

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**Power, Oppression, Privilege, and Social Justice**

**SOWK 502**

**[Add Semester and Year]**

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**Instructor Name, Title, and Pronouns:**

**Email:**

**Telephone:**

**Office Hours:** [Add days, times, in-person/virtual]

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Class Day and Time:**

**Class Location:** [Add building and room number or note online via zoom]

**Credits/Length of Course:**

**Method of Delivery:** [Note: In-person/hybrid/online]

**Prerequisites:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SCHOOL OF SOCIAL WORK MISSION & IDENTITY STATEMENT**

Loyola University Chicago School of Social Work provides transformative education for practice-informed social work. The school advances rich and diverse knowledge grounded in empowering work with clients and organizations from a participatory, person-in-environment perspective. We promote social justice through macro, meso, and micro practice. “Transformative education” reflects our commitment to engaging students to be effective change agents for social justice in a global context. “Practice-informed social work” refers to a strengths-based, client-centered focus in working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This social work course is designed to assist social work students to understand the concepts of privilege, oppression, and social justice in their work with all diverse populations. There are three essential and unique micro, mezzo, and macro components to developing cultural consciousness and humility as social workers that include: 1. Developing an ongoing awareness of self and personal/professional boundaries (micro); 2. Understanding the unique needs and lived experiences of diverse populations (mezzo); and 3. Expanding our awareness of the various systems of oppression and privilege that contribute to our self-awareness and self-concept as well as our perceptions of others (macro).

To address the first component, the course challenges students to engage in a deep exploration of self-awareness of their own cultural identities, values, and biases in a number of areas including but not limited to: childhood and family background, race/ethnicity, social class, gender/gender identity and sexual identity, immigration status, as well as other socio-cultural aspects. A core concept of this class is to minimize oppression, bias, and stereotyping and to maximize the capacity for empathy in our understanding of all diverse populations. It is imperative that social workers engage in ongoing, long-term, self-exploration.

Throughout the course, to address the second component, students will be asked to broaden and deepen their knowledge about and awareness of cultures and identities outside their own. The lectures, readings, and course exercises will provide an introduction to a variety of communities and cultures, with the understanding that the process of knowing any community or culture other than one's own is a formidable undertaking far beyond the scope of any single course. The focus is therefore less on specific cultural traditions and norms, and more on cultivating personal and professional skills and stances that encourage the client to articulate their personal experience and definition of their own culture(s).

The third component of the course is an understanding of social identity formation on a macro level: exploring models and systems of privilege, marginalization, invisibility, and oppression that become inextricably bound to an individual or group's self-concept, as well as to the way the group is perceived by society. Concepts of intersectionality, social identity construction, and systemic oppression will be explored.

Theoretical and conceptual perspectives and frameworks of critical race theory, anti-racism and anti-oppressive social work, and the concept of *intersectionality* (e.g., multiple dimensions of human identity) are infused throughout the course. In addition, this course will also help students to recognize, assess the presence of, and the impact of microaggressions on individuals, couples, families, and communities along with exploring the implications of microaggressions for micro, mezzo, macro social work practice.

Other issues to be addressed in this course may include some of the following topics: the role of social justice and action through community movements; multicultural organizational change; racial/cultural (white and minority) identity development; exploration of dimensions and barriers to effective multicultural social work practice (including the impact of acculturation) on individuals, couples, and families.

**Learning Objectives & EPAS Related Competencies\***

\*Framed by the Council on Social Work Education’s Educational Policy and Accreditation Standards (EPAS)

**Competency 1: Demonstrate Ethical and Professional Behavior**

| **Assignment** | Self-Awareness Journal | Knowledge, Values, Skills, Cognitive/Affective |
| --- | --- | --- |
| **Assignment** | Self-Awareness Journal | Knowledge, Values, Skills, Cognitive/Affective |
| **Assignment** | Leading Class Dialogue | Knowledge, Values, Skills |
| **Assignment** | Final Group Paper | Knowledge, Values, Skills, Cognitive/Affective |

**Competency 2: Engage Diversity and Difference in Practice**

| **Assignment** | Self-Awareness Journal | Knowledge, Values, Skills, Cognitive/Affective |
| --- | --- | --- |
| **Assignment** | Self-Awareness Journal | Knowledge, Values, Skills, Cognitive/Affective |
| **Assignment** | Leading Class Dialogue  | Knowledge, Values, Skills |
| **Assignment** | Final Group Paper | Knowledge, Values, Skills, Cognitive/Affective |

**Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice**

| **Assignment** | Self-Awareness Journal | Knowledge, Values, Skills, Cognitive/Affective |
| --- | --- | --- |
| **Assignment** | Leading Class Dialogue  | Knowledge, Values, Skills |
| **Assignment** | Final Group Paper | Knowledge, Values, Skills, Cognitive/Affective |

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

| **Assignment** | Leading Class Dialogue  | Knowledge, Values, Skills |
| --- | --- | --- |
| **Assignment** | Final Group Paper | Knowledge, Values, Skills, Cognitive/Affective |

**Methods of Instruction**

**Sakai**

This course will be conducted [in person/online (synchronous or asynchronous)/hybrid] with content available via Sakai. Sakai is the learning platform used at Loyola University Chicago. The platform offers a variety of tools that allow students and instructors to communicate, turn in assignments, participate in discussions, provide/receive feedback, and track students’ grades and progress. Make sure to do the following before the first day of the semester:

* Verify that your credentials to access the course are working properly
* Locate and access the course within Sakai
* Familiarize yourself with the Sakai tools

**Minimum Technical Requirements**

The course is delivered [in person/online/hybrid]. Students are expected to have basic knowledge and command of a computer/tablet and be familiar with the following software and tools:

* Web browsers such as Firefox. Tools such as VoiceThread work better with Firefox
* Reliable high-speed internet access
* Access to an active e-mail account. Be sure to check your Loyola University e-mail regularly, including the Spam folder.
* Word processing program (Microsoft Word recommended)
* Antivirus software
* Adobe Acrobat
* Access to a Windows, Chromebook, or Mac computer to complete assignments in the event your mobile device does not meet the minimum technical requirements

**POLICIES & RESOURCES**

**LUC SSW BSW/MSW Student Handbooks**

Please familiarize yourself with all content in the [LUC SSW BSW & MSW Student Handbook](https://www.luc.edu/socialwork/student-support/forms/)s. Additional key information is noted below.

**Students with Special Needs – Student Accessibility Center**

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professors individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, the software may be used to audio record class lectures in order to provide equal access to students with disabilities.  Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity.  Recordings are deleted at the end of the semester.  For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

**Respect for Diversity**

Guided by the NASW Code of Ethics and the mission of the University, the School of Social Work is committed to the recognition and respect for variations in racial, ethnic, and cultural backgrounds and with regard to class, gender, age, physical and mental ability/disability, religion, sexual orientation, gender identity, and gender expression. The school values ethnically sensitive and culturally competent social work education and practice. Students must uphold the ethical standards set forth by the profession and the Jesuit ideals of the university. (See: [Respect for Diversity](https://www.luc.edu/socialwork/aboutus/) for more information).

