



GRACE ABBOTT SCHOOL OF SOCIAL WORK

RACE, CLASS, GENDER, AND SEXUALITY IN THE UNITED STATES

SOWK 2120 | 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

Main Office: 206 CPACS

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COURSE INFORMATION

Description

This course examines the effects of race, class, and gender on social policy and social injustice. The focus is on how institutional oppression of racism, classism, and sexism are interconnected and are mutually reinforcing. The consequences of institutionalized oppression are examined at the individual, family, group, organization, community, and societal levels.

Rationale/Overview

This course offers undergraduate students opportunities to discuss and increase awareness and understanding of theories of institutional oppression. The focus is on how institutional oppressions are related and are mutually reinforcing. 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. Recognize disparities and negative outcomes experienced by oppressed social groups across major life domains (family, health, education, employment, media, politics).
3. Identify practices and policy change opportunities to reduce disparities and negative outcomes and promote social, racial, economic, and environmental justice.
4. Discover 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	Assignments
Session 1 [date]	Introduction to the course and review syllabus View and discuss: “Eyes on the Prize – Two Societies”	
Session 2 [date]	Lecture: Historical background of race, class, and gender Guest speaker: Dr. Robert Franklin The Lynching of Will Brown	Read: Ch. 1-3 (Zinn) Read: Part II Ch. 1-9 (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”	Read: Ch. 4 and 9 (Zinn) Read: Part III Ch. 1-9 (Rothenberg)
Session 4 [date]	Lecture: The social construction of race, class, gender, and sexuality View and discuss: “Maxed Out”	Read: Ch. 6 (Zinn) Read: Part I Ch. 1-11 and Part IV Ch. 1-23 (Rothenberg)
Session 5 [date]	Lecture: Economics of race, class, and gender in the U.S. Listen and discuss: “Racism and the Ideology of Slavery: From Aristotle to Today “	Read: Ch. 5, 10, and 11 (Zinn) Read: Part V Ch. 1-18 (Rothenberg)
Session 6 [date]	Lecture: Violence against women, homophobia, and hate crimes View and discuss: “Still Killing Us Softly “	Read: Part VI Ch. 1-14 (Rothenberg)
Session 7 [date]	Lecture: Violence against women, homophobia, and hate crimes (cont.) Guest speaker: violence against women	Read: Part VI Ch. 15-27 (Rothenberg)



Session/Date	Topic	Assignments
Session 8 [date]	View and discuss: “Food, Inc. – Corporate Control of Food, Profits, and Impact on Health” Exam #1	Read: Part VII Ch. 1-23 (Rothenberg)
Session 9 [date]	Guest Panel: Homophobia and hate crimes against gays and lesbians	Read: Part VII Ch 1-11 (Rothenberg)
Session 10 [date]	Lecture: Dismantling oppressions at the institutional level – the role of social work View and discuss: “One Woman, One Vote”	
Session 11 [date]	Lecture: Dismantling oppressions at the institutional level – the role of social work (cont.) Guest speaker: Ann Else – Black Panthers in Omaha	Read: Ch. 17 and 22 (Zinn) Freeman article Evans article
Session 12 [date]	Lecture: Disability – Ableism or dis-ableism as institutional oppression Guest speaker	
Session 13 [date]	Lecture: Theoretical framework to understand oppression based on race, class, gender, and sexual orientation Discussion: Various theories and implications for practice	Read: Part IX Ch. 1-9 (Rothenberg)
Session 14 [date]	Lecture: Theoretical framework (cont.)	Term paper
Session 15 [date]	Student presentations: Term Papers	Internet assignment

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)

Reading Reviews (10) Ten reading reviews worth 30 points each.	300 points (total)
Papers (4) Four papers worth 150 points each.	600 points (total)
Oral Presentation (1) One oral presentation worth 100 points.	100 points (total)



1000 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: H&K 104, 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, racial, economic, and environmental justice.
3. Engage 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. The CSWE 2022 EPAS core competencies are identified in the first column and mapped to the Student Learning Outcomes (SLOs), the field practicum learning contract assignments and the CSWE 2022 EPAS Dimensions.

EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
Competency 2 = Advance human rights and social, economic, and environmental justice.	1. Explain how the intersecting systems and ideologies of oppression (racism, ageism, sexism, heterosexism, ableism, classism, etc.) result in stigmatization, power, and privilege.		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
	<p>2. Recognize the disparities and negative outcomes experienced by oppressed social groups across major life domains (family, health, education, employment, media, politics).</p> <p>3. Identify practices and policy change opportunities to reduce disparities and negative outcomes and promote social, racial, economic, and environmental justice.</p>		
<p>Competency 3 = Engage in anti-racism, diversity, equity, and inclusion (A DEI) in practice.</p>	<p>1. Explain how the intersecting systems and ideologies of oppression (racism, ageism, sexism, heterosexism, ableism, classism, etc.) result in stigmatization, power, and privilege.</p> <p>2. Recognize the disparities and negative outcomes experienced by oppressed social groups across major life domains (family, health, education, employment, media, politics).</p> <p>3. Identify practices and policy change opportunities to reduce disparities and negative outcomes and promote social, racial, economic, and environmental justice.</p> <p>4. Discover personal biases and values in relation to oppressed social groups and the impact systems have on forming personal beliefs about social, racial,</p>		



EPAS Competency*	Course Objective/Student Learning Outcome	Assignment	Dimension *
	economic, and environmental justice.		
Competency 5 = Engage in policy practice	3. Identify 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

- Adams, M., Bell, L. A., Goodman, D. J. & Joshi, K. Y. (2016). *Teaching for diversity and social justice* (3rd ed.). New York, NY: Routledge.
- Brown, A. M. (2017). *Emergent strategy: Shaping change, changing worlds*. Chico, CA: AK Press.
- Brown, A. M. (2019). *Pleasure activism: The politics of feeling good*. Chico, CA: AK Press.
- Carruthers, C. A. (2018). *Unapologetic: A black, queer, feminist mandate for radical movements*. Boston, MA: Beacon Press.
- Kendi, I. X. (2016). *Stamped from the beginning: A definitive history of racist ideas in America*. New York, NY: Nation Books.
- Kendi, I. X. (2019). *How to be an antiracist*. New York, NY: One World.
- Ross, L., Roberts, L., Derkas, E., Peoples, W. & Bridgewater, P. (2017). *Radical reproductive justice: Foundations, theory, practice, critique*. New York, NY: The Feminist Press.
- Sins Invalid. (2019). *Skin, tooth, & bone: The basis of our movement is our people, a disability justice primer* (2nd ed.). Retrieved from <https://www.sinsinvalid.org/disability-justice-primer>
- String, S. (2019). *Fearing the black body: The racial origins of fat phobia*. New York, NY: New York University Press.



Taylor, S. R. (2018). *The body is not an apology: The power of radical self-love*. Oakland, CA: Berrett-Koehler Publishers, Inc.

Classic References

Alexander, M. (2009). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New York: The New Press.

DuBois, W. E. B. (1903). *The souls of black folk*. New York: Bantam Books.

Jensen, R. (2005). *The heart of whiteness: Confronting race, racism and white privilege*. San Francisco: City Light Books.

Marsiglia, F. F. & Kulis, S. (2008). *Diversity, oppression, and change: Culturally grounded social work*. Chicago: Lyceum Books, Inc.

Schulman, S. (2009). *Ties that bind: Familial homophobia and its consequences*. New York: The New Press.

West, C. (2001). *Race matters*. Boston: Beacon Press.

