Ayón, C. & Philbin, S.P. (2017). “Tú No Eres de Aquí”: Latino children’s experiences of institutional and interpersonal discrimination, and microaggressions. *Social Work Research*, 41(1), 19-30.

Cleveland, C. (2017). How the Immigration and Deportation Systems Work: Social Worker's Guide, *Journal of Sociology and Social Welfare*, Sep 2017, Vol.44(3), 55-73.

Robinson, Lena et al. “Muslim Youth in Britain: Acculturation, Radicalization, and Implications for Social Work Practice/training.” *Journal of Religion & Spirituality in Social Work: Social Thought* 36.1-2 (2017): 266–289.

Lee, S. (2023). Asian critical theory in understanding the women victims of anti-Asian hate crimes. *International Social Work*, 66(5), 1578-1583.

Siemons, R. et al (2017). Coming of Age on the Margins: Mental health and wellbeing among Latino immigrant young adults eligible for action for childhood arrivals (DACA). *Journal of Immigrant and Minority health*, 2017, 19, (3) p. 543-551.

### **Ability based oppression**

1. Ableness in context and culture
2. Intersection of Ability and Immigration status
3. Aging and ageism
4. In class reflection (free writing) on film, readings or class discussion

El-Lahib, Y. (2016). Theoretical dimensions for interrogating the intersection of disability, immigration and social work. *International Social Work*, 60, (3), p. 640-63, June 28, 2016.

Balcazar, F. E., Suarez-Balcazar, Y. et al (2012), A case study of liberation among Latino immigrant families who have children with disabilities. *American Journal of Community Psychology*, 49 (1-2), 283-293.

Calderón-Almendros, I & Calderón-Almendros, R. (2016) 'I open the coffin and here I am': disability as oppression and education as liberation in the construction of personal identity, *Disability & Society*, 31:1, 100-115.

Leigh, I.W., Morere, D.A. et al (2014). Deaf Gain: Beyond deaf culture. In H.L. Bauman and J.J. Murray (Eds) *Deaf Gain: Raising the stakes for human diversity*. P. 356-371. Minneapolis: University of Minnesota Press.

In Class Film: Examined Life - Judith Butler & Sunaura Taylor (14:23 min)

Judith Butler and Sunaura Taylor went for a walk and engaged in a terrific conversation about disability as not merely some physical status but largely a social status, and that is also true for so called "able-bodied" person. <https://www.youtube.com/watch?v=k0HZaPkF6q>

#### **Class 4:**

7/8/2024

### **Sexual Orientation, Gender Identity, and Expression**

**\*\*\*Assignment #2 – Institutional Racism Paper due by 11 pm/Discussed by Instructor \*\*\***

1. Homophobia,
2. transphobia
3. Pronouns
4. Cisgender privilege
5. In class small group or dyad discussion of film.

Caraves, J. (2018) Straddling the school-to-prison pipeline and gender non-conforming microaggressions as a Latina lesbian, *Journal of LGBT Youth*, 15:1, 52-69.

Lorde, A. (2007). Age, race, class & sex: Women redefining differences. In M.L. Andersen & P.H. Collins (Eds.) *Race, class and gender: An anthology* (pp.52-60). Belmont, CA. Wadsworth

Vider S. & Byers, D.S. (2015). Queer homeless youth, queer activism in transition. *Slate*. Retrieved from:  
[http://www.slate.com/blogs/outward2015/12/10/queer\\_homeless\\_youth\\_need\\_lgbtq\\_activists\\_to\\_fig\\_ht\\_for\\_them.html#comments](http://www.slate.com/blogs/outward2015/12/10/queer_homeless_youth_need_lgbtq_activists_to_fig_ht_for_them.html#comments)

In Class Film: How to Make a Rainbow, Dir. By Ryan Maxey. <https://vimeo.com/blog/post/staff-pick-premiere-how-to-make-a-rainbow/>

### **MODULE 3 – SOCIAL IDENTITY DEVELOPMENT & INTERSECTIONALITY**

#### **Social Identity Development**

1. Critical examination of models of racial identity development.
2. Intersection of multiple social identities
3. Large group discussion of film

Miller, J., Garran, A.M. (2017). Chapter 6: Social identity formation and group membership. In: Racism in the United States: Implications for the helping professions, (pp. 139-169). New York, NY: Springer Publishing Company, LLC.

Tatum, B.D. (2017) Identity development in adolescence In: Beverly Daniel Tatum's: Why are all the Black kids sitting together in the cafeteria and other conversations about race. Chap. 4, p 131-164. New York: Basic Books.

