

Social Work 200

Inequality in American Political and Social Policy

3 Units

*“The ultimate tragedy is not oppression and cruelty by the bad people,
but the silence over that by the good people.”*

- Martin Luther King, Jr

*“You have to act as if it were possible to radically transform the world.
And you have to do it all the time.”*

- Angela Davis

Spring Semester 2025

Instructor:

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Telephone:

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Course Day:

Mon/Wed

Course Time:

2:00–3:50 pm

Office:

Upon Request

Office Hours:

Course

Location:

I. COURSE PREREQUISITES

None

II. CATALOGUE DESCRIPTION

Historic and philosophical roots of inequality for minority groups in the United States and implications for public policy. Not available for major credit.

III. COURSE DESCRIPTION

The major aim of this course is to acquaint students with the historic and philosophical roots of social inequality in the United States and their implication for political and social policy as it relates to social injustice.

The course is organized chronologically around a perspective that acknowledges the diversity of the American population in terms of a variety of groups that experience inequality in status and opportunity, including African-Americans, Asian-Americans, Latinx, Native Americans, women, gay men and lesbian women, and other special populations.

Although the course stresses the structural roots of inequality, it focuses on the personal and collective strengths of diversity in American political and social life. This perspective explicates the contributions of social groups to the broader political and economic structures and processes in American life.

IV. COURSE OBJECTIVES

Objective #	Objectives
1	Gain knowledge about institutionalized disadvantage and inequality in American life.
2	Examine and analyze how political, economic, and social policies have been shaped by institutional inequality.
3	Critically assess the significance of personal and cultural values and attitudes in the evolution of American political, economic, and social policies, political institutions, and public behavior.
4	Understand the personal and collective strengths of diverse populations and their contributions to American public life.
5	Apply intersectional lens to identify and understand major forms and consequences of systemic oppression and social injustice.

V. COURSE FORMAT / INSTRUCTIONAL METHODS

The format of the course will consist of didactic instruction and experiential exercises. These exercises may include the use of videos, role-play, or structured small group exercises. Material from the field will be used to illustrate class content and to provide integration between class and field. Confidentiality of material shared in class will be maintained. As class discussion is an integral part of the learning process, students are expected to come to class ready to discuss required reading and its application to theory and practice.

VI. COURSE ASSIGNMENTS, DUE DATES & GRADING

Reflection Journal (20%): Students will keep a weekly Reflection Journal throughout the semester, adding responses and reflections based on weekly or biweekly prompts provided by the professor. The Reflection Journal is meant to help students critically assess the topics discussed in class as pertinent to their own lives and the lives of others within the context of systems, institutions, and policies. This assignment will further students' personal growth as well as help students prepare for their mid-term and final exams.

Mid-term (20%) and Final (25%) Exams: Students are required to complete take-home mid-term and final exams. Both will be presented in essay format.

Class Presentation (20%): All students are expected to make a class presentation on pertinent issues that reflect a contemporary issue of inequality and the search for solutions (e.g., public policy, social movement). Students will select a topic, with professor approval, and make a presentation to the class. The presentation is to be supported by evidence and data from scholarly books and journals, popular media, and special interest publications. The purpose of the presentation is to help students clarify their personal values and develop the necessary skills to take informed positions through critical thinking.

Class Participation (15%): Students are expected to participate in class, raising critical questions and offering insights based on course content in a respectful manner. Grades will be calculated based on the following percentages:

Assignment	Due Date	% of Final Grade
Reflection Journal	Weekly	20%
Mid-Term Exam	March 5	20%
Final Exam	April 30	25%
Class Presentation	April 21 & 23	20%
Class Participation	Ongoing	15%

Students are expected to demonstrate critical thinking, grasp of key concepts, and ability to integrate multiple sources of information through their questions and comments in class and during small-group exercises aligned with subject matter explored during specific course sessions.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-

Class Grades		Final Grade	
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.87	B-	80 – 82	B-
2.25 – 2.50	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School:

(1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which these skills have been demonstrated by the student.

