

SW 504: Social Justice and Diversity in Social Work

Fall, 2015
Tuesdays, 2pm – 5pm
Room B770, SSWB
Office Hours: by appointment

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3 Credits, no prerequisites

Foundation HBSE Course

Approved 4/29/14

Course Description

This required foundation course is designed to increase students' awareness, knowledge, and critical skills related to diversity, human rights, social and economic justice. The topics of this course include developing a framework for 1) engaging diversity and differences in social work practice and 2) advancing human rights and social and economic justice. We will explore the knowledge base that underlies skills needed to work towards justice. These include types and sources of power, multiple social locations, social constructions, social processes, social identities, conflicts, and how all these interact. A major emphasis is on developing skills in critical contextual thinking and analyses, and in praxis, learning to use knowledge and theory to recognize and critique underlying assumptions and paradigms, and inform working for change. Multiple kinds of boundaries are especially important—across groups, between organizations and system levels, and within and between people, related to intersecting social locations.

Course Content

Students will actively explore how societal power and diversity characterize and shape the human experience, and are critical to the formation of social structures, cultural understandings, group and organizational processes, and identities. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration status, political ideology, race, religion, sex, and sexual orientation. In this course, students will learn how current experiences of privilege and oppression are shaped by historical forces, societal structures, social constructions, group and interpersonal processes, and human understandings, including an understanding of the institutional, organizational, policy, and socio-cultural arrangements that contribute to them. Additionally, this foundation course will explore formulations of human rights, including positive rights, and negative conditions that need to be eradicated. This course also studies how social justice and injustice occur in organizations,

institutions, and society, relevant theories that can inform work for justice (e.g., critical race theory, and components of many theories), and how mechanisms of oppression and privilege work (e.g., marginalization, exploitation, violence, cultural hegemony, and powerlessness).

Course Objectives

Upon successful completion of this course, students will be better able to:

1. Describe community and organizational work for social change.
2. Demonstrate knowledge and skills for working for justice, enacting critical consciousness, and engaging and addressing issues of power and diversity. (4.2, 4.3, 4.6, 4.7)
3. Describe the dynamics of difference and dominance/oppression are and how they impact human functioning and social relations within and across diverse groups. (4.1, 4.5)
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors. (4.1, 4.5)
5. Demonstrate knowledge of social locations, constructions, processes, and identities and the diversity within these. This includes increased knowledge about the forces that shape complex selves, relationships, and worldviews.. (4.2, 4.3)
6. Demonstrate skills in critical contextual thinking, applying multiple theories and frameworks to illuminate underlying assumptions, biases and possible opportunities, and engaging in praxis.
7. Demonstrate awareness of the sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices (4.2, 4.3)
8. Describe methods for continuing a life-long process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society. (4.2, 4.4, 4.6, 4.7)

Course Design

This class will strive to foster a learning environment where each student can reflect critically on sources of power and mechanisms of oppression and privilege, construct a framework for justice, and examine sources of their beliefs and perspectives. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, video, and participation in experiential activities. Additionally, this course will provide a forum to critically examine how our multiple status locations, societal constructions, and social processes shape our beliefs, assumptions, behaviors, and life experiences. Special attention will also be given knowledge about justice and change, and principles of change towards justice.

Theme Relation to Multiculturalism & Diversity is addressed from the perspective of critically considering how diverse dimensions (such as ability; age; class; color; culture; ethnicity; family structure; gender - including gender identity and gender expression; marital status; national

origin; race; religion, spirituality or worldview; sex; and sexual orientation) are socially constructed, embedded in societal structures across system levels, and maintained through social processes and intra and interpersonal relationships and schemas.

Theme Relation to Social Justice is addressed from the perspective of critically analyzing theories and conceptualizations of justice, current trends and ethical issues and their implications for promoting social justice and social change, by considering the influence of normative rules and conditions. Additional focus will be directed towards how structural and institutional conditions affect the opportunities and well-being of different populations (advantaged and disadvantaged groups) in society.

Theme Relation to Promotion, Prevention, Treatment & Rehabilitation is addressed from the perspective of critically considering how varied ideological, theoretical and empirical perspectives influence the definition of social problems and, subsequently, the ways in which institutional policies and practices address access, promotion, prevention, treatment, and rehabilitation.

