

# POWER, PRIVILEGE & OPPRESSION

SW B 595 – SPRING 2025

## INSTRUCTORS & COURSE DESCRIPTION

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“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, gendered, 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 for the duration of all classes. 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 three 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 each instructor.

### **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<sup>1</sup>**

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.

### **Written Assignments**

All written **work must be submitted on time** and uploaded to Moodle unless otherwise specified by the individual course 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 (7<sup>th</sup> ed.) or visit the [Purdue Online Writing Lab](#).

### **Plagiarism**

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<sup>1</sup> 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](#).

**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](#).

### Grades

Grades for this course are "**Satisfactory**" (S), "**Marginal Satisfactory**" (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 (7<sup>th</sup> 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.

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 pp. 42-43 of the [GSSWSR Handbook and Catalog](#).

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 and some may be in-class reflections which will not be collected. You are expected to discuss some aspects of your reflection with your classmates. 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 Week 3 (Date and time to be determined by 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, you will be asked to share their writing with a colleague during Week 4.**

1. What impacted you the most from classes 1-3 (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 Week 7 (Date and time to be determined by 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, you will be asked to share their writing with a colleague during Week 8.**

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 Week 5 (Date and time to be determined by Instructor)**

(5-8 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 the Web of Institutional Racism in Chapter 5 of Garran et al.**) 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**

*The final Assignment has 2 options- Instructor will provide specific instructions for each section.*

### **Option 1 - Paper**

(5-6 pages, double-spaced, referencing at least two sources from our class readings)

**Due Week 12 (Date and time to be determined by Instructor)**

Please begin by watching Dee Rees's (2011) film, *Pariah*. The link to stream the film via the Bryn Mawr College library is on Moodle. As you watch, please focus particular attention to either the main character, **Alike**, or her mother, **Audrey**.

Paper Format: Write a well-organized 5–6-page paper (not including reference list). A reference page, formatted to meet APA 7<sup>th</sup> edition standards, that includes all citations used throughout your document, should be included in the paper. The paper should identify the strengths and presenting problems of either character (Alike or Audrey) at micro- and macro-level perspectives.

Include the following in your paper:

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. Please use headings to clearly organize your paper.

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.

**Option 2 - Oral Presentation**

Set up an appointment for a Zoom meeting with your instructor (**dates and times to be determined by instructor**) to make a 10-15 min. PowerPoint presentation consisting of at least 1 slide for each of the four points above. The presentation must include at least two readings from the syllabus. All the points described for the Paper Option must be covered in this presentation. The instructor will ask questions about

your work; the presentation in total will not exceed 30 minutes. The instructor will provide oral feedback immediately following your presentation.

## **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. \*\*\*

**All required readings are posted on Moodle.**

### **Recommended Books:**

Coates, T (2015) *Between the world and me*. New York, Spiegel and Grau.

DiAngelo, R. J. (2018) *White fragility: Why it's so hard for White people to talk about racism*. Boston, MA: Beacon Press.

Garran, A.M., Werkmeister Rozas, L., Kang, Hye-Kung, K., Miller, J. (2021). *Racism in the United States: Implications for the helping professions* (3<sup>rd</sup> ed.). Springer Publishing Company, New York.

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. With the exception of *The 13<sup>th</sup>* (available on Netflix only) films are on Moodle. **Please do not view films before being asked to do so. Please note that some films are optional and will be shown at the discretion of the Instructor.**

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

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

1. Introductions
2. Relationship building - engaging in challenging discussions.
3. Establish community agreements, 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.

Spencer, M.S. (2008). A social worker's reflections on power, privilege, and oppression. *Social Work* 53(2), 99-101.

### **Recommended:**

Garran, A.M., et al. (2021). Chapter 1: Social identity and situating ourselves. In: *Racism in the United States: Implications for the helping professions*, 3<sup>rd</sup> Ed., (pp 1-16). New York, NY: Springer Publishing Company, LLC.

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

### **Class 2: -- 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. In-class dyad or small group discussion following the film

Garran, A.M., et al. (2021). Chapter 3: A brief history of racism in the United States & implications for the helping professions. In: *Racism in the United States: Implications for the helping professions*, 3<sup>rd</sup> Ed., (p 45-76). New York, NY: Springer Publishing Company, LLC.

Garran, A.M. (2021). Chapter 5: The web of institutional racism. In: *Racism in the United States: Implications for the helping professions*, 3<sup>rd</sup> Ed., (p 105-147). 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>

### **In Class Film: *The 13<sup>th</sup>* (2016) 1 hr. 40 min. – Netflix – View 1<sup>st</sup> half**

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.

### **Recommended:**

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.

“**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.

### **Class 3: -- Systems of Inequality**

**\*\*\*First Reflection Assignment due this week (date/time to be determined by Instructor)\*\*\***

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

Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. *Families in society*, 95(4), 269-276.

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.