Tatum, B.D. (2017). The development of White identity. In: Beverly Daniel Tatum's: Why are all the Black kids sitting together in the cafeteria and other conversations about race. Chap. 6, p 185-208. New York: Basic Books.

In Class Film: Is My Skin Brown Because I Drank Chocolate Milk? | Beverly Daniel Tatum | TEDxStanford, 24 min. [https://www.youtube.com/watch?v=I\\_TFaS3KW6s](https://www.youtube.com/watch?v=I_TFaS3KW6s)

### **Week 5:**

7/11/2024

### **White Privilege and Fragility**

1. Colorblindness and the privilege of not seeing difference.
2. Privileges: Race, class, economic, ability...
3. Privilege, Power and Oppression
4. In-class large group exercise reading P. McIntosh
5. Small group exercise using The Whiteness Project (see below)

Applebaum, B. (2017). Comforting discomfort as complicity: White fragility and the pursuit of invulnerability. *Hypatia*, 32 (4), p. 862-875.

DiAngelo, R. (2012). Nothing to add: A challenge to white silence in racial discussions. *Understanding and Dismantling Privilege*, 2 (1), 1-17, February 2012.

McIntosh, P. (2007). White privilege: Unpacking the invisible knapsack. PDF downloaded 08/17/09 with permission of author per her campus visit in 2008.

Miller, J., Garran, A.M. (2017). Chapter 5: Why is it so difficult for people with privilege to see racism? In: Racism in the United States: Implications for the helping professions, (pp. 117-137). New York, NY: Springer Publishing Company, LLC.

The Whiteness Project: Whiteness Project is an interactive investigation into how Americans who identify as white, or partially white, understand and experience their race. Whiteness

Project's first installment, Inside the White/Caucasian Box, is a collection of 21 interviews filmed in Buffalo, NY in July 2014 and released in October 2014. <http://whitenessproject.org/> - Pick one response and use in small group or dyad discussion.

### **Internalized Oppression & Invisible identities**

1. Impact and consequences of internalized oppression
2. Self-image/self-esteem as influenced by internalized oppression
3. Class discussion on aspects of internalized oppression as seen in the film

Alvarez, J. (2007). A White woman of color. In: M. L. & P. H. Collins (Eds.), Race, class, and gender: An anthology (p.166-171). Belmont, CA: Wadsworth.

Liebow, N. (2016). Internalized oppression and its varied moral harms: Self-perceptions of reduced agency and criminality. Hypatia vol. 31, no. 4 (Fall 2016) © by Hypatia, Inc.

In class: Excerpts from "The Way Home" (2010) by Shakti Butler. A collection of stories of women that reveal the far-reaching effects of social oppression, race, gender and class.

### **Week 6:**

7/15/2024

**\*\*\*Reflection II Assignment due by 11 pm the day before class/Discussed by Instructor\*\*\***

### **Intersectionality and other social identities**

1. Other "isms"
2. Individual and family experiences with multiple social identities
3. Interracial and mixed unions
4. Discussion of Film

Afful, S. E., Wohlford, C.; & Stoelting, S. M (2015) Beyond "Difference": Examining the Process and Flexibility of Racial Identity in Interracial Marriages Journal of Social Issues, December 2015, 71(4), 659-674.

The Loving Project (2017) Podcast Series: Read "About the Loving Project" and listen to at least one podcast episode of your choice). Be prepared to discuss in class. <https://lovingproject.com/>

Tatum, B.D. (2017). Critical issues in Latinx, Native, Asian and Pacific Islander and Middle Eastern/North African identity development. In: Beverly Daniel Tatum's: Why are all the Black kids sitting together in the cafeteria and other conversations about race. Chap. 8, p 235-297. New York: Basic Books.

Yellow Horse, M., Brave Heart, Chase, J. et al (2016). Women Finding the Way: American Indian women leading intervention research in native communities, American Indian and Alaska Native

### **Religion and identity**

1. Religion and “othering”
2. Religions on the margin
3. Reconciling religious beliefs and social identities
4. Large group discussion of religious differences and bigotry

Al-Krenawi, A., and Eltaiba, N. (2016). “The Role of the Mosque and Its Relevance to Social Work.” *International Social Work* 59.3 (2016): 359–367.

Brodin, K. (2006). Not quite White: Gender and Jewish identity. In: *How Jews became White Folks & what that says about race in America* (103-137). New Brunswick, NJ: Rutgers University Press.

TayeHuyk Keum, B., Lee, X. and Wong, M. (2022). Hate as a system: Examining hate crimes and hate groups as state level moderators on the impact of online and offline racism on mental health. *International Journal of Intercultural Relations* 91, 44-55.