**Gender Pronouns and Name on Roster**

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language exclude the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Explicit identification of pronouns is increasingly used in professional identification (e.g., conference nametags, Twitter handles, etc.).

As part of our professionalization and in the spirit of our professional values, during our first class as we introduce ourselves, you may choose to share your name and gender pronouns (e.g., Hello, my name is Sam and my gender pronouns are she/her/hers or Hello, my name is Lou, and my gender pronouns are they/them/theirs). If you would only like to introduce yourself by name, without pronouns, that is also completely fine. If you do not wish to be called by the name listed on the roster, please inform the class. You may also choose to add your pronouns to your zoom account profile (e.g., Sam Smith (they/them) so they always appear on the screen. Note that if you choose to do so, you must change your profile name from the main login on your Zoom account (e.g., add the pronouns after your last name) or you will have to add the pronouns manually during each and every zoom session. The goal is to create an affirming environment for all students with regard to their names and gender pronouns.

**Brave and Safe Space**

A safe space is ideally one where the expression of identity and experience can exist and be affirmed without fear of repercussion and without the pressure to educate. While learning may occur in these spaces, the ultimate goal is to provide support. A brave space encourages dialogue. Recognizing differences and holding each person accountable to do the work of sharing experiences and coming to new understandings - a feat that’s often hard, and typically uncomfortable.

The School of Social Work values creating a brave and safe space within classrooms for all students. Our instructors welcome all course-related comments and concerns from students. If you have a concern about whether your classroom is a supportive, brave, and safe space, or any other concerns, you are welcome to speak with your instructor or any other faculty or staff member that you trust. That person will help you talk through a pathway to address your concerns and bring them to the Associate Dean with you or on your behalf if you so desire. You should be reassured that expressing your concerns will not result in any penalty to you.

**Title IX Disclosure and Rights**

Under Title IX federal law, "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance" (Title IX of the Education Amendments of 1972). It is important for you to know the professor has a mandatory obligation to notify designated University personnel of incidents of gender-based misconduct (sexual assault, dating/domestic violence, stalking, sexual harassment, etc.) that are shared in private or during class discussions. The reason for this is to keep all members of the Loyola community safe, also to ensure you are connected to the resources and reporting options available. Hypothetical scenarios that are discussed do not require any action. Please visit the [Title IX at Loyola University Chicago Page](https://www.luc.edu/equity/titleixequitylaws/titleix/) for more information regarding the University’s response to notifications of gender-based misconduct. The following link contains information if you wish to [speak or contact a confidential resource on campus](https://www.luc.edu/equity/about/contacttheoecteam/).

**Student Code of Conduct**

Respecting the rights and opinions of others is an important aspect of a Jesuit education. Please respect others by allowing others to express their opinion, avoiding the use of vulgar language and/or offensive or discriminatory comments (racial, ethnic, etc.). It’s the student’s responsibility to read and adhere to the[Loyola University Code of Conduct](https://www.luc.edu/media/lucedu/law/fyi/pdfs/Code_of_Conduct.pdf).

**Privacy Policy – FERPA**

FERPA (Family Educational Rights and Privacy Act) is a federal law that protects the privacy of students and educational records. To learn more about students’ privacy rights visit the [FERPA Actat Loyola University](https://www.luc.edu/regrec/aboutus/ferpa/) website or the [U.S Dept. of Education website](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html). Loyola University, e-mail, and Learning Management System meet FERPA requirements.

**Third-Party and FERPA**

Some assignments may require the use of public online websites, applications, social media, and/or blogs among others. If a course requires students to participate in these types of activities the students can choose not to participate. In this case, the students should contact the instructor as soon as possible and let them know of their decision. Please avoid sharing the private information of others.

**Resources for Writing**

The Writing Center, Loyola University Chicago, is available to help writers develop and clarify ideas and work on specific issues such as punctuation, grammar, documentation, and sentence structure. Students are encouraged to visit the [Writing Center Website](https://www.luc.edu/writing/index.shtml) for additional information. Services are available at both WTC & LSC. Resources for APA may be found here: <http://owl.english.purdue.edu/owl/resource/560/01/>

**Help with Technology – Help Desk**

The ITS Service Desk provides the University with a single point of access for support with technology. They are committed to providing excellent, professional customer service in tracking and resolving support requests. To request assistance, please contact the ITS Service Desk at 773.508.4ITS or via email at ITS Service Desk ITSServiceDesk@luc.edu. Help Desk [Support Hours](https://www.luc.edu/its/service/support_hours.shtml).

**Important Contact Information**

IT Help Desk: 773-508-4487, [IT Help Desk Website](http://www.luc.edu/its/service/)

Wellness Center: 773- 494-3810,  [Wellness Center Website](https://www.luc.edu/wellness/)
Writing Center: 312-915-6089, [Writing Center Website](https://www.luc.edu/writing/index.shtml)
Tutoring – Academic Excellence: 773-508-7708, [Tutoring Website](https://www.luc.edu/tutoring/index.shtml)
Ethics Hotline: 1-855-603-6988, [Ethics Hotline Website](https://www.luc.edu/hr/ethics/)
Military Veteran Student Services: 773-508-7765, [Veteran Student Services Website](https://www.luc.edu/veterans/)
Library: 312-915-6622, [Library Website](http://libraries.luc.edu/)

Students Accessibility Center: 773-508-3700, [Students Accessibility Center Website](https://www.luc.edu/sac/)

**ACADEMIC INTEGRITY, GRADING & ASSIGNMENTS**

**Academic Integrity and Plagiarism**

Academic integrity is essential to a student’s professional development, their ability to serve others, and to the university’s mission. Therefore, students are expected to conduct all academic work within the letter and the spirit of the Statement on Academic Honesty of Loyola University Chicago, which is characterized by any action whereby a student misrepresents the ownership of academic work submitted in their name. Students who plagiarize risk receiving a failing grade at the instructor’s discretion. All students who plagiarize will be referred to the Committee of Student Affairs (CSA) for judicial review. Knowledge of what plagiarism is will help you from inadvertently committing it in your papers. Additional [information on plagiarism](https://www.plagiarism.org/).

Plagiarism is a serious ethical violation, the consequences of which can be a failure of a specific class and/or expulsion from the school**.** Responsibilities of Academic Honesty are detailed in [the LUC BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/). Please read the Graduate Catalog stating the university policy on plagiarism. The definition of plagiarism is: “In an instructional setting, plagiarism occurs when a writer deliberately (or unintentionally) uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source." Source: WPA (n.d.). Defining and Avoiding Plagiarism: The [WPA Statement on Best Practices](http://wpacouncil.org/files/wpa-plagiarism-statement.pdf).

This commitment ensures that a student in the School of Social Work will neither knowingly give nor receive any inappropriate assistance in academic work, thereby, affirming personal and professional honor and integrity. Students may not use the same assignment content to fulfill different course requirements. If a paper is submitted to a course that is closely related to a paper submitted for another course, it is suggested that the student cite the paper. (Example: paper submitted for SOWK 000, Instructor: Wayne Williams, Semester: Spring 2020)

**Turn-It-In**

By taking this course you agree that all required papers may be subject to submission review to Turnitin.com (within Sakai or otherwise) to detect plagiarism. Any and all written material submitted as course work may be subject to detection of plagiarism using the Turn-it-in database. To learn about their usage policy, visit the [*Turn-It-In*](https://www.turnitin.com/) website.