Melson-Silimon, A., Spivey, B.N., & Skinner-Dorkenoo, A.L. (2024). The construction of racial stereotypes and how they serve as racial propaganda. *Social and Personality Psychology Compass*, 18(1), e12862.

#### **In Class Film: 13<sup>th</sup> (2016) – Netflix – View 2<sup>nd</sup> half**

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.

## **MODULE 2 – SYSTEMIC OPPRESSION**

### **Class 4: 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.

Baltimore, K., & Kim, W. (2024). Mental health service use among Middle Eastern migrant women: Social work's role in promoting mental health literacy. *Advances in Social Work*, 24(1), 205-219.

Cleveland, C. (2017). How the immigration and deportation systems work: Social worker's guide, *Journal of Sociology and Social Welfare*, 44(3), 55-73.

Roy, D., Klobucista, C., & Cheatham, A. (2024, August 7). *The U.S. immigration debate*. Council on Foreign Relations. (URL link on Moodle).

### **Class 5: Ability based oppression**

**\*\*Institutional Racism Paper due this week (date/time to be determined by Instructor)\*\***

1. Ableness in context and culture
2. Intersectional identities and abilities
3. Aging and ageism
4. In class reflection (free writing) on film, readings or class discussion

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.

Fletcher, J., Yee, H., Ong, B., & Roden, R.C. (2023). Centering disability visibility in reproductive health care: Dismantling barriers to achieve reproductive equity. *Women's Health*, 19, 1-11.

van der Horst, M. & Vickerstaff, S. (2022). Is part of ageism actually ableism? *Ageing & Society*, 42, 1979-1990.

**OPTIONAL 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. Click [HERE](#) for link.

### **Class 6: Sexual Orientation, Gender Identity, and Expression**

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

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

Messinger, L., Natale, A.P., Dentato, A.P., & Craig, S.L. (2020). Conflict in field: LGBTQ social work students' stories of identity management, discrimination, and practice. *Journal of Social Work Education*, 56(4), 708-720.

Vider S. & Byers, D.S. (2015). Queer homeless youth, queer activism in transition. *Slate*. Click [HERE](#) for link.

**In Class Film:** [Time to thrive: Youth panel on intersection of race, sexual orientation and gender identity](#). (2020). Human Rights Campaign. (Instructor should play first 15-20 minutes).

**Recommended:**

Maxey, R. (Director). [How to make a rainbow](#) [film]. (2019)

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

#### **Class 7: Social Identity Development**

**\*\*\*Second Reflection Assignment due this week (date/time to be determined by Instructor) \*\*\***

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

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.

Williams, C.D. et al. (2020). A lifespan model of ethnic-racial identity. *Research in Human Development*, 17(2-3), 99-129.

**OPTIONAL In Class Film:** [Is my skin brown because I drank chocolate milk?](#) (2017). TEDx Talks.

#### **Class 8: 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)

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

Gay, R. (2014). Peculiar benefits. In R. Gay, *Bad Feminist*. HarperCollins.

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

**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 and Dallas, TX in July 2014 and released in October 2014. <http://whitenessproject.org/> - ***Pick one response each from the Buffalo and Dallas groups and use in small group or dyad discussion.***

### **Class 9: 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

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/>

Mattson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia*, 29(1), 8-17.

Wiglesworth, A. Clement, D.N., Wingate, L.R., & Klimes-Dougan, B. (2022). Understanding suicide risk for youth who are both Black and Native American: The role of intersectionality and multiple marginalization. *Suicide and Life-Threatening Behavior*, 52, 668-682.

**In-Class Film:** [\*The urgency of intersectionality\*](#). (2016). TEDx Talks.

### **Class 10: 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

Hwang, W. (2021). Demystifying and addressing internalized racism and oppression among Asian Americans. *American Psychologist*, 76(4), 596-610.

Smith, L.T. (2022). Speaking the unspoken: Understanding internalized racial oppression from the perspective of Black women psychotherapists. *Smith College Studies in Social Work*, 92(1), 48-72.

**OPTIONAL In-class film:** 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.

### **Class 11: 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

Cadge, W. & Babchuck, E. (2023, Jan. 16). American religion is not dead yet. *The Atlantic*.

Wang, S.C., Raja, A.H., & Azhar, S. (2020). “A lot of us have a very difficult time reconciling what being Muslim is”: A phenomenological study on the meaning of being Muslim American. *Cultural Diversity and Ethnic Minority Psychology*, 26(3), 338-346.

Waxman, D., Schraub, D., & Hosein, A. (2022). Arguing about antisemitism: Why we disagree about antisemitism, and what we can do about it. *Ethnic and Racial Studies*, 45(9), 1803-1824

### **Class 12: Impact of Social Stratification on Client Systems & Social Work Practice**

**\*\*\*Final Assignment due (date/time to be determined by Instructor)\*\*\***

1. Social justice in health and mental health settings
2. Microaggressions in everyday encounters and agency settings.
3. Small Group discussion of film and large group discussion.