Theme Relation to Behavioral and Social Science Research will be reflected in the theory, social science literature and research covered characterizing and analyzing macro-level structures, processes and their bearing and implications for the well-being of different vulnerable and disadvantaged groups and populations in society, as well as how marginalized groups exert agency and influence society.

Relationship to SW Ethics and Values

The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers' responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public.

Intensive Focus on PODS [Privilege, Oppression, Diversity and Social Justice]

This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

Important Questions for SW 504

1. What comprises and defines social justice?
 - What theories and assumptions underlie different formulations of justice?

- What do we know about what creates and sustains socially just situations, contexts, practices?
 - What makes for competent, resilient, and socially just communities, and institutions/organizations within those communities?
 - How is social justice related to such concepts as promotion of health and well-being, individual and community resilience, prevention of various social problems?
2. How is society possible? What defines society? What are important components of society?
 - E.g., class conflict, social solidarity, ideas, culture (symbols, rituals), social affiliations, shared and conflicting values, social structures, coercion and constraint.
 - What factors within these levels and components of society keep recreating and sustaining inequality?
 3. What explains social behavior? How are macro and meso level behaviors and forces embedded in and influenced by macro contexts, and vice versa?
 - E.g., early socialization, on-going socialization, statuses and roles, social structures, rewards and punishments, conformity, audience reaction.
 4. What creates and sustains inequalities, injustice, oppression, privilege?
 - Why are some social locations and categories associated with unearned privilege and others with disadvantage?
 - What are different types and consequences of (different forms of) oppression, and implications for working for justice?
 5. How do societal institutions work?
 - What is important for me as a social worker to know about different types of institutions in order to be effective in my workplace and in reaching justice and other practice goals, with or on behalf of clients and in working with others? (e.g. families, organizations and communities and their functions, government and “the state”, the global political-economy)
 6. How do societies and institutions change?
 - General theories, planned/steered change approaches?
 - E.g., From the bottom up, one individual at a time, collective behavior, changing consciousness, symbols, natural selection, new technologies, because of external forces, crises, economic markets and forces (capitalism).
 7. What’s the role of government (the State) in funding and regulating behavior and social institutions, maintaining or reducing inequality?
 8. How have and do micro, meso, macro structures and processes shape and influence me?
 - How can I use knowledge about these forces to increase my critical consciousness, and work with diversity?

9. What is the role of theory, theorizing, and knowledge about all the above, in improving my practice, and in creating more just situations and more effective human services and communities?

Course Themes We Will Repeatedly Draw Upon

- Difference between dialogue, discussion, debate & discourse.
- Difference between equity, access & equality.
- Difference between intent & impact.
- Difference between action & service *AND* charity work & change work.
- Difference between change & progress.
- Difference between empowerment & agency.
- Difference between activism, advocacy, allyhood & solidarity.
- Difference between being a change agent & a “fixer”/”do-gooder”/helper/savior.
- Difference between a riot, rebellion, revolt, uprising & chaos.
- Difference between community organizing, (re)building & development.

Four major and inter-related streams within 504

- Social justice, barriers to that (privilege/oppression), what sustains and disrupts these, and how these operate differently in different groups and contexts.
- Skills for theorizing and critical contextual thinking; learning about and applying theories
- Social change and what helps systems to change. Prevention and promotion of justice and well-being within this.
- Intersectionality in knowledge of self and for working with others who are similar and different.

Course Materials

Required Text: Mullaly, Bob. Challenging Oppression and Confronting Privilege: A Critical Social Work Approach. Second Edition. 2010.

Additional Readings, Handouts and Videos: There will be additional required readings, handouts and videos posted to our class Canvas site. Please refer to the Canvas website weekly to ensure you are up to date on all required materials.