**Academic Warnings**

Students are responsible for tracking their progress through each class. As a result, students should identify and resolve any academic difficulty as early as possible. In the event that a student is experiencing academic difficulty, the student will be notified by the instructor in writing (via e-mail) no later than the deadline for early alert according to the LUC Academic calendar at mid-term. See the [LUC SSW BSW & MSW Student Handbooks](https://www.luc.edu/socialwork/student-support/forms/) for additional information regarding academic concerns.

**Grading Criteria**

Grades are based upon criterion-referenced grading. The Description of Assignments section of this document reviews the specific points for each assignment. In general, letter grades are assigned using the criteria below:

| **Letter Grade** | **Description** | **Grades and Values** |
| --- | --- | --- |
| **A** | Overall performance is**Exceptional –**includes grammar, sentence structure, application of course content, use of references/resources, etc. | A  4.00 /96-100%A- 3.67 /92-95% |
| **B** | Overall performance is **Good –** written work not as polished as above, ideas not as fully developed, but still includes important course content, references, etc. | B+ 3.33/88-91%B   3.00/84-87%B-  2.67/80-83% |
| **C** | Overall performance is **Acceptable** - work meets basic expectations set by Instructor. A grade of C- requires that social work majors (BSW/MSW) retake the course. | C+ 2.33/76-79%C    2.0 /72-75%C-  1.67/68-71% |
| **D** | Overall performance is **Poor - student** must retake course. | D+ 1.33/64-67%D   1.00/60-63% |
| **F** | Overall performance is **Unsatisfactory** - student fails course. Effects of a final grade of F may vary by academic program. See Student Handbook. | F  0/Below 60% |
| **I** | At the discretion of the section Instructor, a temporary grade of **Incomplete** may be assigned to a student who, for a reason beyond the student’s control, has been unable to complete the required work in a course on time. The request signed by the student and the faculty member must be approved and on file with the BSW or MSW Program Director when grades are submitted. **Requirements for submission of Final grade differ by degree. See Student Handbook.** |

### **Grading Scale**

| **Grade** | **Percentage (%)** |
| --- | --- |
| **A** | 96 – 100 |
| **A-** | 92 – 95 |
| **B +** | 88 – 91 |
| **B** | 84 – 87 |
| **B-** | 80 – 83 |
| **C+** | 76 – 79 |
| **C** | 72 – 75 |
| **C-** | 68 – 71 |
| **D+** | 64 – 67 |
| **D** | 60 – 63 |
| **F** | Below 60 |

**Grade of “Incomplete”**

The temporary grade of “Incomplete” will be considered for those students who, for reasons beyond their control, have not been able to complete the requirements and tasks of the course on time, within the time stipulated in the academic calendar. It is the student's responsibility to request an “Incomplete” grade. This request must be approved and signed by the instructor and the student with final approval of the program director. If the student fails to complete the request or receive appropriate approval, the final grade will be F.

**Use of Rubrics as an Evaluation Tool**

Rubrics will be used as assessment tools for course activities and assignments. All tasks and assignments will be evaluated following the criteria outlined in the specific rubric. The grade of each activity will be based on the combination of points assigned to each evaluation criteria listed in the rubric for that assignment. Unless an obvious error can be established and documented in the rubric, the points and/or grade awarded by the instructor will be considered final for that activity or assignment.

**Facilitator Feedback to Learners**

The instructor will provide individual feedback to each student for each assignment submitted. These comments will be offered to complement the grade obtained and will include comments about student progress, knowledge, skills, and participation. Instructors will post constructive feedback no later than 7 days after assignment submission.

**DESCRIPTION OF ASSIGNMENTS**

**Assignments 1-2: Self-Awareness Journals**

As professional social workers, we are all on a life-long journey in which we must navigate the ways in which power, unearned privilege, diversity, and oppression intersect with our daily personal and professional experiences. Thus, these assignments aim to support you and to provide you with some tools to examine your personal background and history with an emphasis on unearned privilege as well as experiences of oppression. Furthermore, it is intended to help students to consider when and how privilege, power, and oppression impact the people with whom, and the communities in which we work.

The self-awareness journal includes two key entries that encourage you to examine your feelings, thoughts, actions, and biases as they relate to privilege, power, oppression, and diversity. The series of entries require you to think critically about your past and present experiences, as well as your self-identity.

All journal entries will be kept **confidential,** and you will be graded on the degree to which you are grappling with the course material. You will *not* be assessed on having a “right” or “wrong” belief. On the contrary, the journal is intended to be a safe place for you to honestly and openly record your thoughts—some that you might not have previously considered—and to begin a journey of self-awareness.

Further detailed descriptions of these two journals may be found on Sakai under the Assignments Tab.

**Assignment 3: Leading Class Dialogue on Intersectionality & Empowerment**

To complete this assignment, you will be divided into small groups of 3-4 students. Each group will be assigned a social identity (e.g., race, ability, age) and will lead a 45-minute class dialogue that focuses on the social identity, with attention toward intersectionality and empowerment.

* Begin by introducing your area of focus (plan for around 30 minutes of presentation). Explain why and how this area is relevant to the field of social work and make an argument about why and how the concept of intersectionality helps us to understand this identity.
* Use evidence from scholarly sources to support your presentation. This introduction can take many forms (ex: a lecture, PowerPoint, Prezi), and it must ensure that all group members have a role. Remember to:
	+ Select appropriate citations and use APA format when citing
	+ Be clear and effective in your presentation
	+ Develop engaging discussion questions
	+ Be strong facilitators of the class dialogue
	+ Following your presentation, your group will facilitate a class discussion on your topic that includes a series of engaging and open-ended questions (plan for around 15 minutes).

#### Assignment 4: Final Group Paper and Reflections

To complete this assignment, you will build upon your class presentation and topic to work with your small group from Assignment 3 to create an 8–10-page paper that deepens the examination of the social identity you presented on (e.g., gender, age, ability, etc.). The paper must be APA formatted in a word document and submitted via Sakai. Be sure to use an appropriate number of sources and citations throughout. The suggested format and sectional page lengths follow:

* Cover Page
* Introduction (1 paragraph)
* Background (2-3 pages)
	+ Review the literature in this area
	+ Focus on why this topic is relevant for social workers to consider
	+ Use subheadings to assist with the flow of the narrative.
* Focus on Intersectionality (2 pages)
	+ Discuss one area of intersectionality with regard to your topic (e.g., for example, how does race intersect with ability)
	+ Focus on why intersectionality is important for social workers to consider
* Oppression and Equity (2 pages)
	+ Examine how your topic/community/population is impacted by oppression and the ongoing struggle for equity and equality
	+ How can the profession of social work can make a difference with regard to earning ally ship, advocacy, and promoting social justice?
* Conclusions (1 page)
	+ Draw some conclusions about your topic for the profession of social work
* Individual Reflections (1 paragraph per student - single spaced)
	+ Begin by re-reading your first two journal entries. Consider if and how your answers may have evolved during the course of the semester. Then, answer the following questions:
		- Discuss some of the ways in which you will raise consciousness of your own “isms”, phobias, biases and prejudices so that they do not negatively impact your personal growth, or professional development as a social worker.
		- What are some ways that you, as one person, can work to advance social justice?
* References

**Rubric for Grading Assignments**

[List rubric for graded assignments here]

**REQUIRED TEXT**

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons.

