

**LOYOLA UNIVERSITY CHICAGO**

**SCHOOL OF SOCIAL WORK**

**COURSE SYLLABUS**

**SOWK 653**

**Community Organizing and Policy Practice**

**[Add Semester and Year]**

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

**Email:**

**Telephone:**

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

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**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 on working with individuals, families, groups, communities, and environmental systems.

**Course Description**

This course focuses on the practice of community and political organizing designed to bring about social, economic, and racial justice. It explores interdisciplinary theories relating to processes of social change, representation, and power. Additionally, it reviews the histories of social work and community-based organizations that influenced policies at national, state, and local levels. Students will learn how to facilitate social change processes through community organization, advocacy, and policy practice by learning skills including participatory planning, identifying social issues, influencing decision-makers, assessing power dynamics, securing resources, building collaborations, using traditional and social media, and campaigning for electoral issues and candidates. The course will draw upon innovative forms of organizing relating to criminal justice, affordable housing, environmental justice, and the rights of BIPOC, women, immigrants, LGBTQ+, youth, and other marginalized groups.

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

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

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

| **Assignments** | * Group Project Proposal
* Community Assessment
* Building Community / Mutual Aid Proposal
* Community-Driven Social Action Campaign
* Individual Assessment of Group Project
 | K, V, S, A/P |
| --- | --- | --- |

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

| **Assignments** | * Building Community / Mutual Aid Proposal
* Community-Driven Social Action Campaign
 | K, V, S, A/P |
| --- | --- | --- |

**Competency 6: Engage in Policy Practice**

| **Assignments** | * Community Assessment
* Building Community / Mutual Aid Proposal
* Community-Driven Social Action Campaign
 | K, V, S, A/P |
| --- | --- | --- |

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

| **Assignments** | * Group Project Proposal
* Community Assessment
 | K, V, S, A/P |
| --- | --- | --- |

**Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

| **Assignments** | * Building Community / Mutual Aid Proposal
* Community-Driven Social Action Campaign
 | K, V, S, A/P |
| --- | --- | --- |

**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**

|  |  |  |
| --- | --- | --- |
| **Assignment** | **Points (100 total)** | **Due Date** |
| Class Participation and Attendance | 10 | Ongoing |
| Group Project Proposal | 10 | Week 4 |
| Community Assessment | 30 | Week 6 |
| Community Building / Mutual Aid Proposal | 20 | Week 9 |
| Community-Driven Social Action Campaign Proposal | 20 | Week 12 |
| Individual Assessment of Your Group Work Participation | 10 | Week 14 |

**Class Participation & Attendance**

The course is heavily experiential, and therefore participation is required. Participation is defined as on-time attendance for complete class sessions, attentive non-verbal behavior; offering comments relevant to discussions, appropriate use of technology in the classroom, and active participation in class exercises. Your participation in each session will be graded; this will include in-class, participatory activities.

*Reading reflections: To prepare for meaningful engagement of the course texts within the learning community, students will prepare brief reading reflections (no more than 1 page). Approach these as a tool for your own learning/ processing. Your reflection might include a synthesis of the readings, application of the readings to your practice, and/or notes of concepts or questions you would like to discuss more fully in class.*

**COMMUNITY ASSESSMENT AND INTERVENTIONS**

This assignment begins with the formation of 2 – 3-person small groups. Each group will create a project proposal, including plans to complete necessary products. Then, through the semester, each group will complete three assignments designed to help students apply class material and practice how to (1) conduct a *community assessment* that informs the creation of (2) a *community-building or mutual aid group* and (3) a *community-based social action campaign*. These assignments require students to practice group participation skills. Finally, each student will complete an individual reflection relating to their experience as a group member, and course learning overall.

**Group Project Proposal -- Due Week 4**

          During week two, we will break into small groups based on a Chicago-based community of interest. The community can represent a place (ex: a neighborhood or area), an interest group (ex: the Chicago Teacher’s Union or domestic workers), or an identity (ex: people who do not have documents or trans women of color). As a group, consider how you will collectively complete the tasks below.