(2) A grade of B+ will be given to work which is judged to be very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment.

(3) A grade of B will be given to student work which meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations.

(4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations.

(5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement.

(6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

VII. REQUIRED AND SUPPLEMENTARY INSTRUCTIONAL MATERIALS & RESOURCES

NO Required Textbooks

All readings will be available through ARES or course website.

Recommended Guidebook for APA Style Formatting

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Note: Readings published before 2000 have been carefully scrutinized and are included in the syllabus because they provide key or seminal information for the overall course content. Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Unit	Topics	
1	<ul style="list-style-type: none"> • Introduction to course: Telling “My” Story • A look into ourselves and positionality 	January Human Trafficking Awareness Month
2	<ul style="list-style-type: none"> • Race and Racism • Privilege, Power, and Oppression, Part 1 	February Black History Month
3	<ul style="list-style-type: none"> • Defining Inequity: Understanding race and racism in America • Privilege, Power, and Oppression, Part 2 	
4	<ul style="list-style-type: none"> • Race as a social construct in the United States • Historical context of race in the United States 	
5	<ul style="list-style-type: none"> • Historical context of race in the United States, cont’d. • Citizenship 	
6	<ul style="list-style-type: none"> • Class and Classism • Housing 	
7	<ul style="list-style-type: none"> • Poverty and Punishment • Crime and Punishment 	
8	<ul style="list-style-type: none"> • Education • Midterm Review 	
9	<ul style="list-style-type: none"> • Health • Diversity and Social Justice 	
10	<ul style="list-style-type: none"> • Transformative Healing • Empowerment 	
11	<ul style="list-style-type: none"> • Anti-Oppression • Social Work, The Past 	
12	<ul style="list-style-type: none"> • Social Work, The Future • Presentations 	
13	<ul style="list-style-type: none"> • Presentations, Course Review 	
STUDY DAYS / NO CLASSES		
FINAL EXAM DUE: April 30		

Course Schedule—Detailed Description

INTERSECTIONALITY AND PRIVILEGE No Class January 20th Martin Luther King Day

Unit 1a: Introduction to course: Telling “My” Story

January 13

Topics

- Introduction to course: Course Syllabus
- My Story: Understanding “Me” in society

This Unit relates to course objectives 1 & 3.

Required Readings:

Audrey Lorde “A Litany for Survival” <https://www.poetryfoundation.org/poems/147275/a-litany-for-survival>

Maya Angelou “Still I Rise” <https://www.poetryfoundation.org/poems/46446/still-i-rise>

Let us begin by acknowledging that we are on the traditional land of the Tongva People. For thousands of years, the Tongva people lived on this land we occupy today, and were considered the most powerful indigenous peoples to inhabit the Los Angeles basin. Along with the Tongva, we also recognize the Chumash, Tataviam, Serrano, Cahuilla, Juaneno, and Luiseno People, for the land that USC also occupies around Southern California. We pay respects to their elders past and present. Please take a moment to consider the many legacies of violence, displacement, migration, and settlement that bring us here today. And please join us in uncovering such truths at any and all events.

Welcome. Introductions.

MLK Speech The Other America <https://the-other-america.com/speech> (5:10)

Syllabus Review.

My Story.

Staying true to ourselves. Critically assessing the past and present. Moving forward together.

Task:

Add “My Story” to *Reflection Journal*

This Unit relates to course objectives 1–3, 5.

Unit 1b: Part One- A Look Into Ourselves Please complete on Study Day January 15th

Required Video

Mass Graves - <https://www.youtube.com/watch?v=ea5nhEp0xp8>

What is Intersectionality?

Intersectionality is not simply the multiplicity of identities. Your identities hold power and privilege. They are contained within a social, historical, and political context. Your identities determine your social positioning.

