



SW 504: Social Justice and Diversity in Social Work
Tuesday 9 am - 12 pm

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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, and 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.
3. Describe the dynamics of difference and dominance/oppression and how they impact human functioning and social relations within and across diverse groups.
4. Describe how structural differences in society are shaped by historical, psychological, social, and political factors.
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.
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.
8. Describe methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society.

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 to knowledge about justice and change, and principles of change towards justice.

Course Text: Mullaly, Bob (2010) Challenging oppression and privilege, 2nd Ed, Oxford University Press, 978-0-19-542970-1 (All other readings, handouts, social media publications, and other class materials not in the text are on Canvas)

Instructor Style: This class is organized around principles of andragogy (adult learning), empowerment, and collaboration. We will develop a co-learning environment that will include presentations, skill building activities and exercises, speakers, and different media. *Experiential activities will be central to the structure and process of this course.*

Theme Relation to Multiculturalism and 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 and 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.

Accommodations for students with disabilities: If you need an accommodation for a disability, please let me know as soon as possible. Many aspects of this course (the assignments, the in class activities, and teaching methods) can be modified to facilitate your participation and progress throughout the semester. I will make every effort to use the resources available to us, such as the services for Students with Disabilities, the Adaptive Technology Computing Site, and the like. If you disclose your disability, I will (to the extent permitted by law) treat that information as private and confidential. For more information and resources, please contact the Services for Students with Disabilities office at G664 Haven Hall, (734) 7633000 or go to <http://www.umich.edu/~sswd/>

Health and Wellness Services: Health and wellness encompasses situations or circumstances that may impede your success within the program. The Office of Student Services offers health and wellness services that are directed to the MSW student body. Feel free to contact Health and Wellness Advocates Lauren Davis (laurdavi@umich.edu) or Nyshourn PriceReed (ndp@umich.edu) 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. 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

Student Mental Health and Wellbeing Services: University of Michigan is committed to advancing the mental health and wellbeing of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays, or through its counselors physically located in schools on both North and Central Campus. You may also consult University Health Service (UHS) at (734) 764-8320 and <https://www.uhs.umich.edu/mentalhealthsvcs>, or for alcohol or drug concerns, see www.uhs.umich.edu/aodresources.

Dependent Care Resources: For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (<http://www.studentwithchildren.umich.edu>). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site

(<http://www.hr.umich.edu/worklife/>) and the UMChild Care gateway (<http://www.hr.umich.edu/childcare/>).

Safety & Emergency Preparedness: In the event of an emergency, dial 9-1-1 from any cell phone or campus phone.

All University of Michigan students, faculty and staff are required to familiarize themselves with emergency procedures and protocols for both inside and outside of the classroom. In the event of possible building closure (i.e. severe weather conditions, public health notices, etc.) you may contact (734)764-SSWB(7793) for up-to-date School closure information.

Be Prepared. Familiarize yourself with the emergency card posted next to the phone in every classroom/meeting room. Review the information on the emergency evacuation sign (located nearest the door) and locate at least (2) emergency exits nearest the classroom.

If you are concerned about your ability to exit the building in the case of an emergency, contact the Office of Student Services and/or email ssw-ADAcpliance@umich.edu.

Office of Student Services
School of Social Work | Room 1748
[734-936-0961](tel:734-936-0961)

For more information view the annual Campus Safety Statement at <http://www.dpss.umich.edu/>.

Register for UM Emergency Alerts at <http://www.dpss.umich.edu/emergency-management/alert/>.

Religious Observances: Please notify me if religious observances conflict with class attendance, community participation or due dates for assignments so that we can make appropriate arrangements.

Student Code of Academic and Professional Conduct: All students should be familiar with the Student Code for Academic and Professional Conduct (<http://archive.ssw.umich.edu/studentguide/2014/page.html?section=12&volume=1>) which holds our students to the highest standards of academic and professional conduct. Unacceptable academic behavior refers to actions or behaviors that are contrary to maintaining the highest standards in course work and includes such actions as cheating, plagiarism, falsification of data, aiding and abetting dishonesty and impairment. Any suspected situations of academic misconduct will be discussed with the student and then reported to the Associate Dean for Academic Programs.

Campus Commitment: A respectful, supportive, and welcoming environment are necessary for student learning. The University of Michigan has developed a University wide educational program that "provides clear definitions of discrimination and harassment prohibited by University policy, as

well as contact information for University resources and ways to report concerns. Its goal is to contribute to an environment of civility and respect in which all members of the University community can work and learn." Please contact me if you have any concerns about these issues as they relate to our class or your experience at the UMin general.

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>.

IMPORTANT COURSE POLICIES

Attendance: it is important that you attend each class session. Participation and class attendance are professional responsibilities. The class sessions involve skill development experiences that go beyond course readings. It is important to be prepared to discuss assigned readings and to share experiential knowledge. To maximize individual and group learning, attendance and participation are expected. It is especially helpful when we share examples from our experience. Also, feel free to draw on current events and literature related to course topics in order to promote our learning.

If for any reason you miss more than one session, your participation grade will be lowered ten points for each session unless the session is made up. To make up a session, find out from other students what was covered in the missed sessions and develop a written make-up plan to be submitted via email for my approval. The plan should focus on the topic of the missed session, include a three-page paper on information learned, and should involve three or more hours of effort.