* Briefly introduce your community of interest. What is it about this community that interests you? What are group members’ relationships to the community, and how might those standpoints influence your approach to doing a community assessment?
* Provide a brief plan to collect the data necessary to complete your assessment. What materials relating to community assessments will you use to guide your work? What sources of data do you need to examine to do a comprehensive job (ex: interviews, review of Census data, media, direct observation, etc?). Be draw from class material on how to do a community assessment so that you are clear about your approach.

Then write and submit a 2 – 3-page plan addressing these questions and others that come up for the group relating to your process or your expected product. Be clear: Who will do what by when to help you complete your assignment?

**Community Assessment - Due Week 6**

As a group, prepare an 8–10-page community assessment that, at a minimum, addresses the following:

1. Begin by clearly defining the scope of your community. For example, are you defining the scope of your community as based upon census tracks, or Chicago neighborhoods, formal membership in a group, or some other way? Provide demographic data and some historical context.
2. Using critical analysis, consider strengths, weaknesses, opportunities, and challenges that exist within the community. Who do they benefit from? Who do they burden?
3. Using an intersectional approach, identify any sub-groups or smaller communities that make up the community as you have defined it.
4. Integrating asset-based community development practices, identify associational and organizational assets within your community.
5. Are there any formal or informal organizations that are already doing community practice (development, organizing, planning, or mutual aid) in the community? Describe any ongoing community campaigns and identify: What is their approach to social change work? Describe in detail at least one campaign or effort the community has worked on including their objectives, strategies, tactics, and timeline.

To effectively answer these questions, you will need to integrate many sources and viewpoints including original personal observations, interviews, newspaper articles, and websites.

Additionally, each group will have 10 minutes to present their findings to the class. Please include your group’s initial thoughts relating to the next assignment in which you will create a community-driven social action campaign.

**Community Building or Mutual Aid Proposal – Due Week 9**

Drawing upon principles of community building and/or mutual aid, create a community-driven initiative that addresses an *actual* social issue of relevance. Identify the components of the intervention while drawing upon (real) local resources. Then write a 4 – 6-page paper in which you explain the theory of change within community building and/or mutual aid, and how you applied this approach to your proposed intervention. Prepare a 10-minute group presentation to explain your vision and its importance.

**Community-Driven Social Action Campaign – Due Week 12**

Drawing upon your community assessment, create a community-driven social action campaign that identifies an *actual* issue. Identify the components of the campaign including (real) local resources, a (real) decision-maker, etc.

1. Fill out the Midwest Academy Strategy Chart, in detail, to summarize your community-based campaign
2. Write a 4 – 6-page paper explaining each component of it. (Ex: what specific issue can the community collectively address? What strategy and tactics can community members use to address this issue?)
3. Prepare a 10-minute group presentation to explain your campaign and its importance.

**Individual Assessment of Your Group Work Participation**

**Due Week 13**

Each student will write a 2–3-page reflection that answers the question: *What did you learn about yourself and your working style as a member of a group?* Include personal experiences and what you have learned about group work that will influence your career as a social worker. Note that this is not a report – you are not asked to describe everything you did. It is a reflection to help you consider your approach to group work, including what was easy for you or difficult, and how that influenced your group’s dynamics.

It may be helpful to include some of the group participation skills and dynamics listed below.

Role(s) in group

Time management

Responsibility to group

Accepting a fair share of work

Completing assigned work on time

Adaptability

Displays or tries to develop a wide range of skills in service of the project

Accepts changed approach or constructive criticism.

Creativity / Originality

Problem-solves when faced with impasses or challenges,

Originates new ideas,

Initiates team decisions.

Communication Skills

Effective in discussions,

Good listener,

Capable presenter,

Proficient at diagramming, representing, and documenting work.

General Team Skills

Positive attitude,

Encourages and motivates team,

Supports team decisions,

Helps team reach consensus,

Helps resolve conflicts in the group.

Technical Skills:

Ability to create and develop materials on own initiative,

Provides technical solutions to problems.

**Grading Criteria for the Group Projects**

1. The expectation is that you will use multiple modes of inquiry including but not limited to class materials, online materials, scholarly or popular press articles, a minimum of two interviews and/or meeting attendance and viewing or attending events and actions.
2. Utilize a clear, interesting, and organized style of writing and presentation
3. Answer each question in a focused, logical, consistent, and clear manner
4. Use correct grammar, spelling, sentence, and paragraph construction
5. Cite scholarly references with APA (American Psychological Association) citations

**REQUIRED TEXT(S)**

There are no texts that are required for purchase in this class. All of the readings listed below can be found on the course Sakai site and/or the LUC library.