Structural Intersectionality

Intersectional subordination need not be intentionally produced; in fact, it is frequently the consequence of the imposition of one burden that interacts with preexisting vulnerabilities to create yet another dimension of disempowerment. I

women of color occupy positions both physically and culturally marginalized within dominant society, and so information must be targeted directly to them in order to reach them

The fact that minority women suffer from the effects of multiple subordination, coupled with institutional expectations based on inappropriate nonintersectional contexts, shapes and ultimately limits the opportunities for meaningful intervention on their behalf. Recognizing the failure to consider intersectional dynamics may go far toward explaining the high levels of failure, frustration, and burn-out experienced by counselors who attempt to meet the needs of minority women victims.

Political Intersectionality

Among the most troubling political consequences of the failure of antiracist and feminist discourses to address the intersections of race and gender is the fact that, to the extent they can forward the interest of "people of color" and "women," respectively, one analysis often implicitly denies the validity of the other. The failure of feminism to interrogate race means that the resistance strategies of feminism will often replicate and reinforce the subordination of people of color, and the failure of antiracism to interrogate patriarchy means that antiracism will frequently reproduce the subordination of women

Some critics allege that feminism has no place within communities of color, that the issues are internally divisive, and that they represent the migration of white women's concerns into a context in which they are not only irrelevant but also harmful. At its most extreme, this rhetoric denies that gender violence is a problem in the community and characterizes any effort to politicize gender subordination as itself a community problem.

While it would be misleading to suggest that white Americans have come to terms with the degree of violence in their own homes, it is nonetheless the case that race adds yet another dimension to why the problem of domestic violence is suppressed within nonwhite communities. People of color often must weigh their interests in avoiding issues that might reinforce distorted public perceptions against the need to acknowledge and address intracommunity problems. Yet the cost of suppression is seldom recognized in part because the failure to discuss the issue shapes perceptions of how serious the problem is in the first place.

A study of rape dispositions in Dallas, for example, showed that the average prison term for a man convicted of raping a Black woman was two years, 87 as compared to five years for the rape of a Latina and ten years for the rape of an Anglo woman. 88 A related issue is the fact that African-American victims of rape are the least likely to be believed. 89 The Dallas study and others like it also point to a more subtle problem: neither the antirape nor the antiracist political agenda has focused on the Black rape victim. This inattention stems from the way the problem of rape is conceptualized within antiracist and antirape reform discourses. Although the rhetoric of both agendas formally includes Black women, racism is generally not problematized in feminism, and sexism, not problematized in antiracist discourses. Consequently, the plight of Black women is relegated to a secondary importance: The primary beneficiaries of policies supported by feminists and others concerned about rape tend to be white women; the primary beneficiaries of the Black community's concern over racism and rape, Black men. Ultimately, the reformist and rhetorical strategies that have grown out of antiracist and feminist rape reform movements have been ineffective in politicizing the treatment of Black women.

Representational Intersectionality

But when one discourse fails to acknowledge the significance of the other, the power relations that each attempts to challenge are strengthened. For example, when feminists fail to acknowledge the role that race played in the public response to the rape of the Central Park jogger, feminism contributes to the forces that produce disproportionate punishment for Black men who rape white women, and when antiracists represent the case solely in terms of racial domination, they belittle the fact

that women particularly, and all people generally, should be outraged by the gender violence the case represented.

Task: Add your thoughts and reactions to the Mass Grave Video and the type of Intersectionality that impacted you the most.

January 22

Unit 1b Part Two: A look into ourselves and positionality

Topics

- Guest lecture by Dr. Robert Hernandez
- A look into ourselves and our social positioning
- Intersectionality Map

This Unit relates to course objectives 1–3, 5.

Required Readings

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, 43, 1241-1299.

Lorde, A. (2007). *Sister Outsider: Essays and speeches*. Scratching the surface: Some notes on barriers to women and loving. 45-52.

Recommended:

The urgency of intersectionality – TED talk by Kimberle Crenshaw:
<https://www.youtube.com/watch?v=akOe5-UsQ2o>

Identity, Intersectionality and Representation in the Digital Space Jasmine Le (API Lens)
<https://youtu.be/ZPGq66g-4TE?si=PEwxKAlvmohjPr4>

Takacs, D. (2002). Positionality, epistemology, and social justice in the classroom. *Social justice*, 29(4 (90), 168-181.