**RECOMMENDED TEXT**

There is no recommended text for this course\*\*

\*\*All additional resources/readings/learning materials are linked in the syllabus or available via Sakai.

**COURSE SCHEDULE**

**Prior to First Class Date**

* Purchase required text (print/online copies available via Amazon or the LUC library)
* Review syllabus, assignments, weekly schedule, due dates, and course expectations
* Complete all required content for Module 1 and 2
* Prepare for Module 1: Community Immersion Program (CIP@LUC)
* Check technology related to the use of Zoom, Sakai, camera, internet speed, etc.

**Module 1 (Date)**

**FIRST WEEK OF CLASSES FOR ALL STUDENTS (NOTE: FALL SEMESTER ONLY, ADJUST SCHEDULE FOR SP and SU SEMESTERS)**

Based on a teaching framework designed to prepare urban teachers to engage students attending urban schools in Chicago (Lee, 2018), as well as the philosophical underpinnings of Paolo Freire as discussed by Freire, (1970,2018); Hagar (2012), and Clonan-Roy, Jacobs & Nakkula (2016), the proposed, 5-day immersion program offers MSW students an introduction to social work across micro, meso and macro domains. The community immersion program will expose students to relevant community interactions, readiness skills, and necessary self-care tactics beneficial to social work education and careers. As a result of the immersion experience, it is expected that students will begin subsequent course work with initial awareness of social work field interactions and pertinent philosophies (i.e., person-in-environment, self-awareness) associated with social work education and practice with marginalized and disenfranchised communities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Prepare students for the weeklong community immersion program and reflect upon their forthcoming experiences in the social work program.
2. Promote self-reflection related to personal biases, assumptions, stereotypes, privileges, and the impact it may have upon their continued personal and professional growth as a social worker.
3. Assess the meaning and importance of safe and brave classroom spaces and the positive role students can contribute to promoting such spaces in the classroom, field, and beyond.

**Required Content**

* Brave Space: Classroom Basics [https://medium.com/@amarquez628/brave-space-classroom-basics-b1fba7c9ac5b](https://medium.com/%40amarquez628/brave-space-classroom-basics-b1fba7c9ac5b)
* Bussey, S. R. (2020). Finding a path to anti-racism: [Pivotal childhood experiences of White helping professionals](https://journals.sagepub.com/doi/pdf/10.1177/1473325020923021?casa_token=yxUhh7HPHkUAAAAA:7LJnaliFOnfE2aXJOeVK2BcleVEhirMe-TybRXa233VesjSzk8X1cEvIdttjMVStxzqoRYxGwmlPyA). *Qualitative Social Work*, 1473325020923021.
* Case Assignment “I’m a Social Worker” from:

Wolfer, T., Franklin, L., & Gray, K. (2013). *Decision Cases for Advanced Social Work*  *Practice: Confronting Complexity*. Columbia University Press. [https://ebookcentral-](https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1)proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=1
 Please read the following sections:

* + To Students: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=18>
	+ Introduction to the Cases: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=20>
	+ I’m a Social Worker: <https://ebookcentral-proquest-com.flagship.luc.edu/lib/luc/reader.action?docID=1457785&ppg=124>
* Freire, P. (2018). *Pedagogy of the oppressed*. Bloomsbury publishing USA. Chapter 1: <https://www.campfireconvention.uk/sites/default/files/Friere_pedagogy.pdf>
* Pryce, J. M., Gilkerson, L., & Barry, J. E. (2018). The mentoring FAN: A promising approach to enhancing attunement within the mentoring system. *Journal of Social Service Research*, *44*(3), 350-364. <https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_crossref_primary_10_1080_01488376_2018_1472174&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en>
* Gilkerson, L., & Pryce, J. (2020). The mentoring FAN: A conceptual model of

Attunement for youth development settings. *Journal of Social Work Practice*, 1-16.

https://nightingalementoring.mau.se/files/2020/12/The-mentoring-FAN-a-conceptual-model-of-attunement-for-youth-development-settings.pdf

* Safe and Brave Spaces

[https://medium.com/@amarquez628/safe-and-brave-spaces-b9a3b51e107f](https://medium.com/%40amarquez628/safe-and-brave-spaces-b9a3b51e107f)

* Singer, J. B. (Host). (July 19, 2020). #127 - Both/And or Either/Or: Social Work and Policing [Audio Podcast]. *Social Work Podcast.* Retrieved from <https://www.socialworkpodcast.com/2020/07/socialworkpolicing.html>
	+ Watch on Facebook with live comments: <https://business.facebook.com/swpodcast/videos/310765373631603/>
	+ Watch on YouTube [SD] with captions: <https://youtu.be/daaZ-vNTDrU>

**Module 2** **Date**

**Introductions & Course Overview**

**Self-Awareness and Tuning In**

**Introduction to Unpacking Power, Privilege, and Oppression**

In this module, students will meet each other and the instructor. The instructor will facilitate a course overview. Students will explore the dynamics of power, oppression, privilege, and allyship.

**Learning Objectives**

After successfully completing this module, students will be able to

1. Establish class rules for discussion and expression related to course content
2. Explore the dynamics of power, privilege, oppression, and building allyship
3. Describe the role of stigma, bias/ism’s, phobias, stereotyping/generalizations
4. Examine the meaning of multiculturalism, cultural humility, and multicultural social work practice
5. Articulate how the tripartite (individual, group, universal) levels influence personality.
6. Explain how individual and universal biases (i.e., autonomy, independence, uniqueness, scientific/rational inquiry, and the negation of oppression and biases) influence our understanding of social work.

**Required Content**

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice. John Wiley & Sons. Chapter 1, pp. 3-25.
* Sumerau, J. E., Forbes, T. D., Grollman, E. A., & Mathers, L. A. (2020). Constructing Allyship and the Persistence of Inequality. *Social Problems,* 1-16.
* Watch: [How to Be a Good Ally](https://www.youtube.com/watch?v=q7ElX4GFQpI)(7 minutes)

**Module 3** **Date**

**Biases, Stereotypes & Assumptions**

**The Impact of “Ism’s” Across the Lifespan**

In this module, students will discuss biases, stereotypes, assumptions, and unconscious beliefs across settings, including their own. Students will also explore the effects of ‘isms’ across the lifespan.

The purpose of this module is to define what social work is based on its organizing values and mission and how to promote social justice and human rights. After understanding the definition of social work, this module's (and a part of Module 2) readings - Chapter 1, 4, and 8, - outlines how traditional clinical social work services (mainly mental health services) are imbued with monocultural assumptions and practices that disadvantage or deny equal access and opportunities to culturally diverse groups. This learning will help us to understand the importance of diversity in social work practice.

