SOCW 6354: SOCIALLY OPPRESSED GROUPS, SOCIAL EXCLUSION AND SOCIAL JUSTICE

Fall, 2009

Instructors: Jaimie Page PhD, MSW & Holli Slater MSSW, PhD Student
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Office Hours: Wed 1:45 – 3:45 and by appointment
Course Information: SOCW 6354-001 (83057)
Class Information: SWC A308, Thursdays 2 – 4:50 p.m.

SOCIALLY OPPRESSED GROUPS, SOCIAL EXCLUSION AND SOCIAL JUSTICE

The content of this course is consistent with the requirements of the CSWE Educational Policy and standards (EPAS) Section 4.4 for Social Policy:

4.4 Social Welfare Policy and Services
‘Programs provide content about the history of social work, the history and current structures of social welfare services, and the role of policy in service delivery, social work practice, and attainment of individual and social well-being. Course content provides students with knowledge and skills to understand major policies that form the foundation of social welfare; analyze organizational, local, state, national, and international issues in social welfare policy and social service delivery; analyze and apply the results of policy research relevant to social service delivery; understand and demonstrate policy practice skills in regard to economic, political, and organizational systems, and use them to influence, formulate, and advocate for policy consistent with social work values; and identify financial, organizational, administrative, and planning processes required to deliver social services’. CSWE EPAS pp. 9-10 Section 4.4.

It is also consistent with the Council on Social Work Education Statement Section 4.2 Populations-at-Risk and Social and Economic Justice. EPAS 2003:9.
‘Social work education programs integrate content on populations-at-risk, examining the factors that contribute to and constitute being at risk. Programs educate students to identify how group membership influences access to resources, and present content on the dynamics of such risk factors and responsive and productive strategies to redress them. Programs integrate social and economic justice content grounded in an understanding of distributive justice, human and civil rights, and the global interconnections of oppression. Programs provide content related to implementing strategies to combat discrimination, oppression, and economic deprivation and to promote social and economic justice. Programs prepare students to advocate for nondiscriminatory social and economic systems’.

I. INTRODUCTION

Graduate Catalog Short Description of this course:
Past and present policies are examined related to people with disabilities, substance abusers, lesbians and gay men, juvenile delinquents, women convicted of criminal offenses, sex offenders and others who for various reasons experience social exclusion, stigma and social
control. Theoretical bases of societal reaction to these groups and the impact on social policy and social work practice is considered.

**Detailed course description:**
This course addresses past and present policies related to people who experience social stigma, social exclusion and social control. For example: people with disabilities, substance abusers, lesbians and gay men, juvenile delinquents, women convicted of criminal offenses, sex offenders and others whom social workers may meet as clients in various settings. The types of behavior considered during the course are examples of those that contradict accepted norms in society: they relate to the experience of many social work clients who may have been identified as ‘social problems’ and who have been marginalized and/or oppressed. The theoretical bases of societal reaction to these groups are considered, the implications for the role of the social worker are explored and the impact on social policy and social work practice is analyzed. Social work responses to oppression such as empowerment, the strengths perspective, structural social work, progressive social work, social development, asset-based policies, social and human capital and a community assets approach are discussed in the context of social policies.

This course is consistent with, and advances the MSSW program objectives, by showing the interaction between social policy responses to marginalized groups, social stratification and individual behaviors that fall outside societal norms. Application to social work practice at all system levels is addressed. Course reading, written assignments and class exercises and discussion all develop appropriate professional practice skills including critical thinking skills and the ability to relate research evidence and available data to policy and practice.

This course also relates to and advances foundation curriculum objectives, DP and CAP concentration objectives, as well as mental health and children and families specialization objectives as follows. The course builds on foundation curriculum objectives and the 5303 and 3303 foundation policy courses in that students are required to demonstrate higher order thinking skills such as critical analysis, evaluation of secondary data and research evidence in relation to social policies and social justice issues and synthesis of ideas, theory and practice applications of social policy and research (foundation objectives 1, 2, 7, 8, 9.; CAP concentration objectives 2&4; objectives for the DP specialization in mental health 4 & 7; objectives for the DP specialization in children and families 3 & 4;). It further develops the foundation concentration objectives regarding practice without discrimination in that the course leads to further understanding of discrimination, prejudice and oppression, at all system levels (foundation objectives 3, 4, 5&6; objectives for the DP specialization in mental health 2 & 5; objectives for the DP specialization in children and families 5 & 7; ). The analysis and application of social policies to social work practice is addressed with increased rigor and greater expectations of use of research and data sources (MSSW foundation objective 6).