Assignment Extensions: are only given in circumstances in which the student is experiencing an extreme hardship that is interfering with completion of course assignments. Inability to balance the requirements of other courses with the due dates of assignments for this course will not qualify as a hardship in which an assignment extension will be granted. If a student is struggling with school/life/work balance, they are encouraged to reach out to me and other university resources for support. Concerns over lack of access to computers and other resources needed to complete assignments will also not warrant assignment extensions. If a student needs support with access to computers and other resources, they are encouraged to reach out to me and other

university support systems in a timely manner. Late assignments will receive a five point deduction for each day the assignment is late.

Audio and Video recording of in-class lectures and discussions is prohibited without the advance written permission of the instructor. Students who require audio recording as an accommodation for a diagnosed disability should present the instructor with documentation from the University's Services for Students with Disabilities (SSWD) before the end of the third week of classes.

Class Participation: In addition to attending class, students are expected to arrive prepared to actively participate in their learning process. This includes not simply sitting quietly and listening/observing, but posing questions and comments to the professor and other students, as well as answering questions and addressing comments posed by the professor and other students during our class discussions. **Class participation also involves completing weekly Reaction Sheets, the online Vignette analysis, and fully participating in class exercises and activities.**

While vocalizing opinions or concerns may be culturally relative, being silent and not actively engaging in class discussions (only learning through listening) is a privilege one cannot often employ in social work practice. Students who are not actively involved in class discussions will not receive full engagement credit/points in this course.

Learning through discussion and the interrogation of multiple diverse sources can be uncomfortable, but the discomfort stemming from respectful, inclusive, and well-facilitated discussion is not a cause for students to feel "unsafe". Students are expected to engage in an open and respectful dialogue, use the classroom environment as practice for professional interactions with clients and colleagues, and maintain civility in in-class, online, email, video, and all other forms of communication with both the instructor and class colleagues. Inappropriate behaviors could result in a loss of participation/engagement points. *NOTE: Students who do not adhere to the stated course policies may be asked to leave class and be marked absent for the session.

Emotional Content: As a diverse group of learners, material may be presented or discussed that "triggers" a prior personal and potentially painful or negative memory. While "trigger warnings" will not often be used during this course, please speak and listen to the instructor and class colleagues under the assumption that there is no ill-intent to harm, "trigger" or purposely offend someone due to certain language, images, or content.

Incomplete: a student may receive a grade of Incomplete ("I") only if the coursework remaining to be done by the end of the semester is small and the instructor approves an extension for completing the unfinished work. Please note the notation of "I" remains a permanent part of the academic record. When coursework is completed to the satisfaction of the instructor, the grade will appear on the transcript as, for example, "I B+." The grade point average is based only on hours of coursework completed. To receive an Incomplete for this course the student must formally request an incomplete from the instructor prior to the final week of classes. The student must

demonstrate that an incomplete is warranted and that they will successfully complete course goals and objectives in an appropriate time frame. A written plan for completing course work must be submitted and approved the final week of classes.

Technology in the Classroom

Laptops could affect your participation grade. I have found that they cause distraction and/or distraction temptation, for both user and nonuser classmates. If you need to utilize a laptop during class due to a (dis)different ability or special circumstance, please let me know. Feel free to doodle, knit, use a stress ball, etc. if you listen best while utilizing kinetic energy, but as a general guideline laptop computers are not allowed in the classroom.

If you must use your cell phone during class time, please make sure the ringer is silenced, and that ALL phone activity (texting included) takes place outside the classroom. Texting inside the classroom will result in the class participation portion of your grade being lowered.

Important Questions for SW504

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, and 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 re-creating 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, and 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 and discourse.

Difference between equity, access and equality.

Difference between empowerment and agency.

Difference between intent and impact.

Difference between action and service *AND* charity work and change work.

Difference between change and progress.

Difference between activism, advocacy, allyhood and solidarity.

Difference between being a change agent and a “fixer”/“do-gooder”/helper/savior.

Difference between a riot, rebellion, revolt, uprising and chaos.

Difference between community organizing, (re)building and development.

Four major and interrelated 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.

ASSIGNMENTS

ASSIGNMENT ONE: SURVEY-This survey is designed to introduce us to each other as class on day one. The information in the survey will be the first step of many in this course in which we seek to understanding our individual backgrounds, experiences and intersecting identities. This process will be vital to making connections between social justice, diversity, and social work.

ASSIGNMENT TWO: 'QUESTION EVERYTHING' WEEKLY QUESTIONS FORUM

The purpose of the forum is to give us a sense of where curiosities, confusions, excitements and controversies lie in our readings, so that we can guide ourselves to and through them efficiently (and maybe even effectively *smiley face*) in class each week.

- You'll post 2 questions by noon on each Monday. These are due each week, but you do get a freebie week to miss (you need to post 10 total).
- Ask questions you really want us to answer or explore! I will be selecting some of the questions each week to focus our conversation in the classroom.
- You are more than welcome to respond to others' questions and comments, but this is not required. You can also post links or add images or videos in your comments, to extend the conversation with more resources (but you still need to write your own words, too).

ASSIGNMENT THREE: READINGS DISH - For this assignment you will create a document (imagine bringing your signature dish to a potluck) this document is aimed at eliciting greater understanding, curiosity, and/or ideas for theorizing about the content of our course from your unique perspective. As part of our collaborative learning process this term, we will divvy up responsibility for creating and sharing key content of our weekly readings to jog our memories, guide our inquiry, and organize the many theories and ideas and perspectives we'll be juggling each week. At the end of the term, we will find ourselves with a full set of collectively constructed notes.