Generic (i.e., Eurocentric monocultural) characteristics of counseling are presented (i.e., standard English, verbal communication, individual-centered, adherence to time schedules, nuclear family, a clear distinction between physical and mental well-being, and so forth). In addition, general Asian (i.e., Asian language, family-centered, action-oriented, private vs. public display, and so on), African American (i.e., Black language, sense of peoplehood, immediate, short-range goals, extended family, and so on), Latino/a American (Spanish speaking, group-centered, family orientation, and so on), and American Indian (i.e., tribal dialects, cooperation, present-time orientation, and so on) variables are considered. Specific case examples and research findings are given to indicate how the generic characteristics of counseling and psychotherapy present problems for racial/ethnic groups. Among these barriers are culture-bound values, class-bound values, and linguistic barriers.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explore the effect of "isms" across life cycle development
2. Examine Intersectionality: Intersecting identities and identity development
3. Discuss the impact of biases, stereotypes, assumptions and unconscious beliefs across settings: (e.g. schools, organizations, etc.)
4. Examine three major sources of conflict and misinterpretation: Culture-bound values, class bound values, and language variables and discuss how these factors and dynamics operate at the micro, mezzo, and macro levels

**Required Content**

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice. John Wiley & Sons. Chapter 4, pp.87-116; Chapter 8, pp. 207-240.
* Dobbie, D., & Richards-Schuster, K*.* (2008). Building solidarity through difference:  A practice model of critical ​multicultural organizing. *Journal of Community Practice, 16*(3), 317-337.
* Peters, W. (1985). [*A class divided*](https://www.youtube.com/watch?v=1mcCLm_LwpE) (Film). Washington DC: Public Broadcast Station Video.

###### Recommended Content

###### Berryhill, J.C., & Linney, J.A. (2006). On the edge of diversity: Bringing African Americans and Latinos together​​ in a neighborhood*. American Journal of Community Psychology, 37*(3/4), ​247-255.

* Braunstein, R., Fulton, B.R., & Wood, R.C. (2014). The role of bridging cultural practices in racially and ​socioeconomically diverse civic organizations. *American Sociological Review, 79*(4), 705-725.
* Kaiser, A. A*.* (2015). Faith-based organization: A vehicle for cross-racial relationship building. *Journal of Religion ​on Spirituality in Social Work, 34*(3), 265-284.

**Module 4 Date**

**Understanding the Role of Microaggressions**

In this module, students will watch the film I Am Not Your Negro and discuss and examine three categories of microaggressions - microassaults, microinsults and microinvalidation. Students will also work toward recognizing and assessing the presence and impact of microaggressions on individuals, couples, families, and communities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss intentional and unintentional microaggressions: Dynamics, characteristics, and forms (e.g., verbal/nonverbal, overt/covert, across social identities)
2. Examine three categories of microaggressions (microassaults, microinsults and microinvalidation)
3. Recognize and assess the presence of, and the impact of microaggressions on individuals, couples, families, and communities
4. Discuss avoiding microaggressions, addressing microaggressions, and the long-term impact

###### Required Content

* Watch: [I Am Not Your Negro](https://luc.kanopy.com/product/i-am-not-your-negro) (94 minutes)
* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice. John Wiley & Sons. Chapter 5, pp. 117-148.
* Sue, D. W. (Nov 17, 2010) [Microaggressions: More than just race: Can microaggressions be directed at women or gay people?](https://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race) *Psychology Today*.
* Vega, T. (March 21, 2014). [Students see many slights as racial ‘microaggressions.’](http://www.nytimes.com/2014/03/22/us/as-diversity-increases-slights-get-subtler-but-still-sting.html?_r=0) *New York Times*.

###### Recommended Content

* Solotzano, D. (1998). Critical race theory, race, and gender microaggressions, and the experience of Chicana and Chicano scholars. *Qualitative Studies in Education, 11*(1), 121-136.

**Module 5** **Date**

**Frameworks, Models & Theories for Understanding Power, Privilege & Oppression: Part I**

In this module, students will discuss Critical Race Theory, as well as anti-racist and anti-oppressive practice perspectives. Students will also explore and examine Person in Environment and Strengths perspectives through a multi-cultural framework.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Discuss reactions to the film I Am Not Your Negro
2. Examine the international relevance of the Human Rights perspective
3. Discuss Critical Race Theory as well as anti-racism and anti-oppressive perspectives
4. Explore the importance of the Person in Environment (PIE) perspective
5. Examine the Strengths Perspective via a multicultural framework
6. Discuss the role of using Narrative Theory and how “cultural narratives” inform cultural and ethnic identities

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 2, pp. 29-58.
* Ford, J. (2012). *Pedagogy of privilege* (Film). TedTalk. Retrieved from <https://www.youtube.com/watch?v=JW9ey3N924Q>
* Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. *Families in society*, *95*(4), 269-276.
* Ladson-Billings, G. (1998). Just what is critical race theory and what's it doing in a nice field like education? *International Journal of Qualitative Studies in Education,* 11 (1), 7-24.

###### Recommended Content

* Deal, K. H., & Hyde, C. A. (2004). Understanding MSW student anxiety and resistance to multicultural learning: A developmental perspective. *Journal of Teaching in Social Work*, *24*(1-2), 73-86.

**Module 6** **Date**

**Frameworks, Models & Theories for Understanding Power, Privilege & Oppression: Part II**

In this module, students will explore and critique identity development models, including whiteness. Students will also examine Intersectionality as lens through which to understand diverse identities and communities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Critique various identity development models (e.g., LatinX, Gay/Lesbian, Racial/Cultural Identity Development Model (R/CID), etc.)
2. Examine an intersectionality perspective to expand understanding of diverse identities and communities
3. Explore the role of history, power, and challenges of Whiteness

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapters 6 & 7, pp. 151-204.
* Alexander, M. (2013). [*The future of race in America: Michelle Alexander at TEDxColumbus*](https://www.youtube.com/watch?v=SQ6H-Mz6hgw)(Film). TedTalk.
* Crenshaw, K. (2016). [The urgency of intersectionality](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality) (Film). TedTalk.

**Recommended Content**

* NASW (2007). [Institutional racism and social work profession: A call to action](https://www.socialworkers.org/LinkClick.aspx?fileticket=SWK1aR53FAk%3D&portalid=0). Washington, DC: NASW Press.
* Syed, M., Juang, L. P., & Svensson, Y. (2018). Toward a new understanding of ethnic‐racial settings for ethnic‐racial identity development. *Journal of Research on Adolescence*, *28*(2), 262-276.

**Module 7** **Date**

**The Role of Cultural Humility in Social Work**

In this module, students will review the Multidimensional Model of Competence and multicultural social work practice. Students will also critique cultural competence and examine cultural curiosity and humility.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Review the Multidimensional Model of Competence and multicultural social work practice
2. Continue examining personal assumptions, values, biases, and stereotypes
3. Discuss processes of “subcultural/cultural” role taking and cognitive empathy
4. Examine the importance of developing appropriate intervention and prevention strategies that are consistent with the values and lifestyles of diverse clients
5. Explore the Cultural Competency for Social Justice Framework and five key components: 1) Self-awareness, 2) Understanding and valuing others, 3) Knowledge of societal inequities, 4) Skills to interact effectively with diverse people in different contexts, and 5) Skills to foster equity and inclusion.