Additional Resources:

- CSWE Core Competencies: <http://www.cswe.org/Accreditation/EPASImplementation.aspx>
- NASW Code of Ethics-Follow this link: <http://www.naswdc.org/pubs/code/code.asp>
- NASW Standards of Cultural Competence: https://www.socialworkers.org/practice/standards/cultural_competence.asp
- UM Mission Statement: <http://president.umich.edu/mission.php>
- SSW Mission Statement: <http://ssw.umich.edu/about/mission.html>

- SSW P.O.D.S.:

<http://archive.ssw.umich.edu/studentguide/2014/page.html?section=2.01&volume=3>

Course Policy on Attendance & Participation

Attendance:

Attending all class sessions is critical for your successful completion of this course. Please note 25% (a maximum total of 25 points or 2 points/class + 1 point free for everyone) of your final course grade includes both attendance and class participation. ***All students are expected to sign in upon entering the classroom.***

Additional notes on signing in:

1. It is your responsibility to sign the attendance sheet at the beginning of every class.
2. Students are not to sign in for one another.
3. Not signing in on the day you were present, means you will be marked absent for that day. Please do not expect me to remember you were present.
4. Signing in and then leaving the classroom, for any reason and for any length of time, without prior approval from your professor and unless during our agreed upon break time(s), will also constitute an absence.

You are expected to be on time (Michigan time) and to stay until the end of each class. You will be permitted two opportunities to arrive late, leave early, or miss an entire class without penalty. This could be one absence and one tardy; two tardies; two absences; or some other combination. Anything beyond two absences, tardies or leaving late will result in lost attendance points and may affect your overall grade. This class will be highly experiential, so your ability to learn the content is dependent on your attendance and active participation.

Special note regarding religious/spiritual observances:

Please notify your professor, ahead of time, if you have religious/spiritual observances which may prevent you from being present in class and/or submitting assignments on the due dates so that we can make appropriate arrangements.

Special note about inclement weather:

Your professor will follow the standard inclement weather policies of the university. This means, if the university is closed on the day and during the time this class is to meet, there will be no class. If, however, the university is not closed and you still believe the weather to be too inclement for you to safely arrive to class, you are welcome to use one of your allowed absences; unless it is also the day an assignment is due in class, which you will, unfortunately, not be excused from.

Participation and Engagement:

Active participation is critical to the small group learning community we will create. Please do what you can do show up each week, on time, having done the readings, ready to engage.

You won't be graded for *what* you say in this class—there are no clear rights and wrongs in the kind of inquiry we'll be doing together. But you will be graded for the effort you invest in developing your skills at listening, engaging, communicating (verbally and non-verbally), and critically reflecting. I realize that some people feel less comfortable or confident speaking up in class. If this applies to you, please let me know in person or via email. We can always talk through your ideas during office hours and discuss strategies that may help you with participation during class. I also realize that some people are very comfortable sharing their ideas and opinions. Their challenge will be to choose when to actively listen instead of talking, even when they might be able and willing to contribute a lot each class. Experimenting with changing up your style of participation might have surprising benefits to you, as well as to the class.

Additionally, students are asked to please adhere to the following requests:

- Please silence or put on vibrate all cell phones and any other electronic devices. Please, also, limit phone usage (including texting) to emergencies only and take calls/text outside of the classroom.
- Feel free to eat/drink in class, with the request to please do so quietly, neatly and with the expectation that you will clean up after yourself.
- Feel free to use your laptop computer for occasional note taking purposes; however, completing other assignments, answering emails or generally being online during class time is not permitted.
- Please do not bring children or adult guests to this course without first consulting with the professor ahead of time.

Course Policy on Late Assignments

I will not accept late assignments (including homework and/or assignments) without a confirmed medical and/or legal documentation, under any circumstances. Likewise, I will not permit make-up presentations without confirmed medical and/or legal documentation. All of this is at the discretion of your professor.

Students anticipating, or unexpectedly, not submitting an assignment on time or presenting the project on time, must contact their professor within 24 hours before it is due/scheduled to make other arrangements. Failure to do so will result in the student earning an automatic zero for that assignment. Additionally, even if permission is granted to submit the assignment late or present the project late, for any reason, that student may receive an automatic two (2) point reduction per day that the assignment is late. All of this is at the discretion of your professor.

Extra Credit

There are no extra credit assignments in this course. Please prepare and study accordingly so that you can do your best the first time.

