



GRACE ABBOTT SCHOOL OF SOCIAL WORK

INSTITUTIONAL OPPRESSION

SOWK 8110 | 3 credit hours

Class Meetings: TBD

Instructor: TBD

Office: TBD

Office Phone: TBD

Email: TBD

Office Hours: TBD

Department: Grace Abbott School of Social Work

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COURSE INFORMATION

Description

This course examines institutional racism, sexism, and classism as it relates to social policy and social injustice. The focus is on how institutional oppressions are related and are mutually reinforcing. The consequences of institutional racism, sexism and classism are examined at the individual, group, family, and agency levels.

Rationale/Overview

This course is about the effects of race, class, and gender on social policy and social injustice. The focus is on how institutional oppressions are related and are mutually reinforcing. The consequences of discrimination based on race, class, and gender are examined at the individual, group, family, and societal levels. Discussion will be directed at increasing awareness and understanding of the theories of institutionalized oppression. Students will be exposed to the movements and social actions to dismantle institutional manifestations of racism, classism, and sexism.



Course Objectives/Student Learning Outcomes

1. Explain how the intersecting systems and ideologies of oppression (racism, ageism, sexism, heterosexism, ableism, classism, etc.) result in stigmatization, power, and privilege.
2. Examine the disparities and negative outcomes experienced by oppressed social groups across major life domains (family, health, education, employment, media, politics).
3. Analyze practices and policy change opportunities to reduce disparities and negative outcomes and promote social, racial, economic, and environmental justice.
4. Consider personal biases and values in relation to oppressed social groups and the impact systems have on forming personal beliefs about social, racial, economic, and environmental justice.

REQUIRED TEXT(S)/SUPPLEMENTAL MATERIALS

Required Text(s)

TBD

COURSE STRUCTURE/FORMAT

Class lectures, discussions, in-class assignments, audio-visual aids, and guest speakers will be used to present course materials.

TENTATIVE COURSE SCHEDULE

Session/Date	Topic	Assignment
Session 1 [date]	Introduction to the course and review syllabus	
Session 2 [date]	Lecture: Understanding Racism, sexism, heterosexism, and class privilege View and discuss: " Colorblind: Rethinking Race "	Read Ch. 1, 2, and 3 (Zinn) Read Ch. 1-9 (Part II) (Rothenberg)
Session 3 [date]	Lecture: Race in the 21 st Century: Complicating Questions of Race and Ethnicity View and discuss: "The Best Campaign Money can Buy" or "The Best Democracy Money can Buy"	Read Ch. 4 and 9 (Zinn) Read Ch. 1-9 (Part III) (Rothenberg)
Session 4 [date]	Lecture: The social construction of race, class, gender, and sexuality View and discuss: "Maxed Out" Listen to audio and discuss: " Giant Pool of Money "	Read Ch. 6 (Zinn) Read Ch. 1-11 (Part IV) Discrimination in Everyday Life, and Ch. 1-23
Session 5 [date]	Lecture: The economics of race, class, and gender in the U.S. Listen to audio and discuss: "Racism, and the Ideology of Slavery: from Aristotle to Today"	Read Ch. 5, 10, and 11 (Zinn) Read Ch. 1-18 (Part V) (Rothenberg)



Session/Date	Topic	Assignment
Session 6 [date]	Lecture: Violence against women, homophobia, and hate crimes (guest speaker)	Read Ch. 1-14 (Part VI) (Rothenberg) Quiz #1
Session 7 [date]	Lecture: Some consequences of racial, gender, and class inequality View and discuss: " Still Killing Us Softly "	Read Ch. 15-27 (Part VI) (Rothenberg)
Session 8 [date]	Lecture: Dismantling these oppressions at the institutional level/role of social work professionals, social movements against these oppressions View and discuss: "One Woman One Vote"	
Session 9 [date]	Lecture: Maintaining race, class, and gender hierarchies: reproducing "reality" View and discuss: " For the Bible Tells me so "	Read Ch. 1-11 (Part VII) (Rothenberg)
Session 10 [date]	Lecture: Disability: Ableism or disableism as discrimination (guest speaker) View and discuss:	Read Ch. 1-9 (Part IX) (Rothenberg) Video Resource: " If I Can't Do It "
Session 11 [date]	Lecture: Corporate control of food, profits, and impact on health View and discuss: "Sicko"	Read Ch. 1-23 (Part VII) (Rothenberg) Quiz #2
Session 12 [date]	Lecture: Black panthers (guest speaker) View and discuss: "Black Panthers in Omaha"	Read Ch. 17 and 22 (Zinn) Read Women: a feminist perspective (pp. 543-556) Read Personal Politics (pp. 212-232)
Session 13 [date]	Lecture: Theoretical framework to understand oppression based on race, class, gender, and sexual orientation	
Session 14 [date]	Lecture: Theoretical framework to understand oppression based on race, class, gender, and sexual orientation (cont.)	
Session 15 [date]	View and discuss: "Where to Invade Next"	Final paper due