Brown, C. (2021). Critical clinical social work and the neoliberal constraints on social justice in mental health. *Research on Social Work Practice*, 31(6), 644-652.

Liegghio, M. & Caragata, L. (2016). “Why are you talking to me like I’m stupid?”: Microaggressions committed within the social selfcare 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*, 27(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>

### **OPTIONAL 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. **(May be shown over two weeks).**

**MODULE IV – MODES OF RESISTANCE & SOCIAL CHANGE****Class 13: Towards anti-oppressive social work practice**

1. Addressing issues of oppression in agency settings
2. 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.

Cane, T.C. & Tadam, P. (2023). “We didn’t learn enough about racism and anti-racist practice”: Newly qualified social workers’ challenge in wrestling racism. *Social Work Education*, 42(8), 1563-1585.

Havig, K. & Byers, L. (2019). Truth, reconciliation, and social work: A critical pathway to social justice and anti-oppressive practice. *Journal of Social Work Values & Ethics*, 16(2), 70-80.

**Class 14: 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
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</p> <p>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, Economic & Environmental Justice	Students are introduced to systems of inequality and institutional racism and oppression and social identity in weeks 1-3 via discussions, experiential learning in dyad & small group interactions. Film: 13 <sup>th</sup> and readings such as: Andersen, M.L. & Collins, P.H. (2007) Systems of power and inequality. In	K, V, S, C/A	Modules 2 & 4

	<p>M.L. Anderson &amp; P.H. Collins (Eds.) Race, class, and gender: An anthology (p. 61-90). Belmont, CA. Wadsworth and Chung, R C, Bemak, F., et al (2008). Promoting the mental health of immigrants: A multicultural/social justice perspective. <i>The Journal of Counseling and Development</i>, July 1, 2008.</p> <p>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> <p>Film: Examined Lie, Judith Butler</p>		
4. Engage in Practice-informed & Research-Informed Practice	<p>Reading: 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 Mental Health Research Copyright: Centers for American Indian and Alaska Native Health Colorado School of Public Health/University of Colorado Anschutz Medical Campus, 23 (3)24-47.</p> <p>Assignment 3: Requires students to use in-text citations from peer reviewed sources from journal articles.</p>	<b>K, V, S, C/A</b>	<b>Module 4</b>
5. Engage in Policy Practice	<p>Through readings, film &amp; discussion students learn about systems of oppression and the implications for social work policies and practices. Some readings include 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. El-Lahib, Y. (2016). Theoretical dimensions for interrogating the intersection of disability, immigration, and social work. <i>International Social Work</i>, 60, (3), p. 640-63, June 28, 2016.</p> <p>Assignment 3 – requires students to apply micro &amp; macro level concepts in their discussion of the film Pariah.</p>	<b>K, V, S, C/A</b>	<b>Modules 1,2 &amp; 4</b>
6. Engage w/individ., families, groups, org., & communities	<p>Assignment1: Reflective Writing #2 – Describing anticipated issues that an individual or family immigrating to the US might experience as well as identifying appropriate social services.</p>	<b>K, V, S, C/A</b>	<b>Module 2, 4</b>

	Assignment 2: Paper identifying strengths and presenting problems of characters in the film Pariah.		
7. Assess Individuals, Families, Groups, Organizations & Communities	<p>Through classroom discussions, &amp; readings, students develop skills of anti-oppressive social work practice with individuals, families, groups, and communities. A sample of readings includes 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. Afful, S. E., Wohlford, C. &amp; 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.</p> <p>Assignment 3: Paper on the assessment of power, privilege and oppression in the film Pariah which asks students to identify the psychological and social factors impacting characters in the film in interaction with systems they engage with.</p>	<b>K, V, S, C/A</b>	<b>Module 4</b>
8. Intervene w/Indv., families, groups, org. & communities	<p>Students develop knowledge of intervention strategies appropriate for diverse populations through readings, lectures &amp; discussion. Some readings include: Vider S. &amp; Byers, D.S. (2015). Queer homeless youth, queer activism in transition. Slate.</p> <p>Assignment 3: Paper on the assessment of power, privilege and oppression in the film Pariah which requires students to apply a theory or approach to engage one of the characters in the film and the systems impacting them.</p>	<b>K, V, S, C/A</b>	<b>Module 4</b>
9. Evaluate Practice w/Indv, families, groups, orgs & communities	<p>Classroom discussion and readings on immigration, intersectionality, ability status, ageism, white fragility and social identity formation provide students with theoretical and social context from which to evaluate practice behaviors. Sample readings include Alvarez, J. (2007). A White woman of color. In: M. L. &amp; P. H. Collins (Eds.), Race, class, and gender: An anthology (p.166-171). Belmont, CA: Wadsworth.</p>	<b>K, V, S, C/A</b>	<b>Module 4</b>