When it is your turn (we'll sign up on the first day of class), your task is to create a one sheet guide of the readings for the week (it can be two sided if you *really* feel it needs to be). Your 'dish' might:

- Graphically represent and/or organize key information
- Summarize key points
- Raise critical questions
- Draw connections between the week's readings
- Draw connections to previous readings/ideas/experiences in class

Your document or the contents of your ‘dish’ cannot do all of these things *thoroughly*. If it did, it would be too hard to digest. The readings were already thorough; we don’t need you to rewrite them. Rather, challenge yourself to examine all of your ideas about what you could put onto your sheet, and then EDIT. Edit creatively, edit wisely, edit with our course purposes in mind. You won’t be the only one serving up notes on your week, so don’t feel that you have to cover everything. Cover what *you* find compelling, and then we’ll find out what overlaps and differs and converses with whatever the others choose to serve. **YOU MUST UPLOAD YOUR DOCUMENT TO CANVAS BY NOON ON THE MONDAY BEFORE YOUR ‘DISH’ IS SERVED IF YOU WANT THE INSTRUCTOR TO PROVIDE PRINTED COPIES TO THE CLASS. PRINTED COPIES FOR EVERYONE IS REQUIRED.**

You will also need to purchase a folder to collect each week’s ‘dishes’. At the end of the semester we will have an actual end of course potluck (we’ll talk more about this in-class). You will need to have access to all the ‘dishes’ served for our final in-class assignment. I will provide a three hole punch each week for those preferring to punch holes in documents for folders.

ASSIGNMENT FOUR: HOT TOPICS-CURRENT EVENTS - During the course of the semester, students are expected to stay informed about current events relevant to discussions and topics in the class. Current events will provide balance and relevance to the social and historical topics discussed in class and in the readings. Each week student groups (of no more than 4 members) will present on a current event of their choosing and facilitate a 10-15 minute discussion on the current event. To facilitate this, students will present the facts on the current event as a group, then divide the class up into small groups. Hot Topic Group Members will then divide up and lead each small group in a discussion on the current event. The discussion must include 2-3 questions for the small groups to discuss and answer. These questions should aim to connect the current event to course content. Then each small group will share their take-aways with the whole group. Weekly ‘Hot Topic’ Groups will be formed on the first day of class. Groups should decide the best means to communicate with each other on this assignment as you will most likely be working on this assignment the week of your presentation.

ASSIGNMENT FIVE: POSITIONALITY REFLECTION (2-3 pages) - *You will complete a reflection paper. Use the questions below to guide your reflection.*

- What does it mean *to you* to be a person from your different social identity groups? What is your understanding of identity intersectionality—how different social identities intersect with each other? How do you think about and experience this in your own life?
- What impact have your social identities made in your life? How do they inform your views of the world?
- What has been your personal journey in learning about issues of oppression and privilege? What were key formative experiences in your learning? What are continuing issues you want to address or work through in regards to social identities, oppression and privilege?
- What impact do you think your social identity has on your communication and conflict management styles?

GRADING RUBRIC	Exemplary	Intermediate	Beginning
Connection to course themes	<i>In-depth synthesis</i> of thoughtfully selected aspects of experiences to course themes and content. Makes <i>clear</i> connections between what is learned from the analysis and the course themes and content.	Goes into <i>some detail</i> explaining some specific ideas or issues from outside experiences. Makes <i>general</i> connections between what is learned from the analysis and the course themes and content.	Identifies some <i>general ideas</i> or issues related to the course themes and content.
Self-disclosure	Seeks to understand and concepts by examining <i>openly</i> your own experiences in the past and present as they relate to the activity you participated in, to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , discussing both growth and frustrations. Risks asking probing questions about self and seeks to answer these.	Seeks to understand and concepts by examining <i>somewhat cautiously</i> your own experiences in the past and present as they relate to the activity you participated in. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	<i>Little self-disclosure, minimal risk</i> in connecting concepts from class and the activity you participated in to personal experiences in the past and present. Self-disclosure tends to be superficial and factual, without self-reflection.
Spelling, grammar, writing style	No spelling or grammar errors, compelling and clear writing.	Few spelling and grammar errors, and/or unclear or inconsistent writing.	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.

ASSIGNMENT SIX: Outside the Box-Critical Incident Assignment: This is a simple exercise in concept. For a 2–5 hour period (or longer if you choose), experience the world outside the box of your usual world. Here are some examples of activities you might choose to participate in:

Attend political rally/event of different political party than you belong to/believe in/generally vote for

Attend a social event where you are the minority in terms of your most salient *privileged* social identity(ies)

Go to a bar or attend a party where you are the minority in terms of your most salient *privileged* social identity(ies)

Attend a concert for music you generally don't listen to

Attend a lecture on a topic that explores the experiences of people who don't share your most salient social identity(ies)

Attend religious/spiritual services where you would not normally attend (with permission)

Add LGBT, anti-racism, religious, (dis)ability rights, etc. paraphernalia to your clothes or backpack..or consider taking some off

Go an entire day without spending any money

If you have never seen a mental health counselor or therapist, do so..authentically.

Do you have another idea???

During this exercise, please think about your personal safety and be respectful to the people you are participating in the activity with. Hate crimes and discriminatory practices do occur against people. If what you want to do is too frightening for you, please write your reflection paper on why you made the choice not to act out the exercise. Include your sensations, emotions, thoughts and considerations. Regardless of what you choose to do for this exercise, please use the following format to write your reflection paper.