IMPORTANT DATES

Last day to drop a course (via MavLink) and receive a 100% refund

TBD

Last day to withdraw from a course (via MavLink) with a grade of "W"

TBD



NOTE: This syllabus is written as an expectation of class topics, learning activities, and expected learning outcomes. However, the instructor reserves the right to make changes in this schedule that may result in enhanced or more effective learning for students. These modifications will not substantially change the intent or objectives of this course.

ASSESSMENTS (ACTIVITIES, ASSIGNMENTS, AND EXAMS)

Exams (4) Four exams worth 50 points each.	200 points (total)
Podcasts/Case Studies (3) Three podcasts/case studies worth 50 points each.	150 points (total)
New York Times Summary (1) One <i>New York Times</i> summary worth 75 points.	75 points (total)
Research Paper (1) One research paper worth 150 points.	150 points (total)
Attendance and Participation	20 points (total)
	595 points (total)

GRADING SCALE

Percent	Final Grade	Quality Points
98–100%	A+	4.00
94–97.9%	A	4.00
91–93.9%	A-	3.67
88–90.9%	B+	3.33
84–87.9%	B	3.00
81–83.9%	B-	2.67
78–80.9%	C+	2.33
77–77.9%	C	2.00
71–73.9%	C-	1.67
68–70.9%	D+	1.33
64–67.9%	D	1.00
61–63.9%	D-	0.67
Below 60.9%	F	0.00

WRITING GUIDELINES

Students should make sure that writing assignments are free of grammar, punctuation, and spelling errors. Papers should adhere to the most recent citation style outlined by the American Psychological Association (APA).



PLAGIARISM STATEMENT

In this course, students will submit written work by making use of information and ideas found in print or online sources. Whenever material from another writer is used, it is important that students quote or paraphrase appropriately and cite the source.

The UNO Academic Integrity policy defines plagiarism as "presenting the work of another as one's own (i.e., without proper acknowledgment of the source) and submitting academic work in whole or in part as one's own when such work has been prepared by another person or copied from another person."

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

Students SHOULD NOT GUESS when it comes to using or citing another writer's work. Students should contact the instructor or a consultant at the UNO Writing Center with questions. Students should take a printout of the original source as well as the paper that is being written to the consultation.

ACADEMIC INTEGRITY POLICY

The maintenance of academic honesty and integrity is a vital concern of the University community. Any student found responsible for violating the [policy on Academic Integrity](#) shall be subject to both academic and disciplinary sanctions. Violations of the policy on Academic Integrity include, but are not limited to, the following: cheating, fabrication and falsification, plagiarism, abuse of academic materials and/or equipment, complicity in academic dishonesty, falsifying grade reports, and/or misrepresentation to avoid academic work. More information about these areas and the procedures addressing academic integrity is available from the Office of Academic and Student Affairs (EAB 202 | 402.554.2262).

CLASSROOM EXPECTATIONS

Students are expected to arrive on time to class meetings. Students should come to class well prepared, meaning readings and other assignments have been completed. Students are expected to be respectful of their classmates and the instructor. Distracting and/or disrespectful behaviors will not be tolerated.

CELL PHONES, MOBILE DEVICES, AND LAPTOPS

Students are welcome to use cell phones, mobile devices, and/or laptops in class provided they are used for academic purposes such as note taking, accessing course materials, or researching course concepts and their use does not disrupt fellow classmates. Please silence devices if at all possible. A student who receives a phone call or text, should step outside the classroom to respond. DO NOT take pictures or video during class.



TECHNOLOGY REQUIREMENTS

Students will be expected to have access to a computer frequently, as all writing assignments used will be typed out and not handwritten. The software students use to write assignments is irrelevant, as long as the writing guidelines outlined in this syllabus are followed. It is recommended that students have access to a computer weekly. Public computers are available on the UNO campus. Consult [Information Technology Services](#) and the [Criss Library](#), for more information on equipment locations and availability.