Task:

Add “Intersectionality Diagram” to *Reflection Journal*

Unit 2a: Privilege, Power, and Oppression, Part 1

January 27

Topics

- Privilege, Power, and Oppression in intersectionality
- Seeing privilege, power, and oppression in “my” life

This Unit relates to course objectives 2, 3, 5.

Required Readings

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

Black, L. L. & Stone, D. (2005). Expanding the definition of privilege: the concept of social privilege. *Journal of Multicultural Counseling and Development*, 33, 243-257.

Wilkinson, A. (2016). *The White Knight Delusion*. <https://thebaffler.com/latest/cologne-rape-muslim-refugees>

Recommended:

Intersectionality: <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

Unit 2b: Privilege, Power, and Oppression, Part 2

January 29

- Systemic nature of privilege, power, and oppression
- Privilege circle
- The Effects of Human Sex Trafficking on the Black Community

This Unit relates to course objectives 1-3, 5.

Required Readings

Collins, P. H. (1990). Black feminist thought in the matrix of domination. *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*, 138, 221-238.
http://www.oregoncampuscompact.org/uploads/1/3/0/4/13042698/patricia_hill_collins_black_feminist_thought_in_the_matrix_of_domination.pdf

DiAngelo, R. (2011). White fragility. *The International Journal of Critical Pedagogy*, 3(3), 54-70.

McIntosh, P. (1988). Unpacking the invisible knapsack. *Gender Through the Prism of Difference*, 235-238. https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf

Systemic inequity: <https://www.youtube.com/watch?v=sa1qAhTugkM>

White Privilege: https://youtu.be/Dwlx3KQer54?si=faWVLn_I7MANbLBN

I Survived Sex Trafficking: https://youtu.be/0l7w_QU9DY4?si=e2lmE9A8GzxKpQt7

Recommended:

The Angry Eye: <https://www.youtube.com/watch?v=PnNQxTZTMtM&feature=youtu.be>

Task:

Add "Your experiences of Privilege, Power, and Oppression" based on your intersectionality diagram to *Reflection Journal*

Unit 3a: Race and Racism

February 3

Topics

- February – Black History Month
- Beyond the individual: Introduction to power and oppression
- Why the focus on race? Guest TBA

This Unit relates to course objectives 1-3, 5.

Required Readings

Bonilla-Silva, E. (2015). More than prejudice: Restatement, reflections, and new directions in critical race theory. *Sociology of Race and Ethnicity*, 1(1), 73-87.

Fitzgerald, T. (2015). White Racial Framing Related to Public School Financing. In *Forum on Public Policy Online* (Vol. 2015, No. 1). Oxford Round Table. 406 West Florida Avenue, Urbana, IL 61801.

Malcolm X The Most Disrespected Person In America Is The Black Woman:

https://youtu.be/0VW9CQSOAPk?si=TxkdmLUpAktZA_5k

Unit 3b: Defining Inequity: Understanding race and racism in America

February 5

Topics

- Defining Inequity
- Understanding the role of racism in America
- Critical Race Theory

This Unit relates to course objectives 1, 2, 5.

Required Readings

Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Rowman & Littlefield Publishers. Ch1. The strange enigma of race in contemporary America. 1-17

Benjamin, R. (2019). *Race After Technology: Abolitionist Tools for the New Jim Code*. Chapter 1: Engineered Inequity. 49-77

Critical Race Theory: <https://youtu.be/8sGbLdAt0LY?si=PLa5yF8-U-PvqS7Q>

Unit 4a: Understanding race and racism, cont'd.

February 10

Topics

- Racism - Systemic and structural
- Maintaining the status quo

This Unit relates to course objectives 1-3, 5.

Required Readings

Lipsitz, G. (1995). The Possessive Investment in Whiteness: Racialized Social Democracy and the "White" Problem in American Studies. *American Quarterly*, 47(3), 369-387.

Malcolm X. (1964). *The autobiography of Malcolm X: As told to Alex Haley*. Chapter 15: Icarus. 271-293.

