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Office: 3w25  
Semester: Autumn 2020  
Office Hours: M, noon-2pm; T, 5-6pm;  
and by appointment at your convenience

Format: In-Person (as long as conditions allow)  
Class Room: Auditorium  
Class Day/Time: Monday, 2-5pm  
Campus: Baltimore

***“Institutionalized rejection of difference is an absolute necessity in a profit economy, which needs outsiders as surplus people. As members of such an economy, we have all been programmed to respond to the human differences between us with fear and loathing, and to handle that difference in one of three ways; ignore it, and if that is not possible, copy it if we think it is dominant, or destroy it if we think it is subordinate. But we have no pattern for relating across our human differences as equals. As a result, those differences have been misnamed and misused in the service of separation and confusion.”***

**-Audre Lorde, *Sister Outsider***

## **COURSE DESCRIPTION**

Structural oppression – e.g., by race, gender, gender identity, sexual orientation, age, (dis)ability, religious and cultural beliefs and practices, ethnicity, national origin, and class – is omnipresent. Its faces and forms shape our consciousness, our communities, and our cultural norms. It influences the way we see both ourselves and others. It impacts our attitudes, our interactions, and our opportunities. We cannot escape it; we can only work to overcome it.

This course will encourage its members to interrogate the causes, manifestations, impacts, and means of overcoming structural oppression in its myriad faces and forms. We will explore social identity in the context of a complex web of structural oppression – and the ways that dominant narratives influence the way we see ourselves and others. We will examine how some human differences are given social meaning, and how these differences have been used to divide people and hide and justify systems of exclusion, exploitation and marginalization. Throughout, as we seek to question constructs often considered natural and inevitable, we will challenge ourselves to envision and create more liberatory, equitable, and just ways to practice social work and organize social life.

## **PLACE OF COURSE IN THE CURRICULUM**

Students should take this course in the first semester of their MSW program at the University of Maryland School of Social Work as its concepts and analysis are foundational for social work education and practice.

### **Prerequisites**

Prior to the first class session, foundation students should have completed the online prerequisite course on the history of oppression and resistance in Baltimore. The journal responses written in conjunction with the prerequisite should be submitted by the second week of class.

## **STUDENT OUTCOMES**

### **CSWE Social Work Competencies**

The following are the 9 CSWE core competencies that all MSW students should demonstrate upon graduation. Those items underlined and in boldface type below will be measured in this course to assess students' achievement of these competencies. Within those competencies certain practice behaviors may be measured in this class.

1. Demonstrate ethical and professional behavior
2. Engage diversity and difference in practice
3. Advance human rights and social, economic and environmental justice
4. Engage in practice-informed research and research-informed practice
5. Engage in policy practice to advance social and economic well-being
6. Engage with individuals, families, groups, organizations and communities
7. Assess individuals, families, groups, organizations and communities
8. Intervene, individuals, families, groups, organizations and communities
9. Evaluate individuals, families, groups, organizations and communities

### **Knowledge, Skill and Value Objectives**

At the end of the course, we hope that students will possess the following knowledge, skills and values. At the same time, we believe that that there will be outcomes that emerge from the learning process that will be as meaningful as any listed below. We will assess periodically our development of these and emergent outcomes.

#### **Knowledge**

- (1) Understand the composite nature of social identity, and the implications for engaging in dialogue and practice on issues of privilege and oppression
- (2) Understand the intersectional nature of oppression
- (3) Understand key concepts and distinctions related to the causes, manifestations, impacts, and means of overcoming structural oppression in its various forms
- (4) Understand the ways in which the dualities of domination/subordination, superiority/inferiority, and normality/abnormality have been constructed historically and embedded in our institutions and cultures
- (5) Understand core dynamics of the dominant political economy and its relationship to various forms of structural oppression
- (6) Understand the mechanisms of socialization and hegemony, and their role in hiding and justifying systems of oppression
- (7) Understand the importance of practice context – including the history of those with whom one is working and the interventions
- (8) Understand the ways that social work practice has both challenged and entrenched oppression