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 3, pp. 59-86; Chapter 9, pp. 241-268.
* Bonilla-Silva, E. (2015). [*Why can’t we all just get along? Race matters in the colorblind racial movement*](https://www.youtube.com/watch?v=T9ChSyjxjUI) (Film).
* Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. *Journal of Progressive Human Services,* 20: 59-71.

###### Recommended Content

* Fisher-Borne, M., Cain, J. M., & Martin, S. L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural competence. *Social Work Education*, *34*(2), 165-181.
* Goodman, D. J. (2011). [*Promoting diversity and social justice: Educating people from privileged groups*](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_askewsholts_vlebooks_9781136817403&context=PC&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). Routledge.

**Module 8** **Date**

**Intersectionality of Power, Privilege, Oppression & Empowerment: Race & Ethnicity**

**GROUP 1: RACE & ETHNICITY**

Students will begin their presentations on dimensions of identity through a Person in Environment, Strengths-Based, Intersectional lens. In this module, students will explore racism and ethnocentrism and the impact of race and ethnicity on policy, practice, and research.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explore racism and ethnocentrism
2. Discuss sociocultural strengths or diverse racial and ethnic groups
3. Examine the impact of race and ethnicity on policy, practice, and research

**Required Content**

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice. John Wiley & Sons. Chapter 10, pp. 269-297; Chapter 14, pp. 403-440 and pp. 449-460.
* Video (MSNBC, 2019): [The problem with Rachel Dolezal and the social construction of race](https://www.msnbc.com/shift/watch/nerding-out-466092611926)
* Bonilla-Silva, E. (2015). The structure of racism in color-blind, “post-racial” America. *American Behavioral Scientist, 59*(11), 1358-1376.

###### Recommended Content

###### Baldwin, J. (1962). [A letter to my nephew](http://writing.laccdssi.org/files/2017/02/A-Letter-to-My-Nephew.pdf). *Progressive*, 19-20.

* Glenn, E. N. (2015). Settler colonialism as structure: A framework for comparative studies of US race and gender formation. *Sociology of Race and Ethnicity*, *1*(1), 52-72.
* Reason, R. D., & Evans, N. J. (2007). The complicated realities of Whiteness: From color blind to racially cognizant. *New Directions for Student Services*, *2007*(120), 67-75.
* Thompson, E. C. (2006). The problem of ‘‘race as a social construct.” *Anthropology News*, *47*(2), 6-7.

**Module 9** **Date**

**Intersectionality of Power, Privilege, Oppression & Empowerment: Class**

**GROUP 2: CLASS**

Students will continue their presentations on dimensions of identity through a Person in Environment, Strengths-Based, Intersectional lens. In this module, students will explore the impact and history of classism. Students will discuss the impact of class on policy, practice, and research.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Explore the impact and history of classism
2. Examine sociocultural strengths of social and economic class systems, and challenges of equity
3. Discuss the impact of class upon policy, practice, and research

**Required Content**

* Cohen, P. (2010). [Culture of poverty makes a comeback](http://www.nytimes.com/2010/10/18/us/18poverty.html). *New York Times*.
* Darvin, R. (2018). [Social class and the unequal digital literacies of youth](https://luc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_doaj_primary_oai_doaj_org_article_b524c32560b04a09aa2155cd68f570ba&context=PC&vid=01LUC_INST:01LUC&search_scope=MyInst_and_CI&tab=Everything&lang=en). *Language and Literacy*, *20*(3), 26.
* Teitz, M. B., & Chapple, K. (1998). [The causes of inner-city poverty: Eight hypotheses in search of reality](https://www.huduser.gov/periodicals/cityscpe/vol3num3/article3.pdf). *Cityscape, 3*(3), 33-70.
* Wilson, W. J. (2009). [More than just race: Being black and poor in the inner city.](http://www.prrac.org/pdf/WJWMayJune2009PRRAC.pdf) *Poverty & Race Research Action Council, 18*(3), 1-12.

###### Recommended Content

* Gilens, M. (1999). [*Why Americans hate welfare: Race, media, and the politics of antipoverty policy*](https://loyola-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01LUC_ALMA21106178140002506&context=L&vid=01LUC&search_scope=Library_Collections&tab=default_tab&lang=en_US). University of Chicago Press.
* Herbert, B. (2010). [Fast track to inequality](http://www.nytimes.com/2010/11/02/opinion/02herbert.html?_r=0). *New York Times*.
* Hout, M. (2004). [Review of “*The hidden cost of being African American: How wealth perpetuates inequality*](http://www.pbs.org/race/000_About/002_04-background-03-10.htm)”, by Thomas Shapiro, *Washington Post.*
* Pager, D. (2003). [The mark of a criminal record](http://www.jstor.org/stable/pdf/10.1086/374403.pdf?acceptTC=true). *American Journal of Sociology*, *108*(5), 937-975.
* Video: William Julius Wilson (2011). [*Being black and poor in the inner city*](https://www.youtube.com/watch?v=xluoImnZwG0).

**Module 10** **Date**

**Intersectionality of Power, Privilege, Oppression & Empowerment: Sexual Orientation**

**GROUP 3: SEXUAL ORIENTATION**

Students will continue their presentations on dimensions of identity through a Person in Environment, Strengths-Based, Intersectional lens. In this module, students will examine the impact of homophobia, bi-erasure, heteronormativity, and heterosexism. Students will explore the impact of policy, practice, and research upon sexual minority populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the impact of homophobia, bi-erasure, heteronormativity, and heterosexism
2. Discuss the sociocultural strengths and risk factors facing sexual minority populations
3. Explore the impact of policy, practice, and research upon sexual minority populations

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 14, pp. 469-475.
* Dentato, M.P., Craig, S.L., Lloyd, M.R., Kelly, B.L., Wright, C., & Austin, A.(2016). Homophobia within schools of social work: The critical need for affirming classroom settings and effective preparation for service with the LGBTQ community. *Social Work Education: The International Journal, 35*(6), 672-692.
* Ghaziani, A., Taylor, V., & Stone, A. (2016). Cycles of sameness and difference in LGBT social movements. *Annual Review of Sociology*, *42*, 165-183.
* Prod Co: Signifyin'Works, Riggs, M. T., & Hemphill, E. (1989). [*Tongues untied*](https://www.youtube.com/watch?v=tWuPLxMBjM8&t=85s). Signifyin'Works.

###### Recommended Content

* Craig, S. L., Dentato, M. P., Messinger, L., & McInroy, L. B. (2014). Educational determinants of readiness to practise with LGBTQ clients: Social work students speak out. *The British Journal of Social Work*, *46*(1), 115-134.
* Hines, J. M. (2012). Using an anti-oppressive framework in social work practice with lesbians. *Journal of Gay & Lesbian Social Services*, *24*(1), 23-39.
* Van Den Bergh, N., & Crisp, C. (2004). Defining culturally competent practice with sexual minorities: Implications for social work education and practice. *Journal of Social Work Education*, *40*(2), 221-238.