**COURSE SCHEDULE**

**Module 1.** **Review: Community and Political Organizing through Social Work**

This week we will review the theories and practices associated with community and political organizing that were taught in the foundation sequence.

**Objectives:**

1. Provide a course overview and situate course content within the SSW curriculum and LMMP track
2. Review core concepts of community and political organizing including modes of community practice (community building, community organizing, and participatory planning) as well as policy practice
3. Consider the historical context of macro practice, particularly community and policy practice, within social work
4. Identify political aspects and implications of social work: What is it that makes social work “political”?
5. Explore the intersections of social work practice with social change at all levels of practice, particularly in community and organizational settings
6. Understand historical and contemporary political and civic participation in the US, focusing on social identities, power, and policies or practices that enhance or hinder participation

**Required Content**

* Minkler, M. (2012). Chapter 1: Introduction to community organizing and community building (pp. 5-26).  In M. Minkler (Ed.), *Community organizing and community building for health and welfare* (3rd ed.).  New Brunswick, NJ: Rutgers Press.
* 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.
* Zelnick, J. R., Goodkind, S., & Kim, M. E. (2022). “It would be foolish to pretend that our jobs aren't political”: Social Workers Organizing for Power in the Nonprofit Sector. *Affilia*, *37*(1), 5-12.

**Recommended Content**

* Moreau, M. J. (1979). A structural approach to social work practice. *Canadian Journal of Social Work Education/Revue Canadienne d'éducation en service social*, 78-94.
* Jack Rothman. 2007. [Multi Modes of Intervention at the Macro Level](http://www.tandfonline.com/doi/abs/10.1300/J125v15n04_02). *Journal of Community Practice. 15*(4), 11-40.

**Module 2.** **Use of Self in Social Change Work**

*In Class: We will form groups this week.*

This week we will critically reflect upon our own experiences, beliefs, and sources of power and privilege in relation to social change work.

**Objectives:**

1. Critically reflect upon one’s power and privilege, in the context of social work and community change
2. Identify and assess one’s interpersonal skills, and how to use them in macro practice settings
3. Consider the importance of self-awareness within macro practice
4. Draw linkages between micro theory and practice and macro theory and practice

**Required Content**

* Hardina (2013). Interpersonal skills for community practice - Chapter 6
* Hyde, C. A.  (2013).  Appendix 3: Challenging ourselves: Critical self-reflection on power and privilege (pp. 428-436).  In M. Minkler (Ed.), *Community organizing and community building for health and welfare* (3rd ed.). New Brunswick, NJ: Rutgers Press.
* Pyles, L. (2014).  Chapter 2: The self-aware organizer (pp. 21-33) in *Progressive community organizing: Reflective practice in a globalizing world* (2nd ed.). New York, NY: Routledge.

**Recommended Content**

* [Chapter 33. Conducting a Direct-Action Campaign | Section 6. Using Personal Testimony | Main Section](https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/personal-testimony/main)
* Brueggemann. Ch. 3., pages 61 - 67 Using Task Groups to Help Individuals Overcome Self-Oppression.

**Module 3. Theory and Practice of Macro Social Work**

*Group Project Proposal is Due*

In-class video: [Michel Foucault, power](https://www.youtube.com/watch?v=keLnKbmrW5g&t=1s)

This week we will learn about and apply theories and practices that form the foundation of social change work.

**Objectives:**

1. Identify how interdisciplinary theories relate to social change, representation, and political and civic participation, and social justice
2. Critically analyze when, why, and how progressive theories of social change can create synergy or conflict
3. Apply theories to social work as it currently is, and as it should be

**Required Content**

* bell hooks. Feminist Theory from Margin to Center.
	+ Chapter 4. Sisterhood: Political Solidarity Among Women
* Eiler, E. C., & D’Angelo, K. (2020). Tensions and connections between social work and anti-capitalist disability activism: disability rights, disability justice, and implications for practice. *Journal of Community Practice*, *28*(4), 356-372.
* Pyles. 2014. “Ch. 3: Theories and Ideas for the Progressive Organizer.” *Progressive Community Organizing: Reflective Practice in a Globalizing World*.