### **Skills**

- (1) Ability to explore and assess the historical roots, and contemporary manifestations and impacts of structural oppression at various levels of society and in various areas of social work practice
- (2) Ability to interrogate one's social identity and its implications related to privilege and oppression
- (3) Ability to identify, acknowledge and work responsibly with the power held by social work practitioners, which is often not held by those with whom they work
- (4) Ability to apply an anti-oppressive lens to intervention strategies in social work practice in order to promote human liberation, equity and social justice
- (5) Ability to envision a liberatory, equitable, and socially just future
- (6) Ability to engage critically and collaboratively in dialogue and action on issues of privilege and oppression

### **Values and Ethics**

- (1) Appreciate the necessity of critical exploration of the causes, manifestations, impacts and means of overcoming structural oppression to effective and ethical social work practice.
- (2) Appreciate that it is both unethical and impossible for social work to adopt a position of neutrality amidst pervasive economic exploitation, political exclusion, social marginalization, and systemic violence.
- (3) Appreciate the ethical implications of the disparate power between social work practitioners and those with whom they work, and the importance of critically interrogating such power disparities
- (4) Appreciate the centrality of integrating the micro, mezzo, and macro levels of social life for effective social work practice
- (5) Appreciate the importance and challenges of working across difference
- (6) Appreciate the importance of cultural humility, critical self-awareness, and continual growth and learning

**COURSE OUTLINE**

PART 1: THEORETICAL FOUNDATIONS AND CORE CONCEPTS	
Session 1 M, 8/24	Introductions
Session 2 M, 8/31	Social Identity and Situating Ourselves
Session 3 M, 9/14	Power and Oppression <i>*Preliminary Coalition Memo</i>
Session 4 M, 9/21	Power, Oppression, and Privilege
Session 5 M, 9/28	Intersecting and Interlocking Systems of Oppression <i>*Expanded Coalition Memo</i>
Session 6 M, 10/5	From Differences to Disparities: Social Construction of Oppression
Session 7 M, 10/12	Political Economy and Oppression <i>**Journal I</i>
Session 8 M, 10/19	Hegemony, (False) Consciousness, and Alienation <i>**Core Concepts Tutorial Assignment</i>
UNIT 2: IMPLICATIONS FOR SOCIAL WORK PRACTICE	
Session 9 M, 10/26	Implications for Direct Practice <i>**Tutorial Reflection</i>
Session 10 M, 11/2	Implications for Organizational Practice
Session 11 M, 11/9	Implications for Community and Policy Practice
Session 12 M, 11/16	Implications for Research
UNIT 3: VISIONS OF LIBERATION – TOWARD AN ANTI-OPPRESSIVE SOCIAL WORK PRACTICE	
Sessions 13 M, 11/23	Visions of Liberation: Toward an Anti-Oppressive Social Work Practice <i>**Journal II</i>
Session 14 M, 11/30	Visions of Liberation: Toward an Anti-Oppressive Social Work Practice
Session 15 M, 12/7	Wrap Up, Evaluations, and Hope for the Flowers <i>**Final Paper &amp; Reflection</i>

*\* Denotes an ungraded assignment*

*\*\* Denotes a graded assignment*

## REQUIRED READINGS OR TEXTS

Although numerous books will be recommended, you are not required to purchase any texts for this course. For each session, there will be a list of core readings and supplemental readings. All core readings will be available electronically on our course Blackboard site, or by email. Readings – and the texts from which they are drawn – may also be available at the Health & Human Services Library. The following texts were especially useful in the development of the course and identification of course readings:

- Adams, M., et al. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). New York, NY: Routledge.
- Anderson, M.L. & Collins, P.H. (Eds.). (2018). *Race, class, and gender* (9<sup>th</sup> ed.) Boston, MA: Cengage Learning.
- Charlton, J.I. (2000). *Nothing about us without us: Disability oppression and empowerment*. Berkeley, CA: University of California Press.
- Grusky, D. & Hill, J. (Eds.) (2018). *Inequality in the 21<sup>st</sup> century: A reader* (4<sup>th</sup> ed.). Boulder, CO: Westview.
- Heldke, L. & O'Connor, P. (Eds.). (2004). *Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism*. Boston, MA: McGraw-Hill.
- Kimmel, M. & Ferber, A. (Eds.) *Privilege: A reader* (4<sup>th</sup> ed.). Boulder, CO: Westview.
- Miller, J. & Garran, A.M. (2017). *Racism in the United States: Implications for the helping professions* (2<sup>nd</sup> ed.). Belmont, CA: Brooks & Cole.
- Moraga, C. & Anzaldúa, G. (2015). *This bridge called by back: Writings by radical women of color*. Albany, NY: SUNY Press.
- Rothenberg, P.S. (2012). *White privilege: Essential readings on the other side of racism*. New York, NY: Worth.
- Serano, J. (2016). *Whipping girl: A transsexual woman on sexism and the scapegoating of feminism* (2<sup>nd</sup> ed.). Berkeley, CA: Seal.

## Other Media

Our class – and social work practice – takes place in a broader societal context. It is, therefore, important to follow relevant current events as covered by *The New York Times* ([www.nytimes.com](http://www.nytimes.com)), *The Washington Post* ([www.washingtonpost.com](http://www.washingtonpost.com)), National Public Radio (e.g., *All Things Considered*, *On Point*), CNN, or similar nationally focused daily news sources. These sources can be supplemented with even more conservative sources such as *The Washington Times*, *The Wall Street Journal*, or Fox News, and with more progressive sources such as *Mother Jones*, *The Nation*, *The Root*, *Jacobin*, *Labor Notes*, *In These Times*, *International Socialist Review*, *Democracy Now*, and KPFA's *Against the Grain*. Portside ([www.portside.org](http://www.portside.org)) has a free subscription service, which will send a set of news articles to you daily. Daily reading of *The Baltimore Sun* is encouraged for local and State news. *The Baltimore Brew*, *The Afro-American*, and *The Real News Network* are additional sources of local, State, and national news. Local radio stations WYPR (88.1), WAMU (88.5), and WEAA (88.1) run quality national broadcasts (e.g., *Democracy Now*, *1A*) as well as good coverage of local events. Many of these programs – and many, many other quality sources of news and critical analysis – are also available as podcasts.

Each class will begin with a discussion of relevant current events and research. A discussion board is available on Blackboard for posting of relevant current events and opportunities for action.

**COURSE ASSIGNMENTS AND ASSESSMENT**

Achievement of student learning, development, and outcomes will be measured through successful completion of the following assignments.

Assignment	Due Dates
<ul style="list-style-type: none"> <li>Racial-Cultural Interviews</li> </ul>	Weekly
<ul style="list-style-type: none"> <li>Tutorial on Core Concepts</li> </ul>	Paper: Oct 19 Reflection: Oct 26
<ul style="list-style-type: none"> <li>Visions of Liberation – Paper &amp; Presentation</li> </ul>	Presentations: Nov 23 & 30 Paper & Reflection: Dec 7
<ul style="list-style-type: none"> <li>Class Participation and Journal</li> </ul>	Ongoing

**Required Assignments**

Additional information about each assignment will be forthcoming in class and posted on Blackboard, but a few words about their purpose: we hope these assignments are not merely – or even mostly – academic exercises or assessment tools. Instead, they are intended to be primarily opportunities to deepen our understanding and critical analyses, and to develop our capacity to envision and create more liberatory, equitable, and just ways to practice social work and organize social life

*“The philosophers have merely interpreted the world in various ways; the point, however, is to change it.” -Karl Marx*

***Racial-Cultural Interviews***

We will spend one hour each week in small racial-cultural interview groups beginning the second week of class. The groups will be assigned in the first week of class, and will be consistent throughout the semester. Each week someone in your group will be the interviewee and the other group members will be the interviewers. Using questions provided as guidance the interviewers will take turns asking questions about a specific identity of the interviewee. We will provide an initial set of questions, which groups will work together to modify and amend. Each week group members will post on the Blackboard discussion board about their experience that week as interviewer or interviewee (e.g., how did you feel about asking/answering certain questions? What did you take away from the interview?) and respond to one of their group member’s post – for a total of two Blackboard posts per week prior to the next class.