### **Week 7:**

7/18/2024

### **Guest Lecturer**

### **Impact of Social Stratification on Client Systems & Social Work Practice**

1. Social justice in health and mental health settings
2. Microaggressions in everyday encounters and agency settings.

Chung, R C, Bemak, F., et al (2008). Promoting the mental health of immigrants: A multicultural/social justice perspective. *The Journal of Counseling and Development*, July 1, 2008.

Liegghio, M, Caragata, L. (2016). “Why are you talking to me like I’m Stupid?” Microaggressions Committed within the Social Welfare System. *Afilia: Journal of Women in Social Work*. 31 (1) 7-23.

Thurbera, A. & DiAngelo, R. (2018) Microaggressions: Intervening in three acts. *Journal of ethnic & cultural diversity in social work* 2018, vol. 27, no. 1, 17–27

Yellow Horse Brave Heart, M. & Debruyn, M. (1998). The American Indian holocaust: Healing historical unresolved grief. *American Indian and Alaska Native Mental Health Research*, 8(2), 56. Retrieved from <https://proxy.brynmawr.edu/login?url=https://search-proquest-com.proxy.brynmawr.edu/docview/236003962?accountid=9772>

In-class film: If These Halls Could talk (2014), Dir. Lee Mun Wah (1 Hr. 37)  
Eleven college students of varying ethnicities and races are brought together in a filmed retreat to discuss the dynamic issues of race. Their stories are starkly emotional and raw filled with tenderness and pain.

#### **MODULE 4 – MODES OF RESISTANCE & SOCIAL CHANGE**

##### **Week 8:**

7/22/2024

##### **Towards anti-oppressive social work practice**

Addressing issues of oppression in agency settings Social work practice and difference

Adames, H.Y., Chavez-Dueñas, N.Y. (2016). Skin color matters in Latino/a communities: Identifying, understanding and addressing Mestizaje racial ideologies in clinical practice, *Professional Psychology, Research and Practice*, 47(1), 46-55.

Ayvazian, A. (2014). Interrupting the cycle of oppression: The role of allies as agents of change. In P. Rothenberg (Ed), *Race, class, and gender in the United States* (9th ed), (pp 672-678). New York, N.Y. Worth Publishers

Miller, J., Garran, A.M. (2017). Chapter 8: Racial dialogue: Talking about race and racism. In: *Racism in the United States: Implications for the helping professions*, (p. 205-228). New York, NY: Springer Publishing Company, LLC.

Miller, J., Garran, A.M. (2017). Chapter 10: Confronting racism in agencies and organizations. In: *Racism in the United States: Implications for the helping professions*, (p. 257-274) New York, NY: Springer Publishing Company, LLC.

In-class film: Pariah

##### **Week 9:**

7/25/2024

Pariah Presentation

##### **Course Debrief & Takeaways**

EPAS 2015 Competency	Course Content: Lecture, Discussion, Reading, Assignments, Films, Experiential Learning	Dimensions: Knowledge (K), Values (V), Skills (S), Cognitive & Affective Processes (C/A)	Location in Syllabus
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1. Demonstrate Ethical & Professional Behavior	Discuss NASW Standards & Indicators for Cultural Competence; Establish professional boundaries in classroom communications. Reading: Fisher-Borne, M. Montana Cain, J. & Martin, S. L. (2015) From mastery to accountability: Cultural Humility as an alternative to Cultural Competence, Social Work Education and Redmond, M. (2010). Safe space oddity: Revisiting Critical Pedagogy. Journal of Teaching in Social Work. 30 (1), 1-14.	K, V, C/A	Module 1
2. Engage Diversity & Difference in Practice	<p>This entire course engages students around issues of difference as they pertain to individual awareness of biases, systemic oppression, and white supremacy. The modules of this course are American Racism &amp; White Supremacy, Systemic Oppression, Intersectionality and Social Identity Development and Modes of Resistance. Readings are drawn from a variety of sources including the required text: Miller, J., Garran, A.M. (2017). <i>Racism in the United States: Implications for the helping professions, 2<sup>nd</sup> Edition</i>. Springer Publishing Company, New York and Ortiz, L. &amp; Jani, J. (2010). Critical race theory: A transformational model for teaching diversity, Journal of Social Work Education, 46:2, 175-193</p> <p>Assignment 1: Reflective Writing #1 Assignment 2: Institutional Racism &amp; Oppression Paper using Miller &amp; Garran's Web of Institutional Racism from text and applying the concepts to an organization.</p>	K, V, S, C/A	Module 1,2,3,4
3. Advance Human Rights & Social,	Students are introduced to systems of inequality and institutional racism and oppression and social identity in	K, V, S, C/A	Modules 2 & 4