Task:

Add “Reflections on acknowledging privilege (the challenge, struggle, resistance, and transformation)” to *Reflection Journal*

February 17 President’s Day – NO CLASS

Unit 4b: Race as a social construct in the United States

February 12

Topics

- Race as a social construct in the United States
- Understanding race and racist ideas

This Unit relates to course objectives 1-3, 5.

Required Readings

Omi, Michael and Howard Winant. 1994. *Racial Formation*. Ch. 4 Racial Formation in the United States: From the 1960s to the 1990s.

http://www.elegantbrain.com/edu4/classes/readings/depository/race/omi_win_int_racform.pdf

Kendi, Ibram X. 2017. *Stamped from the Beginning: The Definitive History of Racist Ideas in America*. Bold Type Books. Prologue. 1-11

Unit 5a: Historical context of race in the United States

February 19

Topics

- Historical context of race in the United States
- How the US stole Native American children: <https://www.youtube.com/watch?v=UGqWRyBCHhw>

This Unit relates to course objectives 1–3, 5.

Required Readings

Dunbar-Ortiz, R. (2015). *The indigenous people’s history of the United States*. Introduction: This Land. 1-14.

Glenn, E. N. (2015). Settler colonialism as structure: A framework for comparative studies of US race and gender formation. *Sociology of Race and Ethnicity*, 1(1), 52-72.

Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. Chapter two. Removing the “savages”. 25-45.

Recommended:

de las Casas, Bartolome (1552). A short account of the destruction of the Indies.

<https://faculty.chass.ncsu.edu/slatta/hi216/documents/dlascasas.htm#1link>

The Stolen Generations (Aboriginal and Torres Strait Islander in Australia)

<https://youtu.be/aDuxRddyZQY?si=1x13thYV1xL225qE>

Task:

Add “What did you learn about American History?” to *Reflection Journal*

Unit 6a: Historical context of race in the United States, cont’d.

February 24

Topics

- Historical context of race in the United States
- The origins of race in the United States: <https://www.pbs.org/video/the-origin-of-race-in-the-usa-wbm41s/>

This Unit relates to course objectives 1–3, 5.

Required Readings

Paul Finkleman, “Making a Covenant with Death: Slavery and the Constitutional Convention”
<https://www.clevelandcivilwarroundtable.com/making-a-covenant-with-death-slavery-and-the-constitutional-convention/>

Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. Chapter three. The hidden origins of slavery. 47-65.

Baldwin, J. (1955). *Notes from a Native Son*. Excerpt from *Many Thousands Gone*:
<https://www.penguin.co.uk/articles/2020/june/james-baldwin-notes-of-a-native-son-extract.html>

Unit 6b: Citizenship

February 26

Topics

- Understanding the meaning of citizenship
- What makes a citizen?
- What is *American*?
- Women’s History Month
- **Take Home Midterm Review**

This Unit relates to course objectives 2-5.

Takaki, R. (2012). *A different mirror for young people: A history of multicultural America*. Chapter one. Why a different mirror? 5-23

Glenn, E. N. (2011). Constructing citizenship: Exclusion, subordination, and resistance. *American sociological review*, 76(1), 1-24.

Gonzales, R. G. (2011). Learning to be illegal: Undocumented youth and shifting legal contexts in the transition to adulthood. *American sociological review*, 76(4), 602-619

Recommended:

Lopez, I. H. (1996). *White by Law*. The Racial Prerequisite Cases: <https://www.brooklinema.gov/DocumentCenter/View/8477/White-By-Law---Haney-Lopez--abridged-version>

Arbona, C., et al. (2010). Acculturative stress among documented and undocumented Latino immigrants in the United States. *Hispanic Journal of Behavioral Sciences*, 32(3), 362-384.

Dreby, J. (2012). The burden of deportation on children in Mexican immigrant families. *Journal of Marriage and Family*, 74(4), 829-846.