TECHNICAL SUPPORT

Technical support for common university systems, including Canvas and email, is available from Information Technology Services [technical support](#) located in Eppley Administration Building (EAB) 104.

ACCESSIBILITY ACCOMMODATIONS

Reasonable accommodations are provided for students who are registered with Accessibility Services Center (ASC) and make their requests sufficiently in advance. For more information, contact ASC (Location: 104 H&K, Phone: 402.554.2872, Email: unoaccessibility@unomaha.edu)

CRISS LIBRARY

UNO's Criss Library offers a wide variety of resources that support student learning. Subject specialist librarians have in-depth knowledge of researching within specific disciplines and can provide guidance for a specific area of study. Students are encouraged to explore customized resources featured on the [Criss Library](#) website.

EMERGENCY PREPAREDNESS

The University of Nebraska at Omaha is prepared for a wide range of emergencies. Students should familiarize themselves with procedures and assistance available on UNO's [emergency information page](#). If travel to campus is not feasible due to a declared emergency, a combination of Canvas, teleconferencing, and other technologies will be used to facilitate academic continuity. Students will be notified of procedures through Canvas course site announcements and email as appropriate.

INCLEMENT WEATHER

In the event of inclement or threatening weather, students should use his/her best judgment regarding travel to and from campus. Students who are not able to attend class due to adverse weather conditions, should contact the instructor as soon as possible. Similarly, if the instructor is unable to reach the class location, students will be notified of any cancellation or change as soon as possible (by approximately 1 hour before class starts and by posting an announcement in Canvas). Students who cannot get to class because of weather conditions, will be provided allowances relative to attendance policies as well as any scheduled tests, quizzes, or other assessments.



PREFERRED NAME AND PREFERRED GENDER PRONOUNS

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. The instructor will gladly honor a student's request to be addressed by an alternate name or gender pronoun. Please advise the instructor of this preference early in the semester so that instructor records may be changed appropriately.

WRITING CENTER

The UNO Writing Center offers free one-on-one consultations with trained consultants to all students, faculty, and staff. Their goal is to help writers improve their writing skills and confidence in all types of writing, in all subject areas, and at all stages of the writing process. For more information about their hours and locations or to schedule an appointment, go to unomaha.edu/writingcenter or visit their main location in Arts and Sciences Hall (ASH) 150.

SPEECH CENTER

The [UNO Speech Center](#) provides free consulting and coaching services to all UNO students, faculty, and staff in preparing oral presentations. The Speech Center Consulting Room can help students with presentation preparation, outlining, effective delivery techniques, along with any other presentational needs. Speech consulting will help at any stage in the speech-making process. For more information, visit the UNO Speech Center in Arts and Sciences Hall (ASH) 183 and 185.

STUDENT SAFETY

A variety of resources are available to support student safety and security. Students have experienced or are experiencing a difficult personal situation, should consult the resources available through the [Division of Student Success](#).

OUTCOMES MAP AND STUDENT LEARNING OUTCOMES (SLOs)

Council on Social Work Education (CSWE) Competencies

The student learning outcomes for this course are built upon the following nine social work core competencies set forth by the CSWE's 2022 Educational Policies and Accreditation Standards (EPAS) which is required for all accredited social work programs.

1. Demonstrate ethical and professional behavior.
2. Advance human rights and social, economic, and environmental justice.
3. Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.
4. Engage in practice-informed research and research-informed practice.
5. Engage in policy practice.
6. Engage with individuals, families, groups, organizations, and communities.
7. Assess individuals, families, groups, organizations, and communities.
8. Intervene with individuals, families, groups, organizations and communities.
9. Evaluate practice with individuals, families, groups, organizations, and communities.

This map is intended to show how course topics, content, and activities align to the student learning outcomes outlined above. Course objectives are italicized to distinguish them from the core competencies set forth by the CSWE's 2022 EPAS.