Critical Incident Analysis of Outside-the-Box Experience

1400-2000 words (around 4-6 pages) in length--double-spaced, 12 pt. font, 1" margins.

PURPOSE Reflection on experience can help you to:

- Better understand your strengths as you relate to new experiences
- Identify and question your underlying values and beliefs
- Acknowledge and challenge possible assumptions on which you base your ideas, feelings and actions
- Acknowledge your fears and approaches to coping with them
- Identify possible areas for improvement and growth
- Better understand the world around you

CRITICAL INCIDENT TECHNIQUE is a structured method for self-reflection that might help you thoroughly explore your Outside-the-Box experience. It might work to consider your entire experience to be the "incident," or you may choose to focus on a more specific thing(s) that happened during the experience.

FORMAT Use the headings below to structure your writing. The questions can help guide your reflection, but don't write this as a question-response and **don't address every single question**; use your judgment about what information is most pertinent to your case.

Account of the incident

- ★ What happened, where and when; who was involved?
- ★ What was your role or involvement in the incident?
- ★ What was the context of this incident?

Initial responses to the incident

- ★ What were your thoughts and feelings at the time of this incident?
- ★ Explain why the incident was critical or significant for you. Also, why might it have been critical for others?
- ★ Explain your concerns at the time.
- ★ Mention anything particularly demanding about the situation.

Analysis: Making sense of the incident

- ★ What assumptions have I (or they) made about the situation?
- ★ Why do I view the situation like that?
- ★ How did your identities impact the situation?
- ★ What assumptions have I made about the other person(s) or group(s) in the situation?
- ★ How else could I interpret the situation? From whose perspectives?
- ★ What were the responses of other key individuals to this incident? If not known, what do you think these might have been? Why might they view the situation like they did?
- ★ What are the values and ethical issues which are highlighted by this incident?

Research: Moving beyond individual understanding

- ★ What theory (or theories) has (or might have) helped develop your understanding about some aspect of this incident?
- ★ What research has (or might have) helped develop your understanding about some aspect of this incident?
- ★ How might an understanding of the cultural, political, organizational or other contexts explain some aspects of this incident?
- ★ What future learning needs have you identified for yourself as a result of this incident? How might these be achieved?

Outcomes and/or Impact on your knowledge, awareness, and skills (this might be two sections)

- ★ What were the outcomes of this incident for the various participants?
- ★ What other action could you have taken that might have been helpful?
- ★ Are there ways in which this incident has led (or might lead to) changes in how you think, feel or act in particular situations?
- ★ What skills, knowledge, or awareness did you gain from this experience?
- ★ What have you learned about yourself, your relationships with others, culture, communication, and the world around you?
- ★ What are your thoughts and feelings now about this incident?
- ★ What lessons have you learned from this? How interested are you in applying those in the future? How might you do that?
- ★ What will you do if faced with a similar situation in the future?

GRADING RUBRIC	Exemplary	Intermediate	Beginning
Connection to course themes	<i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to the activity you participated in. Makes <i>clear</i> connections between what is learned from the activity and the course themes and content.	Goes into <i>some detail</i> explaining some specific ideas or issues from outside experiences. Makes <i>general</i> connections between what is learned from the activity and the course themes and content.	Identifies some <i>general ideas</i> or issues from the activity you participated in related to the course themes and content.
Use of critical incident technique	In-depth treatment of all stages of critical incident analysis.	In-depth treatment of some but not all stages of critical incident analysis.	Weak use of critical incident technique.
Self-disclosure	Seeks to understand concepts by examining <i>openly</i> your own experiences in the past and present as they relate to the activity you participated in, to illustrate points you are making. Demonstrates an <i>open, non-defensive ability to self-appraise</i> , discussing both growth and frustrations. Risks asking probing questions about self and seeks to answer these.	Seeks to understand concepts by examining <i>somewhat cautiously</i> your own experiences in the past and present as they relate to the activity you participated in. Sometimes defensive or one-sided in your analysis. Asks some probing questions about self, but do not engage in seeking to answer these.	<i>Little self-disclosure, minimal risk</i> in connecting concepts from class and the activity you participated in to personal experiences in the past and present. Self-disclosure tends to be superficial and factual, without self-reflection.
Spelling, grammar, writing style	No spelling or grammar errors, compelling and clear writing.	Few spelling and grammar errors, and/or unclear or inconsistent writing.	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.

ASSIGNMENT SEVEN: COMMON INTEGRATIVE FINAL ASSIGNMENT

Integrating and Applying Theory and Perspectives on Social Justice and Oppression

Assignment Objectives

The integrative final assignment should help students:

- Integrate, synthesize, apply and reflect on core concepts or components of course (including theories and dialectical thinking)
- See connections

- Get creative
- Help foster a sense of community/ common purpose among students

Description & Purpose:

Students will select an approach approved by their instructor through which they can integrate and reflect on how course components and frameworks relate to each other and can be applied. This can include an analysis of an issue of social justice or the conditions of a marginalized population group, or some other context that allows systematic application of course concepts.