Task:

Add “Are you American? Do you *feel* American? What is being American to you?” to *Reflection Journal*

SYSTEMIC OPPRESSION AND STRUCTURAL INEQUALITY

Unit 7a: Class and Classism

March 3

Topics

- Poverty in the US
- Wealth inequality
- Injustice in the Education

This Unit relates to course objectives 1, 2, 4, 5.

Required Readings

Massey, D. S. (1990). American apartheid: Segregation and the making of the underclass. *American journal of sociology*, 96(2), 329-357.

Putnam, R. (2015). *Our Kids: The American Dream in Crisis*. Chapter one. The American Dream: Myths and Realities. 1-45.

Unit 7b: Education

March 5

Topics

- Segregation of public schools: <https://www.youtube.com/watch?v=7O7Bma9XGXE>
- Exclusionary education
- **March 5th Take Home Midterm Due**

This Unit relates to course objectives 1-3, 5.

Required Readings

Freire, Paulo, 1921-1997. (2000). *Pedagogy of the oppressed*. Chapter one. 43-70.

Dismantling the School to Prison Pipeline in California. (2014). Retrieved from <http://www.cdfca.org/policy-priorities/dismantling-the-school-to-prison-pipeline/>

Kim, B. K. E., Johnson, J., Rhinehart, L., Logan-Greene, P. B., Lomeli, J., & Nurius, P. S. (in press). The school-to-prison pipeline for probation youth with special education needs. *American Journal of Orthopsychiatry*

Brown v Board of Education, access at: <http://www.nationalcenter.org/brown.html>

Push Out- The Criminalization of Black Girls in Education:
https://youtu.be/nWPayvrHkEM?si=Pgkfr_ztUkNhaCAC

Recommended Readings

Erman, S. & Walton, G.M. (2015). Stereotype threat and antidiscrimination law: affirmative steps to promote meritocracy and racial equality in education. *Southern California Law Review* 88(2), 307-378.

Unit 8a: Housing

March 10

Topics

- Housing and Homelessness
- Racial segregation
- Guest lecture TBA

This Unit relates to course objectives 1-3, 5.

Required Readings

Desmond, M. (2016). *Evicted*. Prologue: Cold City. 1-5.

Rothstein, R. (2017). *The Color of Law: A Forgotten History of How our Government Segregated America*. Chapter three. Racial Zoning. 39-57.

Recommended:

Coates, T. The Case for Reparations <https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>

Task:

Add "What intersectionality do you see in the struggles of poverty and homelessness?" to *Reflection Journal*

Unit 8b: Poverty and Punishment

March 12

Topics

- Social control of the poor
- Guest lecture by Dr. Robynn Cox

This Unit relates to course objectives 1-3, 5.

Required Readings

Desmond, M. (2016). *Evicted*. Chapter 22: If they give momma the punishment. 259-269.

Calhoun, A.: The Criminalization of Bad Mothers. The New York Times Magazine, published Apr 25, 2012
<https://www.nytimes.com/2012/04/29/magazine/the-criminalization-of-bad-mothers.html>

The Racist Roots of the Child Welfare System: https://youtu.be/UsJCFWi_lbE?si=Pdt13zJe-QNlsf7y

Harris, A. (2016). *A Pound of Flesh: Monetary Sanctions as Punishment for the Poor*. Chapter Five: Defendant Experiences with Monetary Sanctions in Washington State 52-73.

Unit 9a: Crime and Punishment

March 24

Topics

- Institutional inequality in the justice system
- Unequal punishment: Unfair and unjust system
- Guest lecture TBA

This Unit relates to course objectives 1-3, 5.

Required Readings

Alexander, M. (2011). The new jim crow. *Ohio State Journal of Criminal Law*, 9(1), 7-26.

Bernstein, N. (2014). *Burning down the house*. Chapter 3: Other people's children. 52-70.

Pager, D. (2003). The mark of a criminal record. *American Journal of Sociology*, 108(5), 937-975.