Grade change policy

Students who wish to petition for a grade change must submit a formal, detailed, written request to the instructor within 72 hours of receiving the grade.

Emailing the Instructor

I usually check email once a day Monday through Thursday and try to respond within 48 hours (except Fridays, weekends and holidays). If I am away from email you will receive an out-of-office reply.

Important Student Resources & Information

Add/Drop Period:

Students may drop/add via Wolverine Access any time after they initially register up until the drop/add deadline. Any time students make a change to their original registration, it is their responsibility to notify their advisor of these changes. Once the drop/add deadline is past, students must obtain the signature of the course instructor, their faculty advisor and then the SSW Registrar on a drop/add form, and then they will need to take the form to 1207 LSA building for processing as Web registration will not be possible beyond the drop/add deadline. It is the student's responsibility to register for the appropriate courses to fulfill the M.S.W. degree requirements.

Incompletes ("I"):

Students must finish incomplete coursework within two semesters of enrollment in the class in which they received their initial incomplete. Please see the current Student Guide.

I: (*Incomplete*) is used when illness or other compelling reasons prevent completion of work, and there is a definite plan and date for completion of course or field work approved by the instructor/liaison. An "I" may also be issued when a student fails to submit required field paperwork by the published deadline. Any "I" grade remaining on a student's record more than two terms after the conclusion of the term in which the grade was awarded reverts to a permanent incomplete, and credit can be earned only by retaking the course. This limit includes the Spring/Summer term and applies regardless of the student's subsequent enrollment. However, if at the time the instructor agreed to the "I", an earlier date of submission and/or completion of final work was agreed upon, then this date takes precedent over the two-term policy. A change in grade will not be accepted after two terms for any reason other than clerical error. Any exceptions to this policy must be approved by the Associate Dean for Educational Programs.

Note: A grade of "I" stays on a student's academic record permanently. Even if the student makes up the course or field work according to the guidelines stated above, the grade for the course will appear on the academic record as, for example, IB+ or IS. If the "I" is not made up in the approved time frame the grade is changed to an IPL (Incomplete Permanent Lapse) and is final.

Academic Difficulty Procedure:

When a student fails to maintain good academic standing, she/he is automatically placed on probation. Failing to maintain good academic standing is defined as:

- Having less than a B average (below an overall 5.0 GPA)
- Having accumulated 9 credit hours of incomplete grades
- Having a grade of U in Field Instruction
- Having a grade of marginal in Foundation Field Instruction (515) or Advanced Field Instruction (691).

A student is initially informed of automatic academic probation via a letter which informs the student of his/her responsibility to develop an academic plan with her/his academic advisor. For more information on academic difficulty and the procedures involved, please see the 2013-2014 Student Guide, Vol. 1, Sec. 15.

Services for Students with Disabilities:

The University's Services for Students with Disabilities (SSWD) provides assistance regarding academic, economic, social, and recreational activities to students who have documented disabilities. For more information, please visit their website at <http://www.umich.edu/~sswd/> or the SSWD Faculty Handbook at http://ssd.umich.edu/files/ssd/SSD_Faculty_Handbook.pdf.

Academic Conduct and Integrity:

Please visit the Student Code of Academic and Professional Conduct at <http://ssw.umich.edu/studentguide/2012/page.html?section=12&volume=1> in the current *Student Guide to the Master's in Social Work Degree Program* for a discussion of student responsibilities for academic conduct and integrity. Students who are found responsible for academic misconduct are subject to disciplinary action up to and including dismissal from the School of Social Work, revocation of degree, or any other sanction deemed appropriate to address the violation.

Special note about Plagiarism:

Policies governing plagiarism can be found in the latest Student Guide. Plagiarism is taken very seriously at the University of Michigan and is grounds for expulsion from the University. It is students' responsibility to become familiar with the information presented at <http://www.lib.umich.edu/academic-integrity/resources-students>. Another helpful resource is <http://guides.lib.umich.edu/content.php?pid=43469&sid=338261>. It would be useful to discuss these issues with students in your classes to help prevent occurrences.