**Module 11** **Date**

**Intersectionality of Power, Privilege, Oppression & Empowerment: Gender & Gender Identity**

**GROUP 4: GENDER & GENDER IDENTITY**

Students will continue their presentations on dimensions of identity through a Person in Environment, Strengths-Based, Intersectional lens. In this module, students examine the impact of sexism, misogyny, transphobia, cis-sexism, and cis-bias. Students will explore the impact of policy, practice, and research upon gender and gender diverse populations.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the impact of sexism, misogyny, transphobia, cis-sexism and cis-bias
2. Discuss the sociocultural strengths and risk factors facing various genders and gender diverse populations
3. Explore the impact of policy, practice, and research upon gender and gender diverse populations

**Required Content**

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 14, pp. 460-469.
* Abrams, L. S., & Curran, L. (2004). Between women: Gender and social work in historical perspective. *Social Service Review*, *78*(3), 429-446.
* Shelton, J., Kroehle, K., & Andia, M. M. (2019). The trans person is not the problem: Brave spaces and structural competence as educative tools for trans justice in social work. *Journal of Sociology & Social Welfare*, *46*, 97-123.
* Shields, S. A. (2008). Gender: An intersectionality perspective. *Sex Roles*, *59*(5), 301-311.

###### Recommended Content

* Austin, A. (2018). Transgender and gender diverse children: Considerations for affirmative social work practice. *Child and Adolescent Social Work Journal*, *35*(1), 73-84.
* Lugones, M. (2010). Toward a decolonial feminism. *Hypatia*, *25*(4), 742-759.
* Van Willigen, M., & Drentea, P. (2001). Benefits of equitable relationships: The impact of sense of fairness, household division of labor, and decision making power on perceived social support. *Sex Roles*, *44*(9-10), 571-597.
* [Women’s Rights Timeline](https://www.archives.gov/women/timeline). (n.d.). National Archives, Women’s Rights Timeline

**Module 12** **Date**

**Intersectionality of Power, Privilege, Oppression & Empowerment: Religion, Spirituality, Faith, & Worldview**

**GROUP 5: RELIGION, SPIRITUALITY, FAITH & WORLDVIEW**

Students will continue their presentations on dimensions of identity through a Person in Environment, Strengths-Based, Intersectional lens. In this module, students examine the impact of Islamophobia, Anti-Semitism, and anti-religious sentiment. Students will explore the impact of policy, practice, and research upon religion, spirituality, faith, and worldviews.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the impact of Islamophobia, Anti-Semitism, and anti-religious sentiment
2. Discuss the sociocultural strengths of diverse religious groups, spiritualities, agnosticism, atheism, etc.
3. Explore the impact of policy, practice, and research upon religion, spirituality, faith and worldviews

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 11, pp. 301-339.
* Alawiyah, T., Bell, H., Pyles, L., & Runnels, R. C. (2011). Spirituality and faith-based interventions: Pathways to disaster resilience for African American Hurricane Katrina survivors. *Journal of Religion & Spirituality in Social Work: Social Thought*, *30*(3), 294-319.
* Oxhandler, H. K., & Giardina, T. D. (2017). Social workers’ perceived barriers to and sources of support for integrating clients’ religion and spirituality in practice. *Social Work*, *62*(4), 323-332.
* Ted Talk (2008): Karen Armstrong, “[My wish: The Charter for Compassion](https://www.ted.com/talks/karen_armstrong_my_wish_the_charter_for_compassion)”

###### Recommended Content

* Farber, B. A., & Poleg, A. (2019). Campus diversity, Jewishness, and antisemitism. *Journal of Clinical Psychology*, *75*(11), 2034-2048.
* Husain, A., & Howard, S. (2017). Religious microaggressions: A case study of Muslim Americans. *Journal of Ethnic & Cultural Diversity in Social Work*, *26*(1-2), 139-152.

**Module 13** **Date**

**Intersectionality of Power, Privilege, Oppression & Empowerment: Age & Ability**

**GROUP 6: AGE & ABILITY**

Students will continue their presentations on dimensions of identity through a Person in Environment, Strengths-Based, Intersectional lens. In this module, students examine the impact of ageism and ableism. Students will explore the impact of policy, practice, and research upon different age cohorts, and individuals with disabilities.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the impact of ageism and ableism
2. Discuss the sociocultural strengths of different age cohorts, and individuals with disabilities
3. Explore the impact of policy, practice, and research upon different age cohorts, and individuals with disabilities

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 14, pp. 475-494.
* Capous-Desyllas, M., Perez, N., Cisneros, T., & Missari, S. (2020). Unexpected caregiving in later life: Illuminating the narratives of resilience of grandmothers and relative caregivers through photovoice methodology. *Journal of Gerontological Social Work*, 1-33.
* Hiranandani, V. (n.d.).[Towards a Critical Theory of Disability in Social Work](https://ojs.uwindsor.ca/index.php/csw/article/download/5712/4667?inline=1)
* Mitra, D., Serriere, S., & Kirshner, B. (2014). Youth participation in US contexts: Student voice without a national mandate. *Children & Society*, *28*(4), 292-304.

###### Recommended Content

* Cox, C., & Pardasani, M. (2017). Aging and human rights: A rights-based approach to social work with older adults. *Journal of Human Rights and Social Work*, *2*(3), 98-106.
* Dupré, M. (2012). Disability culture and cultural competency in social work. *Social Work Education*, *31*(2), 168-183.
* Eaton, A. D., Craig, S. L., & Wallace, R. (2017). The intersecting cognitive and aging needs of HIV-positive older adults: Implications for social work practice. *Social Work in Health Care*, *56*(8), 733-747.
* NY Times (2020). [The A.D.A. at 30: Beyond the Law’s Promise](https://www.nytimes.com/interactive/2020/us/disability-ADA-30-anniversary.html)
* Wachsler, S. (n.d.). [Languaging Disability: Where do "Ability" and "Dis/Ability" Fit In?](https://www.abilitymaine.org/ArticleArchive/%22Languaging-Disability%3A-Where-do-%27Ability%27-and-%27Dis/Ability%27-Fit-In%3F%22)
* Watermeyer​, B. (2014). Disability and Loss: The Psychological Commodification of Identity. *Psychology Journal, 11*(2), 99-107.