Recommended:

Kim, B. K. E, McCarter, S., & Logan-Greene, P. (2020). Achieving equal opportunity and justice in juvenile justice (Grand Challenges for Social Work Initiative Working Paper No. 25). Retrieved from Grand Challenges for Social Work website: <https://grandchallengesforsocialwork.org/wp-content/uploads/2020/06/Achieving-Equal-Opportunity-and-Justice-in-Juvenile-Justice-3.pdf>

Gilman, A. B., Hill, K. G., & Hawkins, J. D. (2015). When is a youth's debt to society paid? Examining the long-term consequences of juvenile incarceration for adult functioning. *Journal of Developmental and Life-course Criminology*, 1(1), 33-47.

Justice Policy Institute (2014). Sticker Shock: Calculating the full price tag for youth incarceration. Retrieve from: http://www.justicepolicy.org/uploads/justicepolicy/documents/sticker_shock_final_v2.pdf

Task:

Add to *Reflection Journal*: TBA

Unit 9b: Health

March 26

Topics

- Racial stress/trauma and the body
- Racism in healthcare
- Guest lecture TBA

This Unit relates to course objectives 1, 2, 5.

Required Readings

Tyan Parker Dominguez (2020). *Women's journey to empowerment in the 21st century: a transnational feminist analysis of women's lives in modern times*. Chapter two: Inequity embodied: Race, gender, and class in African American pregnancy. 24-41.

Viruell-Fuentes, E. A., Miranda, P. Y., & Abdulrahim, S. (2012). More than culture: structural racism, intersectionality theory, and immigrant health. *Social science & medicine*, 75(12), 2099-2106.

Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Chapter 5: Take as directed. 38-59

Recommended Readings

Krieger, N., Rowley, D. L., Herman, A. A., Avery, B., & Phillips, M. T. (1993). Racism, sexism, and social class: implications for studies of health, disease, and well-being. *American Journal of Preventive Medicine*, 9(6), 82-122.

What Serena Williams's scary childbirth story says about medical treatment of black women:
<https://www.vox.com/identities/2018/1/11/16879984/serena-williams-childbirth-scare-black-women>

Fadiman, A. (2012). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. Chapter 3: The spirit catches you and you fall down. 20-31.

Task:

Add to *Reflection Journal*: TBA

Unit 10a: Midterm Review

February 26

Topics

- Midterm Review

MID-TERM EXAM DUE: March 5

RESISTANCE, OPPORTUNITY, AND CHANGE

Unit 10b: Diversity and Social Justice

March 31

Topics

- Value added
- Inclusion

This Unit relates to course objectives 1, 4, 5.

Required Readings

Lorde, A. (1980). Age, race, class, and sex: Women redefining difference. *Women in Culture: An intersectional anthology for gender and women's studies*, 16-22.

Ahmed, S. (2012). *On being included: Racism and diversity in institutional life*. Duke University Press.

King Jr, M. L. (1992). Letter from Birmingham jail. *UC Davis Law Review*, 26(4), 835-851.

Unit 11a: Transformative Healing

April 7

Topics

- Internalized oppression
- Liberation and healing

This Unit relates to course objectives 1-5.

Required Readings

Poupart, L. M. (2003). The familiar face of genocide: Internalized oppression among American Indians. *Hypatia*, 18(2), 86-100.

Kalei Kanuha, V. (1999). The social process of passing to manage stigma: Acts of internalized oppression of acts of resistance. *Journal of Sociology & Social Welfare*, 26(4), 27-46.

Williams, M. and Newman, P. (1970). Black Women's Liberation, access at:
<http://scriptorium.lib.duke.edu/wlm/blacklib/>

Recommended:

Lorde, A. (1997). The uses of anger. *Women's Studies Quarterly*, 25(1/2), 278-285.

Freeman, J. (1971). The Women's Liberation Movement: It's Origins, Structures and Ideas, access at:
<http://scriptorium.lib.duke.edu/wlm/womlib/>

Unit 11b: Empowerment

April 9

Topics

- Origins of empowerment theory
- The role of empowerment

This Unit relates to course objectives 1-5.

Required Readings

Calvès, A. E. (2009). Empowerment: The history of a key concept in contemporary development discourse. *Revue Tiers Monde*, (4), 735-749.