Plagiarism

Plagiarism is representing someone else's ideas, words, statements or works as one's own without proper acknowledgment or citation. Examples of plagiarism include, but are not limited to:

- Using or otherwise taking credit for someone else's work or ideas.
- Using the language of another without full and proper quotation or source citation.
- Implicitly presenting the appropriated words or ideas of another as one's own.
- Using Internet source material, in whole or in part, without careful and specific reference to the source.

- Borrowing facts, statistics, or other illustrative material without proper reference, unless the information is common knowledge or in common public use.
- Self-plagiarism, this is, reusing one's own work without acknowledgment that the text appears elsewhere (e.g. in a paper for another current or previous class).

Writing Help and Tutoring for Students:

Currently, Career Services is in the process of developing a writing assistance program for students who need remedial writing services. Graduate Student Assistants will be available to meet with students individually to help with writing problems. Tutoring in specific SSW courses is also available on a case-by-case basis. Please contact Michelle Woods at micwoods@umich.edu for details.

Advisors and instructors can also refer students to the Sweetland Writing Center, located at 1310 North Quad, 105 South State Street. Sweetland offers writing workshops, which are one-on-one meetings with Writing Workshop Faculty. They also offer services for non-native English speakers. For more information about Sweetland, please visit <http://www.lsa.umich.edu/sweetland/>, email them at sweetlandinfo@umich.edu, or call them at (734) 764-0429.

Another writing resource is the English Language Institute. For more information, please visit <http://www.lsa.umich.edu/eli>.

Health and Wellness Services:

Health and wellness encompasses situations or circumstances that may impede a student success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Often times, faculty becomes aware of students facing difficulties, and they may not know the best way to help a student. Faculty or students should feel free to contact Health and Wellness Advocates Lauren Davis, LLMSW or Nyshourn Price-Reed, LMSW (laurdavi@umich.edu, ndp@umich.edu, or 734/936-0961) regarding any health, mental health or wellness issue. This could include need for advocacy and referral to University or community resources, financial resources or counseling. Students and faculty can also contact Health and Wellness using ssw.wellness@umich.edu. The MSW Student Guide to Health and Wellness can be found at http://www.ssw.umich.edu/current/Health_Wellness_Guide.pdf.

Course Assignment Calculations

Attendance & Participation = 25 points (25%)
 StoryCorps Assignment = 15 points (15%)
 Outside the Box Assignment = 20 points (20%)
 Implicit Association Test Reflection Paper = 10 points (10%)
 Integrating Theory & Social Justice Assignment = 20 points (20%)
 Thought Partner Reflection Paper = 10 points (10%)
Total possible points = 100 (100%)

The University of Michigan, School of Social Work, Master's Program is on a 9.0 grading scale, which translates as follows:

A+ -----9.0	A -----8.0	A- -----7.0
B+ -----6.0	B -----5.0	B- -----4.0
C+ -----3.0	C -----2.0	C- -----1.0
D -----0	E -----0	

Letter grades from "A" through "E" are given for class performance. "A" grades are given for exceptional individual performance and mastery of the material. The use of "A+", "A", and "A-" distinguishes the degree of superiority. "B" grades are given to students who demonstrate mastery of the material. "B+" is used for students who perform just above the mastery level but not in an exceptional manner. "B-" is used for students just below the mastery level. "C" grades are given when mastery of the material is minimal. A "C-" is the lowest grade which carries credit. "D" grades indicate deficiency and carry no credit. "E" grades indicate failure and carry no credit.

Grading Scale:

100-95=A
94-90=A-
89-87=B+
86-83=B
82-80=B-
79-77=C+
76-73=C
72-69=C-
68-65=D+
64-60=D

A note on the emergent nature of this course:

This is a new course, and not just because of that I reserve the right to—and also commit to you that I will—change the readings, assignments, and activities planned for this course to best suit our needs and goals as a learning community. That means that the readings listed below are likely suggestions of what we'll be reading this term, but they are subject to change (with adequate notice for you to adjust!).