**Recommended Content**

* Chaskin. “Theories of Community.” In *The Handbook of Community Practice*.
* Hudson, K. (2015). Toward a Conceptual Framework for Understanding Community Belonging and Well-Being: Insights from a Queer-Mixed Perspective. *Journal of Community Practice. 23*(1), 27-50.
* Su, Celina. 2009. Chapter One, A Kaleidoscope of People Power. *Streetwise for Book Smarts*. Cornell University Press.
* Tuck & Yang. Decolonization is not a Metaphor. https://clas.osu.edu/sites/clas.osu.edu/files/Tuck%20and%20Yang%202012%20Decolonization%20is%20not%20a%20metaphor.pdf
* Kwame Ture and Charles Hamilton. 1992 (1967). *Black Power: The Politics of Liberation.* Vintage Books.
* Ch 3. The Myths of Coalition
* Weil & Ohmer. “Practice Theories in Community Work.” In *The Handbook of Community Practice*.
* X, Malcolm. 1965. *Malcolm X: The Last Speeches.* Pathfinder Press. “Not Just an American Problem but a World Problem.” 151-181.

**Module 4. Community Assessments**

In-Class Video: [Chicagoans Battle Manganese](https://www.youtube.com/watch?v=Cu6EhybSYro&t=180s)

This week we will learn how to conduct a community assessment.

**Objectives:**

1. Identify community, organizational, and individual assets as a basis for community building and collaborative planning
2. Compare and contrast community assessment tools
3. Consider when and how to involve community members within community assessments
4. Understand the theory and key ideas embedded within community-based participatory research and action research methods

**Required Content**

* Encyclopedia of SW. Community Assessments.
* <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-73?rskey=12NX6V&result=6>
* Hancock & Minkler. “Chapter 9. Community Health Assessment or Healthy Community Assessment: Whose Community? Whose Health? Whose Assessment?” *Community Organizing and Community Building for Health and Welfare*.
* Community ToolBox.
* Chapter 3, Section 7. [Conducting Needs Assessments Surveys](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/conducting-needs-assessment-surveys/main).
* Chapter 3, Section 21. [Windshield and Walking Surveys](http://ctb.ku.edu/en/table-of-contents/assessment/assessing-community-needs-and-resources/windshield-walking-surveys/main).
* ***Skim and we will discuss in class:***
* Netting.  Framework for Understanding Community & Organizational Problems. (100-101).
	+ Framework for Understanding the Target Population. (127-128).
	+ Framework for Assessing Community (204-206).

**Recommended Content**

* Alvarez & Gutierrez. 2001. Choosing to Do Participatory Research. *Journal of Community Practice.9*:1, 1 – 20.
* Minkler, “Appendices: 1, 3, 4, 5, and 8”. *Community Organizing and Community Building for Health and Welfare.*
* Wallerstein, N. B., & Duran, B. (2006). Using community-based participatory research to address health disparities. *Health promotion practice*, *7*(3), 312-323.

**Module 5. The Neoliberal Context of Macro Practice and Social Change Work**

*Bring an article about a contemporary social movement or community organizing campaign to class*

This week we will define neoliberalism and identify how neoliberal policies shape social needs, social work, and the relationships between social workers and community members.

**Objectives:**

1. Define neoliberalism and critically analyze how neoliberal logics appears in social work practice
2. Consider if and how neoliberalism influences the character of social needs in the world, as well as when and how social needs are addressed or not
3. Relate neoliberalism to racial, gender, class, and other inequities
4. Imagine alternative systems, and identify pathways of resistance to austerity-driven policies
5. Critically assess how austerity limits democratic and participatory processes, as well as social welfare interventions

**Required Content**

* Toft, T. Neoliberalism. <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-1409?rskey=Uenwh4&result=1>
* Abramovitz, M. (2012, February). The feminization of austerity. In *New Labor Forum* (Vol. 21, No. 1, pp. 30-39). Sage CA: Los Angeles, CA: SAGE Publications.
* Krings, A., Kornberg, D., & Lane, E. (2018). Organizing Under Austerity: How Residents’ Concerns Became the Flint Water Crisis. *Critical Sociology*.
* WATCH Here’s to Flint https://vimeo.com/170833151

**Recommended Content**

* Low Wage Worker <https://www.tandfonline.com/doi/full/10.1080/10705422.2016.1165779>

**Module 6. Theory and Practice of Community Building and Development**

*Community Assessments are due this week, including in-class presentations.*

This week we will learn about the theory and practice of community building and development.