Solomon, B. B. (1987). Empowerment: Social work in oppressed communities. *Journal of Social Work Practice*, 2(4), 79-91.

Unit 12a: Anti-oppression

April 14

Topics

- Allyship, Accomplice, and Anti-racist
- Lifelong learning and work
- Decolonization is for everyone <https://www.youtube.com/watch?v=QP9x1NnCWNY>

This Unit relates to course objectives 3-5.

Required Readings

Allyship in social work: <https://socialwork.tulane.edu/blog/allyship>

Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. Introduction: Come closer to feminism. vii-x.

Hooks, B. (2000). *Feminism is for everybody: Passionate politics*. Ch 1-2. 1-12.

Agozino, B. (2018). Black lives matter otherwise all lives do not matter. *African Journal of Criminology and Justice Studies: AJCJS*, 11(1), I-XI.

Indigenous allyship: An overview: https://issuu.com/lspirg/docs/allyship_toolkit_inside_pages_10.5x

Unit 12b: Social Work, The Past

April 21

Topics

- Historical context of social work

This Unit relates to course objectives 2-5.

Required Readings

History of Social Work <https://ssw.umich.edu/about/history/brief-history-of-social-work>

Iglehart, A. & Becerra, R. (2011). *Social Services and the Ethnic Community: History and Analysis*. Chapter six: Ethnicity, race, and emergence of macro practice. 119-142.

Unit 13a: Social Work, The Future

April 23

Topics

- Critically assessing social work
- Towards building the future of social work

This Unit relates to course objectives 1-5.

Required Readings

Laura Nissen (2020) Social Work and the Future in a Post-Covid 19 World: A Foresight Lens and a Call to Action for the Profession, *Journal of Technology in Human Services*, 38(4), 309-330

Reisch, M. (2017). Social Work and Social Justice: Past, Present, and Future. https://archive.hshsl.umaryland.edu/bitstream/handle/10713/7377/Reisch_PittsburghKeynote_SocialWorkandSocialJustice_2017.pdf?sequence=1

Unit 13b: Presentations

April 21

Unit 14a: Presentations/Review of Class

April 23

STUDY DAYS / NO CLASSES

**Jan. 15
April 2
April 16**

FINAL EXAM DUE

May 30

University Policies and Guidelines

VIII. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email (bkelizak@usc.edu) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

IX. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

X. SUPPORT SYSTEMS

Student Counseling Services (SCS) - (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. <https://engemannshc.usc.edu/counseling/>

National Suicide Prevention Lifeline - 1-800-273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. <http://www.suicidepreventionlifeline.org>

Relationship & Sexual Violence Prevention Services (RSVP) - (213) 740-4900 - 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. <https://engemannshc.usc.edu/rsvp/>

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: <http://sarc.usc.edu/>

Office of Equity and Diversity (OED)/Title IX compliance – (213) 740-5086
Works with faculty, staff, visitors, applicants, and students around issues of protected class. <https://equity.usc.edu/>

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. <https://studentaffairs.usc.edu/bias-assessment-response-support/>

Student Support & Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.
<https://studentaffairs.usc.edu/ssa/>

Diversity at USC – <https://diversity.usc.edu/>

Tab for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.

Provides overall safety to USC community. dps.usc.edu

XI. STATEMENT ABOUT INCOMPLETES

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

XII. POLICY ON LATE OR MAKE-UP WORK

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, grade will be affected.

XIII. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.

XIV. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)

Approved by the 1996 NASW Delegate Assembly and revised by the 2008 NASW Delegate Assembly [<http://www.socialworkers.org/pubs/Code/code.asp>]

Preamble

The primary mission of the social work profession is to enhance human wellbeing and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual wellbeing in a social context and the wellbeing of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

XV. COMPLAINTS

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact your advisor and/or MSW Chair Dr. Tyan Parker Dominguez for further guidance.

XVI. TIPS FOR MAXIMIZING YOUR LEARNING EXPERIENCE IN THIS COURSE (OPTIONAL)

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete required readings and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

Don't procrastinate or postpone working on assignments.