**Requirements:**
Prerequisite: SOCW 5303.

**II. STUDENT LEARNING OUTCOMES**

Students will demonstrate through assignments and class participation:

1. An appreciation of the impact of social and economic oppression on selected groups.

2. Critical appraisal of the differing explanations and definitions of deviance as a sociological concept, through a study of epidemiological and etiological theories and their implications for social policy. (Please note: the term ‘deviance’ is used as a technical, sociological concept. Theories of deviance help us to understand social
oppression and social control. The term is not used as a pejorative value judgment on any groups). This will be demonstrated through class discussion and through the analysis and discussion in the policy analysis paper.

3. Critical appraisal of the differing explanations and definitions of social stratification as a sociological concept and their implications for social policy.

4. Ability to evaluate societal, research studies, data sources, and professional and personal responses to, and policies concerning marginalized populations.

5. Consideration of social exclusion and social justice in relation to oppression and deviant behavior and an analysis of the application to social policy and social work practice.


7. The development of a thoughtful, analytical professional social policy practice and social work approach at both micro and macro levels to marginalized, oppressed and vulnerable populations.

8. The ability to evaluate social policies in relation to deviant behaviors, social stigma and social justice and understand their application to the role of the social worker at all system levels.

9. Familiarity with progressive social policy and social work approaches as a response to socio-economic oppression.

III. READING MATERIALS

Required Texts:


Recommended Texts:


ISBN 053435520X

ISBN 0-13-094113-1
IV. COURSE ASSIGNMENTS

ASSIGNMENT ONE: Interview OR Short Paper (Learning Outcomes 1-9)
Due Date: 10/8

A) Interview an individual who has experienced discrimination/oppression (5-8 pages double-spaced) and presentation (15 minutes):

Minimally, ask them 1) how they have experienced discrimination/oppression in their lives; 2) examples of such; 3) what their internalized process was; 4) what their response was; 5) how these experiences may or may not have affected their lives. Protect their identity, but give some basic demographic information that is relevant: approximate age, gender, sexual orientation, race/ethnicity, SES, family, education…

OR:

B) A well researched short paper (5-8 pages double-spaced) and presentation (15 minutes):

Take any sub-group or ‘out-group’ that lags behind the general population on specific social or economic indicators. Identify a constellation of factors that lead to ‘structural discrimination’ against this group by contrasting the subgroup with another group in the population that is not as subject to structural discrimination.

Identify specific kinds of policy reforms that have been enacted that have ameliorated such structural discrimination. What additional reforms would help the subgroup’s members improve their economic and social status? Include in your paper strategies, both macro and micro for addressing the issues identified. Include a discussion of why social workers need policy advocacy skills to address structural discrimination- and what is needed beyond clinical skills.


ASSIGNMENT TWO: Discrimination and Oppression in the News (Learning Outcomes 1 - 9)
Due Date: No later than 11/12

Students will look for specific instances of discrimination and oppression in the news and present one issue to the class (verbally/informally). Possible sources include TV, radio (NPR), newspaper, and/or internet. Students are required to post a copy of the source along with the appropriate APA citation via WebCT prior to the class they are presenting. Students should also bring a copy of the source to class to pass around during the discussion.

A sign up sheet with be provided in order to assure an even distribution of discussion throughout the semester.

ASSIGNMENT THREE: Term Paper/Presentation (Learning Outcomes 1-9)
Due Date: 11/19

For this assignment, you will identify a selected aspect of social inequality, oppression or deviance; review the literature, including theoretical and ideological perspectives, empirical studies, historical background, and policy and practice implications. An analysis of societal response(s) is required for which one or more of the models of policy analysis referred to in
Foundations of Social Welfare Policy and Services SOCW 3303 or 5303 may be used as guidelines. A particular adapted model will be given for your use as well. Use APA style for referencing. Length: 12-15 pages. There is no maximum page limit. You may work in pairs for this assignment; both students will receive the same grade. Further discussion and consultation on these assignments will be available as needed, during class time or in office hours, or by appointment.

You will find the following sites useful for completion of the assignment: also check out the course web site for more detailed information.

http://www.fedstats.gov/ The gateway to statistics for over 100 United States Federal Agencies;
http://www.firstgov.gov/ The entrance to many government web-sites;
http://www.whitehouse.gov/fsbr/ssbr.html The White House briefing room on Social Statistics;

http://thomas.loc.gov/home/legbranch/legbranch.html United States Congress, Legislative Branch Web resources:
http://www.lib.umich.edu/govdocs/godort/legis.htm: University of Michigan link for tracing a legislative history

**** Also Check out the web site for John Dillard, Social Work Librarian.
http://libraries.uta.edu/dillard/ He is located in the electronic library on the ground floor of SSW building A. He can assist you with sources. His website has an excellent specific page for social policy:  http://libraries.uta.edu/dillard/subfiles/bibpolicy.htm.