**Objectives:**

1. Define and identify community building and development practices
2. Apply the theory and methods of community building to youth engagement
3. Compare and contrast methods to engage service-users and community members in social change work
4. Identify community, organizational, and individual assets as a basis for community building and collaborative planning

**Required Content**

* Encyclopedia of SW. Community building. <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-70?rskey=12NX6V&result=1>
* Checkoway, B., & Aldana, A. (2013). Four forms of youth civic engagement for diverse democracy. *Children and Youth Services Review*, *35*(11), 1894-1899.
* Wilson, R. J. & Abram, F. Y. (2010).  Exploring a feminist-based empowerment model of community building.  *Qualitative Social Work*, 9(4), 519-535.

**Recommended Content**

* Cossyleon, J. E. (2021). Restorative Kinship: How a Local Movement of Women of Color Transforms Family Relationships. *Frontiers: A Journal of Women Studies*, *42*(2), 1-25.
* Gamble, D. N. (2013). Chapter 14: Participatory methods in community practice (pp. 327-343).  In M. Weil, M. Reisch, & M. L. Ohmer (Eds.), *Handbook of community practice* (2nd ed.).  Los Angeles: Sage.
* MacLeod & Emejulu. (2014). Neoliberalism with a Community Face? A Critical Analysis of Asset-Based Community Development in Scotland. *Journal of Community Practice. (4):*4, 430-450.
* DeFilippis, James and Susan Saegert. “Chapter 1. Communities Develop: The Question is How?” *Community Development Reader*.

**Module 7.** **Critical** **Consciousness Raising and Mutual Aid**

This week we will learn about critical consciousness raising and mutual aid, and their relation to social change.

**Objectives:**

1. Define critical consciousness, and identify methods to support its development
2. Define and identify mutual aid projects
3. Consider accompaniment as a social change strategy, as well as its integration with social action theory and methods
4. Examine the theory and practice of disability justice, and how it incorporates themes of relational access, solidarity work, and collective care
5. Critically analyze how a mutual aid approach relates to radical social work

**Required Content**

* Bell, F. M. (2021). Amplified injustices and mutual aid in the COVID-19 pandemic. *Qualitative Social Work*, *20*(1-2), 410-415
* Work, and Collective Care”, presented by Lydia X. Z. Brown. BUSSW Equity and Inclusion Series. <https://www.bu.edu/ssw/about/explorebussw/social-justice/equity-inclusion-speaker-series/?fbclid=iwar356lbv656dmhq4cwxhg6tnu3q4mmlkjq_yvm2a2rts5rjgemlydabxryk>
* Sulé, V. T., Nelson, M., & Williams, T. (2021). They #woke: How Black students in an after-school community-based program manifest critical consciousness. *Teachers College Record*, *123*(1), 1-38.
* Wilkinson, M. T., & D’Angelo, K. A. (2019). Community-based accompaniment & social work—A complementary approach to social action. *Journal of Community Practice*, *27*(2), 151-167.
* WATCH “Disability Justice for our Futures and our Freedom: On Relational Access, Solidarity

**Module 8. Radical Community Practice**

This week we will learn about the theory and practice of radical social work.

**Objectives:**

1. Understand the theory and practice of radical social work
2. Consider what it means to be a radical social worker
3. Apply the logic of radical social work to mutual aid work and community organizing

**Required Content**

* Brady, S., Sawyer, J. M., & Perkins, N. H. (2019). Debunking the myth of the ‘radical profession’: analysing and overcoming our professional history to create new pathways and opportunities for social work. *Critical and Radical Social Work*, *7*(3), 315-332.
* Izlar, J. (2019) Radical social welfare and anti-authoritarian mutual aid. *Critical and Radical Social Work,* (7:3), 349-366.
* Reisch, M. (2012). Chapter 16: Radical community organizing. *The handbook of community practice.* Los Angeles, CA: Sage.
* WATCH “Mariam Kaba: Chicago Reparations and the Fight for an Abolitionist Future” <https://www.facebook.com/watch/live/?v=2906561792954247&ref=watch_permalink>

**Recommended Content**

* Maylea, C. (2021). The end of social work. *The British Journal of Social Work*, *51*(2), 772-789.
* Reisch, M., & Andrews, J. (2014). *The road not taken: A history of radical social work in the United States*. Routledge.