**Module 14 Date**

**Intersectionality of Power, Privilege, Oppression & Empowerment: Immigrants, Migrants, and Refugees**

**GROUP 7: MIGRANTS, IMMIGRANTS AND REFUGEES**

Students will continue their presentations on dimensions of identity through a Person in Environment, Strengths-Based, Intersectional lens. In this module, students examine the impact of citizenship, nationalism, Xenophobia, and nativism. Students will explore the impact of policy, practice, and research upon immigrants, migrants and refugees and their families.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine the impact of citizenship, nationalism, Xenophobia, and nativism
2. Explore migration in the context of globalization, increasing global inequality, and development regimes
3. Discuss the sociocultural strengths of immigrants, migrants and refugees and their families
4. Explore the impact of policy, practice, and research upon immigrants, migrants and refugees and their families

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 14, pp. 440-449.
* Chacon, O. (2011). Globalization, obsolete and inhumane migratory policies, and their impact on migrant workers and their families in the North and Central American/Caribbean Region. *Journal of Poverty*, *15*(4), 465-474.
* Henry, H. M., Stiles, W. B., Biran, M. W., Mosher, J. K., Brinegar, M. G., & Banerjee, P. (2009). Immigrants’ continuing bonds with their native culture: Assimilation analysis of three interviews. *Transcultural Psychiatry*, *46*(2), 257-284.
* Young, J. G. (2017). Making America 1920 again? Nativism and U.S. immigration, past and present. *Journal on Migration and Human Security*, *5*(1), 217-235.

###### Recommended Content

* Noel, T. K. (2020). Conflating Culture With COVID-19: Xenophobic Repercussions of a Global Pandemic. *Social Sciences & Humanities Open*, 100044.
* Zong, J., & Batalova, J. (2015). [*Frequently requested statistics on immigrants and immigration in the United States*](http://www.migrationpolicy.org/article/frequently-requested-statistics-immigrants-and-immigration-united-states). Migration Information Source Crossroads: The Psychology of Immigration in the New Century - Report of the APA Presidential Task Force on Immigration.
* McBrien, J. L. (2005). Educational needs and barriers for refugee students in the United States: A review of the literature. *Review of Educational Research*,*75*(3), 329-364.

**Module 15** **Date**

**Organizational & Community Change: Promoting Social Justice**

**Suffrage, Selma, Stonewall, and Black Lives Matter**

**Course Wrap Up and Summary Discussions**

**Reflections on the Semester and Moving Forward in the Profession**

**Course Evaluation**

In this module, students will examine strategies for developing an antiracist and social justice agenda by revisiting key movements in U.S. history. Students will also discuss the importance of social work students engaging in life long social action.

**Learning Objectives**

After successfully completing this module, students will be able to:

1. Examine strategies for developing an antiracist and social justice agenda by revisiting key movements in U.S. history
2. Discuss the importance of social work students engaging in life long social action
3. Explore contemporary anti-oppressive movements at the national and global levels
4. Compare differences between monocultural and multicultural organizations
5. Discuss the six-stage developmental continuum of multicultural competence for caregiving organizations

###### Required Content

* Sue, D. W., Rasheed, M. N., & Rasheed, J. M. (2016). *Multicultural Social Work Practice: A Competency-Based Approach to Diversity and Social Justice*. John Wiley & Sons. Chapter 12, pp. 341-372.
* King, M. L. (1967). [*Where do we go from here*](https://www.plough.com/en/topics/justice/social-justice/where-do-we-go-from-here) (Excerpts). Annual Report Delivered at the 11th Convention of the Southern Christian Leadership Conference, August 16, Atlanta, GA.
* Krings, A., Trubey-Hockman, C., Dentato, M. P., & Grossman, S. (2020). Recalibrating micro and macro social work: Student perceptions of social action. *Social Work Education*, *39*(2), 160-174.
* Rickford, R. (2016, January). Black lives matter: Toward a modern practice of mass struggle. In *New Labor Forum* (Vol. 25, No. 1, pp. 34-42). Sage CA: Los Angeles, CA: SAGE Publications.

###### Recommended Content

* Armstrong, E. A., & Bernstein, M. (2008). Culture, power, and institutions: A multi‐institutional politics approach to social movements. *Sociological Theory*, *26*(1), 74-99.
* Calpotura, F., & Fellner, K. (1996). [The square pegs find their groove: Reshaping the organizing circle](https://comm-org.wisc.edu/papers96/square.html). In *H-Urban Seminar on the History of Community Organizing and Community-Based Development*.
* Fisher, R., & Corciullo, D. (2011). Rebuilding community organizing education in social work. *Journal of Community Practice*, *19*(4), 355-368.
* Gutiérrez, L. M., & Gant, L. M. (2018). Community practice in social work: Reflections on its first century and directions for the future. *Social Service Review*, *92*(4), 617-646.

**COURSE FEEDBACK & SYLLABUS REFERENCES**

**Course Feedback**

You will receive an email communication near the end of this semester with regard to your feedback for this course related to the content, assignments, instructor support, etc. Your feedback for each of your courses improves learning outcomes for students and the instruction process in the course. Your feedback is valuable and affects revisions to this course.

**Syllabus References**

**PROFESSIONAL JOURNALS**

AFFILIA: Journal of Women and Social Work (AFF)

Journal of Homosexuality

Asia Pacific Journal of Social Work and Development

Asian Journal of Social Policy

Asian Journal of Social Psychology

Australian Social Work

British Journal of Social Work

Canadian Journal of Behavioral Science

China Journal of Social Work

Cultural Diversity & Ethnic Minority Psychology

Disability and Society

Exceptional Children

European Journal of Social Work

Global Social Policy

Hong Kong Journal of Social Work

Indian Journal of Social Work

International Journal of Aging and Human Development

International Journal of Social Welfare

International Social Work

Journal of Aging and Social Policy

Journal of Asian Studies

Journal of Black Studies

Journal of Blacks in Higher Education

Journal of Comparative Social Welfare

Journal of Cross-Cultural Psychology

Journal of Cultural Diversity

Journal of Ethnic & Cultural Diversity in Social Work

Journal of European Social Policy

Journal of Gay & Lesbian Issues in Education

Journal of Gay & Lesbian Social Services

Journal of GLBT Family Studies

Journal of Immigrant and Refugee Studies

Journal of Multicultural Social Work

Journal of Social Development in Africa

Race, Ethnicity, & Education

Social Development Issues

Signs: Journal of Women in Culture and Society,

Violence against Women

Women and Health

**WEBSITES**

American Civil Liberties Union Racial Justice Program: <https://www.aclu.org/issues/racial-justice>

American Society for Aging: <http://www.asaging.org/>

Bioethics.net: <http://www.bioethics.net/tags/discrimination/>

Center for Third World Organizing: [http://ctwo.org](http://ctwo.org/)

Chicago Freedom School: [http://chicagofreedomschool.org](http://chicagofreedomschool.org/)

Community Tool Box: Toolkits: <http://ctb.ku.edu/en/toolkits>​

Critical Race Theory Resource Guide: <https://owl.purdue.edu/owl/subject_specific_writing/writing_in_literature/literary_theory_and_schools_of_criticism/critical_race_theory.html>

Human Rights Campaign: <http://www.hrc.org/>

Multicultural Counseling and Social Justice Competencies: <http://toporek.org/websites.html>

National Gay and Lesbian Task Force: <http://www.thetaskforce.org/>

National Network for Youth: <https://www.nn4youth.org/>

Services and Advocacy for GLBT Elders: [www.sageusa.org/](http://www.sageusa.org/)

Teaching Tolerance: A Project of the Southern Poverty Law Center: [http://www.tolerance.org](http://www.tolerance.org/)

The International Federation of Social Workers: https://www.ifsw.org/