Website Resources:
http://www.lib.berkeley.edu/Help/search.html
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/findinfo.html#Outline
http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html
http://www.libsci.sc.edu/miller/evaluate.htm
http://www.unc.edu/cit/guides/irg-49.html
http://www.publichistory.org/evaluation/index2.html
http://www.lib.umd.edu/UES/evaluate.html
http://www.ehhs.cmich.edu/~pstohrer/eval.html
http://www.library.cornell.edu/olinuris/ref/research/webeval.html
http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html

Criteria for grading: Papers will be graded according to the criteria and points system as set out on the assignment outline/grading rubric that will be provided. Your paper will be returned to you with grades and comments on one of these sheets. The paper is worth 450 points; a 15 minute presentation of the paper (plus 5 minutes Q &A) is worth 100 points.

Papers are due at the latest by Thursday, 11/19 at the beginning of class. You may hand it in beforehand if you wish. Late papers will result in one letter grade reduction per each calendar day that it is late.

V. CLASS ATTENDANCE AND PREPARATION

The role of the instructor in this seminar is to provide structure and direction, lecture and serve as a consultant, coordinator and resource person to the seminar members. Active participation by seminar members is expected in order to promote peer learning through thoughtful reading, thinking, and discussion. Therefore, attendance is mandatory. More than 3 absences may result in failure in the course. More than 3 tardies (up to 15 minutes) will result in 1 class absence.
Excessive tardies will result in a reduced course grade (overall grade). An attendance sheet will be circulated at the beginning of each class. It is each student’s responsibility to sign the sheet; if your signature is not on the attendance sheet, you will be registered as absent. Students may not sign for other students. This is an ethical issue.

VI. GRADING

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<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Overall Weight in Course Grade</th>
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<tbody>
<tr>
<td>Class Attendance and Participation</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>First Assignment</td>
<td>250</td>
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<tr>
<td>Discrimination/Oppression in the News</td>
<td>100</td>
<td>10%</td>
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<tr>
<td>Policy Analysis Paper</td>
<td>450</td>
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<td>Presentation of Policy Analysis Paper</td>
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<td><strong>TOTAL</strong></td>
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Note: There may be 75 possible extra credit points to be added if applicable.

Grading Scale
900-1000 A
800-899 B
700-799 C
600-699 D
500-599 F

VII. EXTRA CREDIT

Exoneree Conference 2009
The conference takes place on Friday, October 30th at UTA (Rosebud Theater) from 10 – 4, with a fundraiser from 4 – 6:00 (Bowling and Billiards). There is no charge for you to attend. For those unable to attend, an alternative assignment will be provided that will equal approximately 6 hours of work. I will be there with an attendance sheet. This is guaranteed to be a very important, moving, and unique learning experience. 75 points.
### VIII. CLASS SCHEDULE (Subject to change based on class needs.)