Students will select from a variety of possible formats and present their analysis publicly or privately during the weeks or last day of class, accompanied by a digital handout designed for class colleagues. A more detailed description, rubrics for each available format, and samples/templates/ or class demonstrations will be available by the fifth week of class. The final project format examples include:

1. A concept map + 3 page paper

concept map can be a paper based or some other kind of multi format medium (visual/auditory/performance, etc). More examples are below:

- A TED talk (5 minute maximum) + 3 page paper -Integrative across multiple theories (references). Why did you focus on the specific topics you chose to speak to, what did you leave out and why? Name why did you do it the way that you did.
- A podcast (5 minute maximum) + 3 page paper
- A VoiceThread (5 minute pre-recorded, edited audio/video narrated Powerpoint presentation) + 3 page paper
- A Musical Performance + 3 page paper
- A Painting + 3 page paper
- Community Greening Plan (Architectural Drawings) + 3 page paper
- The possibilities are as unique as each individual in the course

Core elements of the three page analytic/reflective paper

Whatever format is offered in different course section, each should be accompanied by a three page analytic reflective narrative that explains the foci, rationales, and components of the integrative product, what it meant to be represented, how it was developed, how course streams and concepts were incorporated, what applications are included, and especially what the student learned by constructing it. Students can also talk about anything they had to leave out, and how they will apply what they learned going forward and will keep learning.

As in all other assignments, the student needs to use and cite explicitly course concepts, readings and activities. This can occur within the map/other type of integrative product, in the narrative short paper, or in both, in different ways.

More details about Concept “Maps”.

A concept map is a visual representation of key elements of key concepts and relationships among them. It should represent the four “streams” of the course, and their inter-relationships, plus a

three-page narrative that explains and interprets the map. This is an opportunity to be creative, to incorporate your own interests, goals, and talents, and to have fun with innovative approaches.

There are many resources on the web about concept mapping that can help you to identify core ideas and concepts and how to start making connections among them. Most of these assume that a concept map will be represented two dimensionally. You can add complexity to a two dimensional paper, electronic, or other formats by adding color coding, different styles of lines and figures. You can also be creative in how you divide and use the space, and indicate connections between and among spaces. Also, other forms and formats are possible.

Whatever forms and formats you use, it is useful to include a key that explains the meaning of different elements.

In the past, very excellent concept maps have taken many forms.

- **Styles:** They can be very scholarly, mostly comprised of linked terms and explanations without much metaphor, or very metaphoric, applying course concepts in various themes (e.g., to a literary work or the creator’s hobbies, for instance, drumming, music genres, travel, various sports, a children’s playground), or to particular social issues. They can also be developed around a particular event, public person, or practice context.
- **Formats:** They can be two dimensional on paper or electronic, or be three dimensional constructions, using a variety of materials (wood, Styrofoam, popsicle sticks, boxes, mirrors, transparencies, Prezi). They can be static, or have components that move (e.g., mobiles, pieces that can be placed in various configurations, parts that overlay each other, or unfold). Various kinds of games can be constructed or adapted to reflect how course concepts work. They can use literal published maps, or physical representations of different spaces and symbols (comparing affluent and poor areas, and/or ethnically rich depictions). Some may include photography, collages and various textures and colors.
- **Size:** paper based concept maps have ranged from use of large butcher paper, overlaid with construction paper of various colors, to a 4 by 6 index card. They do not need to be large or fancy to be extremely comprehensive and well done.
- **Foci:** Some high quality concept maps are very abstract, with quite general applications. Others have assisted their creators to think through particular applications—to one’s home towns, or to Detroit, for instance, to members of one’s family, in particular practice situations or methods (for instance, an IP client, a school social work placement, Asian American families, a particular type of organization or a field of practice or policy arena).

It is useful to brainstorm different ideas, consider what is going to be fun and motivating for you to implement, and also allow you to cover the various components, concepts, and skills of the class. Share ideas with your classmates. Consider your time and resource and talents. You may want to run your ideas past me in an initial draft.

Criteria	Excellent: A	Strong; Aminus	Basic mastery—Brange	Acceptable, Crange
Social justice goals and processes	Clear social justice framework(s), w/ goals, processes, well	Social justice frameworks includes, with some	Some social justice frameworks included, and accurately applied	Has some social justice concepts, but with less

	linked to other elements	linkages to other elements		understanding of key elements
Barriers to justice—how oppression and privilege are created and sustained	Analysis of multiple mechanisms of oppression, & privilege, across different system levels/contexts	Systematic application of several mechanisms of oppression and privilege,	Identifies some basic elements of oppression and privilege, with examples	Recognizes how power and privilege occur differently
Skills for theorizing & critical conceptual thinking	Accurate use of all major conceptual frameworks, illuminating multiple components, with interconnections	Accurate use of many conceptual frameworks, to identify key components and mechanisms	Accurate use of several conceptual frameworks, with examples	Either use of fewer frameworks, or not always accurate application
Intersectionality, how different positionalities and types of power interact, and are influenced by contexts	Understanding of how different positionalities interact, are affected by power and contexts, and are relevant in particular issue(s)	Inclusion of several positionalities, sources of difference, with some indication of how they interact	Examples of how multiple positionalities can work together with different consequences with some illustrations	Inclusion of several positionalities, sources of difference, with some indication of how they interact
Application to self, critical consciousness	Self awareness of own positionalities, influence of own perspectives and biases—self in the map	Some sense of self, maybe in why the approach, own views	Self and critical consciousness noted as important either in map or analysis	Some sense of self, maybe in why the approach, own views
Social change, and what facilitates change	Illustrations of how change can occur, grounded in analyses	Some sense of change goals, and steps	Change as important element, maybe not well defined	Illustrations of how change can occur, grounded in analyses
Clarity, style, use of citations	Very well written and organized, very clear, citations of most major course concepts	Reasonably clear map, a few citations, explanation clear enough	Map clear and includes major components, some important references	Very well written and organized, very clear, citations of most major course concepts

General assessment criteria for integrative/reflective concept map.