**Module 9. Theory and Practice of Community Organizing**

*Community Building and Mutual Aid Proposal is Due This Week, with In-Class Presentations*

This week we will learn about the theory and practice of community organizing.

**Objectives:**

1. Understand the theory and practice principles of community organizing, including identifying and prioritizing issues, identifying decision-makers, and leveraging power
2. Compare and contrast consensus organizing with conflict-oriented organizing, and when and why to apply each
3. Apply the theory and practice of community organizing to women’s and family-based issues

**Required Content**

* Brady & O’Conner. 2015. Understanding how community organizing leads to social change: The beginning development of formal practice theory. *Journal of Community Practice. 22*:1-2, 210-228.
* Ganz. 2002. *What is Organizing?* Social Policy.
* Cossyleon, J. E. (2018). “Coming Out of My Shell”: Motherleaders Contesting Fear, Vulnerability, and Despair through Family-focused Community Organizing. *Socius*, *4*, 2378023117734729.
* WATCH: Community Organizing 101 | Chicago's Black Queer Pride 2021 <https://www.youtube.com/watch?v=dsgcNRviVHw>

**Recommended Content**

* Alinsky. 1971. “The Education of an Organizer.” *Rules for Radicals*.
* Flores, E. O., & Cossyleon, J. E. (2016). “I went through it so you don't have to”: Faith‐based community organizing for the formerly incarcerated. *Journal for the Scientific Study of Religion*, *55*(4), 662-676.
* Lesniewski, J. & Doussard, M. (2017). Crossing boundaries, building power: Chicago organizers embrace race, ideology, and coalition.  *Social Service Review*, 91(4), 585-620.

**Module 10. Understanding, Mapping, and Building Power**

*In Class Simulation: Strategic Planning and Issue Campaigns*

This week we will learn how to strategically plan and implement an issue campaign.

**Objectives:**

1. Theorize the operationalization of power, and how to apply it for social change
2. Understand and practice the skills of organizing for change, including issue selection, creating a strategy, selecting tactics, and conducting a power analysis

**Required Content**

* Bobo, et al. 2010. *Organizing for Social Change: Midwest Academy Manual for Activists*.
	+ “The Fundamentals of Direct-Action Organizing”;
	+ “Choosing an Issue”.
	+ “Developing Strategy”.
	+ “A Guide to Tactics”.
* bell hooks. Feminist Theory from Margin to Center.
	+ Chapter 6: Changing Perspectives on Power

**Recommended Content**

* Gaventa, 2005. Findings spaces for change: a power analysis.

**Module 11.**  **The Power and Limits of Locally Based Social Action Campaigns**

This week we will consider the power and limitations of local organizing, with attention to organizing within queer communities.

**Objectives:**

1. Critically analyze the potential and limitations of social action as a social change strategy
2. Compare and contrast Foucault’s conceptualizations of repressive vs. normalizing power
3. Drawing from feminist critiques and queer theory, examine how one might re-imagine community organizing particularly when working within LGBTQ communities and / or communities of color

**Required Content**

* Chin, M. (2017). Feelings, safe space, and LGBTQ of color community arts organizing. *Journal of Community Practice*.
* Susan Stall and Randy Stoecker. 1998. Community Organizing and Organizing Community: The Crafts of Empowerment. *Gender and Society*.
* Torres, L. (2014). Compañeras in the middle: Toward a history of Latina lesbian organizing in Chicago. *GLQ: A Journal of Lesbian and Gay Studies*, *20*(1-2), 41-74.
* WATCH Who Fights for Our Schools? Organizing for Racial Equity on the West Side. Recorded at the Hull House.