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
Competency 2 = Advance human rights and social, economic, and environmental justice.	<ol style="list-style-type: none"> 1. Explain how the intersecting systems and ideologies of oppression (racism, ageism, sexism, heterosexism, ableism, classism, etc.) result in stigmatization, power, and privilege. 2. Examine the disparities and negative outcomes experienced by oppressed social groups across major life domains (family, health, education, employment, media, politics). 3. Analyze practices and policy change opportunities to reduce disparities and negative outcomes and promote social, racial, economic, and environmental justice. 		
Competency 3 = Engage in anti-racism, diversity, equity, and inclusion (ADEI) in practice.	<ol style="list-style-type: none"> 1. Explain how the intersecting systems and ideologies of oppression (racism, ageism, sexism, heterosexism, ableism, classism, etc.) result in stigmatization, power, and privilege. 2. Examine the disparities and negative outcomes experienced by oppressed social groups across major life domains (family, health, education, employment, media, politics). 3. Analyze practices and policy change opportunities to reduce disparities and negative outcomes and 		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
	promote social, racial, economic, and environmental justice. 4. Consider personal biases and values in relation to oppressed social groups and the impact systems have on forming personal beliefs about social, racial, economic, and environmental justice.		
Competency 5 = Engage in policy practice	3. Analyze practices and policy change opportunities to reduce disparities and negative outcomes and promote social, racial, economic, and environmental justice.		

*Dimensions Key:

K = Knowledge

S = Skills

V = Value

CAP = Cognitive and Affective Processing

REFERENCES AND SUPPLEMENTAL MATERIALS

References

Common Dreams. (n.d.). *Common Dreams News That Matters*. Retrieved from

<https://www.commondreams.org/>

Democracy Now! (n.d.). *Daily Show*. Retrieved from <https://www.democracynow.org/>

Desmond, M. (2023). *Poverty, by America*. Crown.

Features, F. M.-R. (Director) (2015). *For the Bible tells me so* [Motion Picture].

Institute for Policy Studies. (n.d.). *Our Work*. Retrieved from: <https://ips-dc.org/our-work/>

National Commission on Correctional Health Care. (n.d.). *Solitary Confinement (Isolation)*.

Retrieved November 25, 2018, from <https://www.ncchc.org/solitary-confinement>

Peck, R. (Director) (2016). *I am not your Negro* [Motion Picture].

ProPublica, P. F. (Director) (2018). *Documenting Hate: New American Nazis* [Motion Picture].

Rothenberg, P. S. (2016). *Race, Class and Gender in the United States*. New York, NY: Worth Publishers.



- Rothstein, R. (2017). *The Color of Law: A Forgotten history of How Our Government Segregated America*. New York: Liveright Publishing Corporation, a division of W.W. Norton & Company.
- The New York Times Magazine. (2019). *The 1619 Project*. Retrieved from <https://www.nytimes.com/interactive/2019/08/14/magazine/1619-america-slavery.html>
- US Debt Clock.org. (n.d.). US Debt Clock. Retrieved March 03, 2019, from <http://www.usdebtclock.org/index.html>
- Wilkerson, I. (2020). *Caste: The origins of our discontents*. Random House.
- Wilkerson, I. (2020). *The warmth of other suns: The epic story of America's great migration*. Penguin UK.

Classic References

- Burns, K. (2012). *The Central Park Five* [Motion Picture].
- Huey, A. (2010). America's native prisoners of war. Retrieved from https://www.ted.com/talks/aaron_huey_america_s_native_prisoners_of_war#t-3506
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- Parenti, M. (2011). *Democracy for the few* (9th ed.). New York, NY: Wadsworth.
- Pollard, S. D. (Director). (2012). *Slavery by Another Name* [Motion Picture].
- This American Life. (2002, January 18). *81 Words*. Retrieved from This American Life: <https://www.thisamericanlife.org/204/81-words>

Websites

- Information for Practice <https://ifp.nyu.edu/>
- Nebraska Legislature <https://nebraskalegislature.gov/>
- Economic Policy Institute <https://www.epi.org/>
- Institute for Policy Studies <https://ips-dc.org/>
- National LGBTQ Task Force <https://www.thetaskforce.org/>
- U.S. Congress <https://www.congress.gov/>
- Nebraska Coalition to End Sexual and Domestic Violence <https://www.nebraskacoalition.org/>
- Parents and Friends of Lesbians and Gays <http://www.pflag-omaha.org/>
- Gay, Lesbian, and Straight Education Network <https://www.glsen.org/> Z magazine <https://zcomm.org/zmag/>
- Free Press <https://www.freepress.net/>
- Common Dreams <https://www.commondreams.org/>