<table>
<thead>
<tr>
<th>Class Meetings</th>
<th>Class Content</th>
<th>Required Readings</th>
<th>Recommended Readings</th>
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<tbody>
<tr>
<td>Session 1:</td>
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<tr>
<td>August 27</td>
<td><strong>Course Introduction</strong> Course overview; assignments &amp; expectations.</td>
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<td>Session 2:</td>
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<tr>
<td>September 3</td>
<td><strong>Definitions and Overview of Oppression and Social Justice</strong></td>
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<td><strong>Theories of Deviance</strong></td>
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<td>Societal Responses to Deviance: Oppression and Social Control.</td>
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<td>The Medicalization of Deviance.</td>
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<td>Goode - Chapters 1 - 5</td>
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<td>Hurst - Chapter 12</td>
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<td></td>
<td>Heiner - Part 1</td>
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<td></td>
<td>Contributions by Matza, Hirschi, &amp; Victor.</td>
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<td>Session 3:</td>
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<tr>
<td>September 10</td>
<td><strong>Theories of Social Inequality</strong></td>
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<td>Explanations and Consequences of Social Inequality</td>
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<td>Hurst – Chapters 1 &amp; 8 - 11</td>
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<td>Heiner - Part 1</td>
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<td>Contributions by Merton and Part 6 contributions by Spalek &amp; Shore.</td>
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<td>Session 4:</td>
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<td>September 17</td>
<td><strong>Forms of Social Inequality: Economic &amp; Status Inequalities</strong></td>
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<td>Hurst – Chapters 2 - 3</td>
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<td>Heiner - Part 6</td>
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<td>Contributions by Spalek &amp; Shore</td>
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<td>Session 5:</td>
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<td>September 24</td>
<td><strong>Forms of Social Inequality: Sex &amp; Gender Inequality</strong></td>
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<td>Goode – Chapter 10 &amp; 13</td>
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<td>Hurst – Chapter 5</td>
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<td>Session 6:</td>
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<tr>
<td>October 1</td>
<td>** Approaches to Social Policy and Social Work**</td>
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<td><strong>Social Justice, Social Exclusion, &amp; Social Development</strong></td>
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<td>Hurst – Chapters 13-15</td>
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<td>Jansson – Ch 3, 14 -15</td>
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<td>Midgley (1999)</td>
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<td>Elliott &amp; Mayadas (1996 &amp; 2002)</td>
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<td>Midgley (1995)</td>
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<td>Session 7:</td>
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<td>October 8</td>
<td><strong>First Assignment Presentations: Discussion, Synthesis, Analysis, Presentation, and Evaluation</strong></td>
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<td>October 15</td>
<td><strong>Forms of Social Inequality: Racial, Ethnic, &amp; Political</strong></td>
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<td>U.S. Inequality in Comparative Perspective</td>
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<td>Hurst – Chapters 4 &amp; 7 - 8</td>
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<td>Deviance Across Cultures, Part 2</td>
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<td>Session 9: October 22</td>
<td>Mental Disorder &amp; Substance Abuse</td>
<td>Goode – Chapter 8 &amp; 12</td>
<td>Heiner, R.,(2008) <em>Deviance Across Cultures, Parts 5 &amp; 8</em></td>
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<td>Session 10: October 29</td>
<td>NO CLASS: TO ALLOW FOR 10/30 EXONEREE CONFERENCE</td>
<td>No Readings</td>
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<td>(Session 10): October 30</td>
<td>EXONEREE CONFERENCE</td>
<td>No Readings</td>
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<td>Session 11: November 5</td>
<td>Female Crime &amp; Delinquency, Criminal System Injustice</td>
<td>Goode – Chapters 6-7</td>
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<td>Session 12: November 12</td>
<td>Sexual &amp; Gender Difference Policy Analysis Presentations</td>
<td>Hurst – Chapter 6 Goode- Chapter 13</td>
<td>Heiner - Parts 3 &amp;4</td>
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<td>Session 13: November 19</td>
<td>Policy Analysis Presentations</td>
<td>Course Evaluations</td>
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<td><strong>Policy Analysis Papers Due at the beginning of class</strong></td>
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<td>Session 14: November 26</td>
<td>NO CLASS: THANKSGIVING HOLIDAY</td>
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<td>Session 15: December 3</td>
<td>Policy Analysis Presentations (if needed) WRAP UP, return and discussion of graded term paper; Individual consultations if required</td>
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<td>Heiner - Part 9</td>
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**IX. POLICIES OF THE UNIVERSITY OF TEXAS AT ARLINGTON**

**AMERICANS WITH DISABILITIES ACT**
The University of Texas at Arlington is on record as being committed to both the spirit and letter of Federal Equal Opportunity Legislation: reference Public Law 93112 - The Rehabilitation Act of 1973 as amended. With the passage of new federal legislation entitled Americans with Disabilities Act - (ADA), pursuant to section 504 of The Rehabilitation Act, there is renewed focus on providing this population with the same opportunities enjoyed by all citizens. As a faculty member, I am required by law to provide “reasonable accommodation” to students with disabilities, so as not to discriminate on the basis of that disability. Student responsibility primarily rests with informing faculty at the beginning of the semester and in providing authorized documentation through designated administrative channels.

ACADEMIC DISHONESTY
It is the philosophy of the University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. “Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts” (Regents’ Rules and Regulations, Part One, Chapter VI, Section 3, Subsection 3.2, Subdivision 3.22).

STUDENT SUPPORT SERVICES
The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. They include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

CLASSROOM EXPECTATIONS
No: laptops, cellphones on, texting, side conversations. Failure to comply with these expectations may result in a lowered/zero score on Class Participation.
SELECTED RECOMMENDED READINGS


Kretzman, J. P., & McKnight, J; (1993). Building communities from the inside out: a path toward finding and mobilizing a community’s assets. Evanston, Ill. The Asset-Based Community Development Institute, Institute for Policy research, Northwestern University.

Kretzman, J. P; McKnight, J; & Puntenney, D. (1996). A guide to mapping and mobilizing the economic capacities of local residents: a community building workbook. Evanston, Ill. The Asset-Based Community Development Institute, Institute for Policy research, Northwestern University.


Ng, V. W. Madness in Late Imperial China: From Illness to Deviance. (1990) U. of Oklahoma Press.