**Recommended Content**

* Bowen, E. A. (2015). Community practice in the bulldozer’s shadow: The history and legacy of social work in urban renewal.  *Journal of Community Practice*, 23(2), 164-181.
* Cheryl Hyde. [Feminist Macro Social Work](https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-151?rskey=h2sSe5&result=54). Encyclopedia of Social Work.
* Young, S., Neumann, T., & Nyden, P. (2018). Scaling up to increase community-based organization voice. *Journal of Community Practice*, *26*(1), 63-80.
* Young Laing, B. (2009). Organizing community and labor coalitions for community benefits agreements in African American communities: Ensuring successful partnerships.  *Journal of Community Practice*, 17(1-2), 120-139.

**Module 12. Political Social Work, Policy Practice, and Advocacy**

*Community Driven-Social Action Campaign Proposal is due this week, along with in-class presentations*

This week we will learn about the theory and practice of political social work.

**Objectives:**

1. Define the theory and practice of political social work and policy practice
2. Examine how racially marginalized youth engage in racial and political resistance
3. Apply social media and digital advocacy to political social work
4. Consider who is a “political social worker”, and why

**Required Content**

* Anyiwo, N., Palmer, G. J., Garrett, J. M., Starck, J. G., & Hope, E. C. (2020). Racial and political resistance: An examination of the sociopolitical action of racially marginalized youth. *Current opinion in psychology*, *35*, 86-91.
* [Community ToolBox. Chapter 33, Section 19. Using Social Media for Digital Advocacy.](https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/electronic-advocacy/main)
* Shepherd, D., & Pritzker, S. (2021). Political Advocacy Without a Choice: Highlighting African American Political Social Workers. *Advances in Social Work*, *21*(2/3), 241-258.

**Recommended Content**

* Pritzker, S., & Lane, S. R. (2017). Political social work: History, forms, and opportunities for innovation. *Social work*, *62*(1), 80-82.
* Gates, A. (2014). Integrating Social Services and Social Change: Lessons from an Immigrant Worker Center. *The Journal of Community Practice (22)*1-2,102-129.

**Module 13. Nonprofit Organizations and Policy Advocacy**

This week we will learn about the role of nonprofit organizations in policy advocacy.

**Objectives:**

1. Compare and contrast the concepts of coalitions, collaborations, and partnerships
2. Identify strategies to build organizational collaborations and coalitions
3. Consider the benefits and challenges of non-profit advocacy strategies
4. Critically analyze why and how funders influence non-profits and their advocacy work

**Required Content**

* Fyall, R., & McGuire, M. (2015). Advocating for policy change in nonprofit coalitions. *Nonprofit and Voluntary Sector Quarterly*, *44*(6), 1274-1291.
* Mizrahi, T., Rosenthal, B. B., & Ivery, J.  (2013).  Chapter 17: Coalitions, collaborations, and partnerships (pp. 383-402).  In M. Weil, M. Reisch, & M. L. Ohmer (Eds.), *Handbook of community practice* (2nd ed.).  Los Angeles: Sage.
* Saz-Carranza, A. (2012). Chapter 2: Advocacy networks in the U.S. immigration field. In *Uniting diverse organizations: Managing goal-oriented advocacy networks* (pp. 15–37). Taylor & Francis Group.
* <http://ebookcentral.proquest.com/lib/luc/detail.action?docID=1047076>

**Recommended Content**

* Cornforth, C., Hayes, J. P., & Vangen, S. (2015). Nonprofit–Public Collaborations: Understanding Governance Dynamics. *Nonprofit and Voluntary Sector Quarterly*, *44*(4), 775–795. <https://doi.org/10.1177/0899764014532836>
* Community Campus Partnerships for Health (CCPH) Board of Directors. (2013). Position Statement on Authentic Partnerships. Retrieved from <https://www.ccphealth.org/principles-of-partnership/>
* McCoy, M., Nordberg, A., Hoefer, R., & Mellinger, M.  (2017).  Strengthening advocacy coalitions: Lessons for structure, engagement, and effectiveness from an IPV coalition. *Journal of Social Service Research, 4*, 443-458. doi:10.1080/01488376.2017.1289143
* Mosley, J.E. (2012). Keeping the lights on: How government funding concerns drive the advocacy agendas of non-profit homeless service providers. *Journal of Public Administration Research and Theory. 22*, 841-866.