Course Outline

Week and Themes	Readings (to be read before class)	Assignments Due
<p>Week 1 (Sept 15)</p> <p><i>Who are we? What is this term about? What do we want to be about this term?</i></p>	<p>Bolded and in blue are readings from:</p> <p>Mullaly, Bob. <i>Challenging Oppression and Confronting Privilege: A Critical Social Work Approach</i>. Second Edition. 2010.</p> <p>Additional readings, videos and handouts will be distributed via Canvas.</p>	
<p>Week 2 (Sept 22)</p> <p><i>Theoretical and Conceptual Considerations</i></p>	<p>Chapter 1: Theoretical Perspectives on Social Problems</p> <p>Arao, B. and Clemens, K. (2013). From Safe Spaces to Brave Spaces: A New Way to Frame Dialogue Around Diversity and Social Justice. Excerpt from <i>The Art of Facilitation</i>. Stylus Publishing, LLC.</p> <p>DiAngelo, R. (2011). White fragility. <i>The International Journal of Critical Pedagogy</i> 3(3): 54-70.</p> <p>DiAngelo, R (2015). In These Times of Racial Strife, A White Professor Explores the Prevalence of ‘White Fragility’. Atlanta Blackstar. Posted online March 18, 2015.</p>	<ul style="list-style-type: none"> • Where I Am From poem (<i>post on Canvas and bring a copy to class</i>) • Thought Partner identified & turned in to KPK by end of class
<p>Week 3 (Sept 29)</p> <p><i>Privilege, Oppression, Power</i></p>	<p>Ch. 10-Unpacking Our Knapsack of Invisible Privilege</p> <p>Ch. 2- Oppression: An Overview</p> <p>Todd, J. (2010). "Confessions Of A Christian Supremacist." <u>Reflections: Narratives of Professional Helping</u> 16(1): 140-146.</p>	<ul style="list-style-type: none"> • Meet with Thought Partner this week
<p>Week 4 (Oct 6)</p> <p><i>Oppression at the Personal Level</i></p>	<p>Ch. 3-Oppression at the Personal Level</p> <p>Additional readings as assigned.</p>	
<p>Week 5 (Oct 13)</p> <p><i>Oppression at the Cultural Level and Social Construction</i></p>	<p>Ch. 4-Oppression at the Cultural Level</p> <p>Additional readings as assigned.</p>	
<p>October 20 No Class</p>		<ul style="list-style-type: none"> • Meet with Thought Partner this week

<p>Week 6 (Oct 27)</p> <p><i>Intersectionality: Personal, Cultural, Structural</i></p>	<p>Additional readings as assigned.</p>	
<p>Week 7 (Nov 3)</p> <p><i>Oppression at the Structural Level</i></p>	<p>Ch. 5 Oppression at the Structural Level</p> <p>Additional readings as assigned.</p>	
<p>Week 8 (Nov 10)</p> <p><i>Bringing together levels of oppression in place and time</i></p>	<p>Additional readings as assigned.</p>	<ul style="list-style-type: none"> • Meet with Thought Partner this week
<p>Week 9 (Nov 17)</p> <p><i>Internalized Oppression and Domination</i></p>	<p>Ch. 6 Internalized Oppression and Domination</p> <p>Additional readings as assigned.</p>	<ul style="list-style-type: none"> • Implicit Association Test Reflection Paper due
<p>Week 10 (Nov 24)</p> <p><i>Working for Change: Anti-Oppressive Social Work</i></p>	<p>Additional readings as assigned.</p>	
<p>Week 11 (Dec 1)</p> <p><i>Working for Change: Anti-Oppressive Social Work</i></p>	<p>Ch.8-Anti-Oppressive Social Work Practice at the Personal and Cultural Levels</p> <p>Additional readings as assigned.</p>	<ul style="list-style-type: none"> • Outside the Box Reflection Paper due (at the latest) • StoryCorps Assignment due (at the latest) • Integrating Theory & Social Justice Assignment due
<p>Week 12 (Dec 8)</p> <p><i>Working for Change: Anti-Oppressive Social Work</i></p>	<p>Ch. 9-Anti-Oppressive Social Work at the Structural Level and Selected Principles of Anti-Oppressive Social Work</p> <p>Additional readings as assigned.</p>	<ul style="list-style-type: none"> • Final Thought Partner Reflection Paper due