Evaluative criteria include:

- Demonstrated understanding of/ability to **apply four streams of knowledge** and multiple theories/conceptual frameworks to illuminate intersectionality, justice goals, and barriers to these.
- Scope of concepts used, degree of integration across topics, types of concepts, and different system levels
- Clarity of the work
- Attention to intersectionality, power analysis, and social justice issues across different (or relevant) populations and situations
- Originality and creativity.

Four major and interrelated 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.

Grading:

Assignment	Points
Class Participation	50
Assignment One: Survey	5
Assignment Two: Weekly Questions Forum	15
Assignment Three: Readings 'Dish'	20
Assignment Four: Hot Topics (Group Assignment)	20
Assignment Five: Positionality Reflection	20
Assignment Six: Critical Incident	20
Assignment Seven: Final Assignment Concept Map	50
TOTAL POINTS	200

Grading Scale

A+ 197 -200	A 193 - 196	A- 189 -192	B+ 185 - 188	B 181 - 184
B- 177 - 180	C+ 173 - 176	C 169 - 172	C- 165 - 168	D <164

Course Outline

Session #1 (Tuesday, September 6th): Who are we? Class Norms, Community Building, Overview of topics - **ASSIGNMENT ONE - ONLINE SURVEY DUE ON SUNDAY, SEPTEMBER 4th**

- Introductions
- Who are we as a class?
- Activity - Comfort Zone
- Activity – Calling In/Calling Out
- Small Groups – Developing Norms and Expectations
 - How will we celebrate our joys?
 - How will we navigate, acknowledge, heal and move forward from our challenges?
- Lecture - Difference between dialogue, discussion, debate and discourse
- Course Syllabus Quiz

- Review Weekly Schedule and Assignments
- Sign-up for Weekly Dish and Hot Topic Groups
- Turn-in Reaction Sheets

Handouts:

Reactions Sheets

Forward Space Guidelines

Dialogue, Discussion, Debate

Guidelines for Dialogue

For HOT TOPICS - Qualities of Good Dialogue

Readings:

SW504 Course Syllabus

Session #2 (Tuesday, September 13th): Dynamics of Difference and Dominance/Oppression - Impact on Human Functioning and Social Relations within and across diverse groups

- Activity - Hot Topic Small Groups
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Dynamics of Difference and Dominance/Oppression/Difference between equity, access and equality.
- Turn-in Reaction Sheets

Handouts:

Reactions Sheets

Diverse Democracy Snapshot Worksheet

READINGS:

- DiAngelo, R. (2011). *White Fragility*. International Journal of Critical Pedagogy, Vol 3 (3) pp 54-70
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 2, pages 34-63.
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Baynton, D. (2002) *Disability and the Justification of Inequality in American History*
- Ta-Nehisi, C. (2015). *Between the World and Me*. The Text Publishing Company. Pages 5-12.
- Kegler, A. (2016). *The Sugarcoated Language Of White Fragility*. Washington Post, http://www.huffingtonpost.com/anna-kegler/the-sugarcoated-language-of-white-fragility_b_10909350.html

Session #3 (Tuesday, September 20th): Intersectionality - Social Locations, Constructions, Processes, and Identities and the Diversity within

- Activity - Hot Topics
- Activity - 3 People
- Activity - Personal Timeline and Social Locations
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Intersectionality - Social Locations, Constructions, Processes, and Identities and the Diversity within and difference between empowerment and agency.
- Video: https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en
- Turn-in Reaction Sheets

Handouts:

Reactions Sheets

READINGS:

- Crenshaw, K. (1993). *Intersectionality and Identity Politics, and Violence Against Women*. Feminist Theory: A Reader.
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 7, pages 188-217.
- Nash, J (2008). *Re-thinking Intersectionality*. Feminist Review, No. 89, pp. 1-15
- Smith, A. (2010). *Dismantling Hierarchy, Queering Society*. Tikkun 25(4): 60
- Todd, J (2010). *Confessions of a Christian Supremacist*. Reflections.
- Video-(Example of Heterogeneity w/in oppressed groups going unrecognized by dominant culture in order to justify oppression) *What It's Like Being Muslim in America* <https://www.youtube.com/watch?v=Or68ISGdLQM>

Session #4 (Tuesday, September 27th): Structural Differences in Society - How structure and difference are shaped by historical, psychological, social, and political factors

- Activity - Hot Topics
- Activity - Privilege Beads
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - The Social Construction of 'Whiteness' Centering to De-center and Privilege as a tool of Structural Difference and Oppression
 - Video: whitenessproject.org
- Turn-in Reaction Sheets

Handouts:

Reactions Sheets

READINGS & VIDEO:

- Brodtkin, K. (1998). *How Jews Became White Folks: And What That Says About Race in America*. Rutgers University Press.
- Kendall, F. (2013). *Understanding White Privilege*. Chapter 3, What Does It Mean to Be White, pages 41-59. Routledge.
- Kendall, F. (2013). *Understanding White Privilege*. Chapter 4, Understanding White Privilege, pages 60-79. Routledge.
 - Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 10, pages 287-318.
 - Mtv "White People" - Official Documentary <https://www.youtube.com/watch?v=zjj1PmJbRM>
 - http://www.slate.com/blogs/browbeat/2015/07/21/mtv_s_white_people_reviewed_jose_antonio_vargas_doc_isn_t_a_great_discussion.html

Session #5 (Tuesday, October 4th): Social Justice, Critical Consciousness, and engaging and addressing issues of institutional power and diversity

POSITIONALITY REFLECTION PAPER DUE BEFORE CLASS BEGINS ON CANVAS

- Activity - Hot Topics
- Activity - Multiple Choice Activity
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Connecting a history of U.S. Social Justice with Social Work Today: The Value of Critical Consciousness in addressing issues of of institutional power and diversity
 - o Video: Excerpt from Black Panthers - Vanguard of the Revolution
- Turn-in Reaction Sheets

Handouts:

Reactions Sheets

READINGS & VIDEO:

- Capeheart, L, & Milovanovic, D. (2007) *Critical Issues in Crime and Society: Social Justice: Theories, Issues, and Movements*. New Brunswick, NJ, USA: Rutgers University Press, 2007. ProQuest ebrary. Web. 18 August 2016. Copyright © 2007. Rutgers University Press. All rights reserved.
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 5, pages 126-156.
- Stiglitz, J (2013). *The Price of Inequality*. Norton Paperback, NY, pages 234-258.
- Wood, W., & Masahiro S. (2016) *Four Challenges in the Future of Restorative Justice, Victims & Offenders*, 11:1, 149-172, DOI: 10.1080/15564886.2016.1145610

- <http://blacklivesmatter.com/about/>
- VIDEO - <https://chains.tidal.com/>

Session #6 (**Tuesday, October 11th**): Economic Inequality and Social Justice: Difference between intent, impact, and media representations.

- Activity - Hot Topics
- Activity - The Ethics of Propaganda
[http://propaganda.mediaeducationlab.com/img/Lesson 6 Worksheets 6-1 and 6-2.pdf](http://propaganda.mediaeducationlab.com/img/Lesson_6_Worksheets_6-1_and_6-2.pdf)
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Economic Inequality and Social Justice: Difference between intent, impact, and media representations.
- Turn-in Reaction Sheets

Handouts:
Reactions Sheets

READINGS & VIDEO:

- Rothenberg, P. (2014) *Race, Class, and Gender in the United States*. 9th Edition: Excerpt from *Parenti, M. (1998) Democracy for the Few*. Wadsworth Publishing.
- Rothenberg, P. (2014) *Race, Class, and Gender in the United States*. 9th Edition: Excerpt from *Mantios, G, Media Magic: Making Class Invisible*.
- Stiglitz, J (2013). *The Price of Inequality*. Norton Paperback, NY, pages 35-64
- The Century of the Self <https://freedocumentaries.org/documentary/bbc-the-century-of-the-self-happiness-machines-season-1-episode-1>
- <https://freedocumentaries.org/documentary/bbc-the-century-of-the-self-the-engineering-of-consent-season-1-episode-2>

Session #7 (**Tuesday, October 18th**): No Class - Fall Break

Session #8 (**Tuesday, October 25th**):

Theoretical and Conceptual Considerations for Social Work and Social Justice

- Activity - Hot Topics
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Social Work Theories 'Big Picture', Conceptualizations through Considerations for applications in Social Work and Social Justice
- Activity - Vignette Practice
- Turn-in Reaction Sheets
- **Complete Online Vignette Assignment before next class**

Handouts:
Reactions Sheets

READINGS:

- Marsiglia, F., & Kulis, S. (2015). *Diversity Oppression & Change*. Lyceum Books, 2nd Edition, Chicago, IL Pages 73-108.
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. **Chapter 1, pages 1-32.**

Session #9 (Tuesday, November 1st): Oppression at the Cultural Level

- Activity - Hot Topics
- Activity - The Story of My Name
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Social Work, Cultural Oppression, and the Decolonizing mindset
- Turn-in Reaction Sheet

Handouts:
Reactions Sheets

READINGS & VIDEOS:

- Boellstorff, T., Cabral, M., Ca' Rdenas, M., Cotten, T., Stanley, E., Young, K., & Aizura, A. (2016) *Decolonizing Transgender A Roundtable Discussion*. Transgender Studies Quarterly. doi: 10.1215/23289252-2685669TSQ 2014 Volume 1, Number 3:419-439
- Dunbar-Ortiz, R. (2014). *An Indigenous People's History of the United States*. Beacon Press. Boston. Chapter Six, pages 95-116.
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. **Chapter 4, pages 93-124.**
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from *Anzaldúa, G., and Keating, A., (2002) This Bridge We Call Home: Los Intersticios-Recasting Moving Selves.*
- Video - *Two Spirit (Injuniuty)* <https://www.youtube.com/watch?v=iDyaknNmg28>

Session #10 (Tuesday, November 8th): Internalized Oppression and Domination

- Activity - Hot Topics
- Activity - Authority in my Head
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Internalized Oppression Defined: Unlearning for ourselves, our community, and our career.
- Turn-in Reaction Sheet

Handouts:
Reactions Sheets

READINGS & VIDEO:

- Padilla, L (2001). *But You're Not A Dirty Mexican: Internalized Oppression, Latinos & Law*. University of Michigan Law Library
- <https://www.theguardian.com/commentisfree/2015/apr/02/being-transgender-in-a-transphobic-society-leads-to-moments-of-sheer-desperation>
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 6, pages 160-184.
- Rothenberg, P. (2014) Race, Class, and Gender in the United States. 9th Edition: Excerpt from Kimmel, M. (1994). *Masculinity as Homophobia: Fear, Shame, and Silence in Construction of Gender Identity*.
- **THE HISTORY OF NATURAL HAIRSTYLES & BLACK HAIR**
<https://www.youtube.com/watch?v=U48565qmqUk>
 - Unseen Tears: The Native American Boarding School Experience in Western New York Part 1 <https://www.youtube.com/watch?v=ioAzggmes8c>
 - Unlearning Internalized Oppression by Kat Blaque
<https://www.youtube.com/watch?v=GFkgVDEd3Q#action=share>

Session #11 (Tuesday, November 15th): Oppression at the Personal Level

CRITICAL INCIDENT REFLECTION DUE BEFORE CLASS BEGINS ON CANVAS

- Activity - Hot Topics
- Activity - Junkyard Volleyball
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Acts and Effects of Oppression on a Personal Level: Survive and Respond
- Turn-in Reaction Sheet

Handouts:
Reactions Sheets

READINGS:

- Feischer, Doris, and Zames, Frieda. *The Disability Rights Movement : From Charity to Confrontation (2)*. Philadelphia, US: Temple University Press, 2011. ProQuest ebrary. Web. 20 August 2016. Copyright © 2011. Temple University Press. All rights reserved.
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. Chapter 3, pages 67-89.

- Rothenberg, P. (2014) *Race, Class, and Gender in the United States*. 9th Edition: Excerpt from (1989) *bell hooks, "FEMINISMA Transformational Politic.*
 - Rothenberg, P. (2014) *Race, Class, and Gender in the United States*. 9th Edition: Excerpt from *Singh, S (2011) Testimony*
 - *Video - Woman Not Objects* <https://www.youtube.com/watch?v=1O4ycTml7fk>
 - *Hypersexualization of the Black Female* <https://www.youtube.com/watch?v=vkPhPTFSGAo>

Session #12 (Tuesday, November 22nd): Anti-Oppressive Social Work Practice at the Personal and Cultural Level

2nd ONLINE SURVEY DUE BEFORE CLASS BEGINS

- Activity - Hot Topics
- Activity - Alligator River
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion
- Lecture - Awareness of sources of power, how to mobilize power towards positive change, and ways to challenge oppressive assumptions, biases, and prejudices. Understanding the difference between being a change agent and a "fixer"/"do-gooder"/helper/savior and the difference between a riot, rebellion, revolt, uprising and chaos in this work.
- Turn-in Reaction Sheet

Handouts:
Reactions Sheets

READINGS & VIDEO:

- *Personal Anti-Oppressive Work - Songwriting and Social Performance* <https://sknox.bandcamp.com/> & <https://thefreebleeders.bandcamp.com/> & <https://thecounterelites.bandcamp.com/>
 - Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. **Chapter 8, pages 220-256.**
 - Olson, L (2001) *Freedom's Daughters*. Chapter Six. Touchstone, NY.
- https://www.socialworkers.org/pace/why_run.asp
- Laura Sanders, LMSW, ACSW, We Are Public Health Interview
- VIDEO - Vikki Law: Resisting Gender Violence Without Cops or Prisons <https://www.youtube.com/watch?v=Qlozk7G-JYo>

Session #13 (Tuesday, November 29th): Anti-Oppressive Social Work at the Structural Level and Principles of Anti-Oppressive Social Work

- Activity - Hot Topics
- Activity - Coalition Building Activity
- Activity - Questions Forum Gallery Walk
- Activity - Handout Your 'Dish' / Small Group Discussion

- Lecture -Micro, Meso, Macro Anti-Oppressive Social: Change System vs Target System and confronting the continuing reproduction of oppressive systems in our society. Difference between activism, advocacy, allyhood and solidarity. Difference between community organizing, (re)building and development.
- Turn-in Reaction Sheet

Handouts:

Reactions Sheets

AORTA Resource Zine

READINGS:

- Boggs, G. (2012). *The Next American Revolution: Sustainable Activism for the Twenty-First Century*. University California Press. Chapter 1, pages 28-51
- Mullaly, B. (2010). *Challenging Oppression and Confronting Privilege*. Oxford University Press. **Chapter 9, pages 259-284.**
- Rothenberg, P. (2014) *Race, Class, and Gender in the United States*. 9th Edition: Excerpt from *Davis, A. (1998). Masked Racism: Reflections on the Prison Industrial Complex*
- Rothenberg, P. (2005) *Race, Class, and Gender in the United States*. 9th Edition: Excerpt from *Kozol, J (2005). Still Separate, Still Unequal*

Session #14 (Tuesday, December 6th) LAST CLASS POTLUCK

CONCEPT MAP ASSIGNMENT DUE

- Activity - Hot Topics
- Activity - Final 'Dish'
- Lecture - Exploring methods for continuing a lifelong process of recognizing our biases, learning how to change oppressive behaviors and structures, and building a more socially just multicultural society.
- Activity - Concept Map sharing and SW504 Gallery Walk
- Turn-in Reaction Sheets
- Have a wonderful break! Congratulations on completing your first semester!!

Handouts:

Reactions Sheets