**Module 14. The Long Haul**

*In class: Course reflections and evaluations*

This week we will wrap up the course by reflecting upon our learning and planning for next steps as individual and collective social change agents.

**Objectives:**

1. Reflect upon and evaluate your experience within this course
2. Consider how profession building influences the social work profession and its future
3. Imagine what social change work will look like for you, over the long haul

**Required Content**

* Reisch, M., & Wenocur, S. (1986). The future of community organization in social work: Social activism and the politics of profession building. *Social Service Review*, *60*(1), 70-93.
* [Community ToolBox. Chapter 33, Section 20. Advocacy Over and For the Long Term.](https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/long-term-advocacy/main)

**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**

### Macro Practice Journals

*Administration in Social Work*

*City and Community*

*Community Development*

*Community Mental Health*

*Critical and Radical Social Work*

*Health and Social Care in the Community*

*Human Service Organizations*

*International Journal of Social Welfare*

*Journal of Community Practice*

*Journal of Community Psychology*

*Journal of Progressive Human Services*

*Journal of Social Policy*

*Journal of Social Service Research*

*Journal of Sociology and Social Welfare*

*Journal of Urban Affairs*

*Nonprofit Management and Leadership*

*Nonprofit and Voluntary Sector Quarterly*

*Social Policy and Administration*

*Social Service Review*

*Urban Affairs Review*

**Organizations**

Association for Community Organization and Social Administration. [www.acosa.org](http://www.acosa.org)

Association for the Study and Development of Community. [www.sense](http://www.sense)ofcommunity.com

Association for Research on Nonprofit Organizations and Voluntary Action. [www.arnova.org](http://www.arnova.org)

Center for Social Development. <http://gwbweb.wustl.edu/csd>

Comm-Org: The Online Conference on Community Organizing. <http://comm-org.wisc.edu>

Community ToolBox. <http://ctb.ku.edu/en>

Influencing Social Policy. <https://www.influencingsocialpolicy.org/>

National Association for Community Leadership. <http://communityleadership.org>

Neighborhood Funders Group. [www.nfg.org/](http://www.nfg.org/cotb)

Social Welfare Action Alliance. <http://socialwelfareactionalliance.org>

**(Some) Foundations that support community intervention:**

Ben & Jerry’s Foundation. <http://benandjerrysfoundation.org/>

Catholic Campaign for Human Development. [http://www.usccb.org/about/](http://www.usccb.org/about/catholic-campaign-for-human-development/)

Chicago Community Trust. <https://www.cct.org/>

C.S. Mott Foundation. <http://www.mott.org/about/OurOrganization>

Needmor Fund. <http://www.needmorfund.org/index.php>

UU Fund for a Just Society. <http://www.uufunding.org/fund-for-a-just-society.html>

**NASW Code of Ethics**

**6. SOCIAL WORKERS’ ETHICAL RESPONSIBILITIES TO THE BROADER SOCIETY**

**6.01 Social Welfare**

Social workers should promote the general welfare of society, from local to global levels, and the development of people, their communities, and their environments. Social workers should advocate for living conditions conducive to the fulfillment of basic human needs and should promote social, economic, political, and cultural values and institutions that are compatible with the realization of social justice.

**6.02 Public Participation**

Social workers should facilitate informed participation by the public in shaping social policies and institutions.

**6.04 Social and Political Action**

(a) Social workers should engage in social and political action that seeks to ensure that all people have equal access to the resources, employment, services, and opportunities they require to meet their basic human needs and to develop fully. Social workers should be aware of the impact of the political arena on practice and should advocate for changes in policy and legislation to improve social conditions in order to meet basic human needs and promote social justice.

(b) Social workers should act to expand choice and opportunity for all people, with special regard for vulnerable, disadvantaged, oppressed, and exploited people and groups.

(c) Social workers should promote conditions that encourage respect for cultural and social diversity within the United States and globally. Social workers should promote policies and practices that demonstrate respect for difference, support the expansion of cultural knowledge and resources, advocate for programs and institutions that demonstrate cultural competence, and promote policies that safeguard the rights of and confirm equity and social justice for all people.

(d) Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical disability.