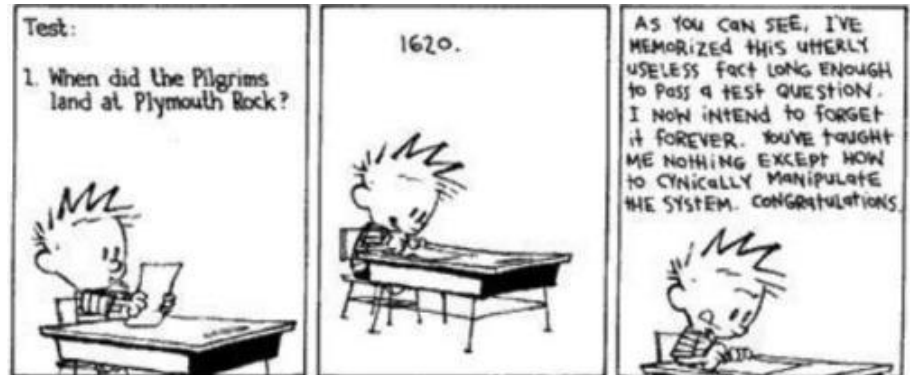
***Tutorial on Core Concepts in Power, Privilege, and Oppression***

Each student will develop a working account of key concepts related to the causes, manifestations, impacts, and means of overcoming structural oppression – concepts which will be raised both in readings and class discussion. We will develop a set of questions that students can use to interrogate and provide a critical analysis of the concept, and its relation to other ideas or phenomena. The goal of the assignment is for each student to develop a deeper understanding of some core concepts and theoretical frameworks – as well as the ability to apply them. Students will meet individually or in pairs for learning “tutorial” sessions with the instructor to discuss aspects of their accounts. The written assignment will be due in the eighth week of class. Tutorial meetings will take place the following week. ***The written assignment is due Monday, October 19. Tutorial meetings will be held the week of October 19-23.***



### **Visions of Liberation: Toward an Anti-Opressive Social Work Practice**

In small groups (aka. coalitions), students will identify an area of social work practice of interest. They will critically interrogate ways in which dynamics of structural oppression play a role in that practice area, as well as how those dynamics were created and manifested over time. They will then develop an intervention that seeks to subvert oppression in that area of practice – one that envisions and seeks to create a more liberatory, equitable, and just way to practice social work. Each coalition will provide periodic updates to the instructor via memos, and will present their proposed intervention in class sessions 13 and 14. The final group paper is due in the final session of the course.



### **Class Participation & Journal**

Since the success of any class is the mutual responsibility of all its members, all class members are expected to do the assigned readings prior to class each week and participate regularly, fully, and in a manner that demonstrates both thoughtfulness and respect for their colleagues. Students should be prepared to raise and answer questions related to the material. Participation also includes completion of online synchronous and asynchronous activities. Class participation is a critical component of our learning – and student performance and evaluation. Each of us has unique experiences that we bring to this class; this diversity of perspectives on ideas and issues enriches us all – particularly if we all come to class prepared. One person's failing to read and think about the assignments prior to class doesn't only hinder their learning; it denies us all of that member's most substantive input.

Each member of the class will keep a journal that records their learning this semester – in class and its relation to field and the world – in the way of specific new knowledge, new understanding, perplexing questions, and so on. This journal is not merely a summary of readings, lectures and discussion, but rather one's critical reactions to course materials and discussion, general observations, or concerns that you formulate in response to the course and related activities. It will become an ongoing record and reflection of your intellectual growth. **We will create a space on Blackboard where members of the class can share and react to journal reflections weekly. Students' curated journals will be assessed twice during the semester – near the middle and end of the term.**

### **Timely Submission of Assignments and Assessment**

Unless other arrangements have been made, all assignments should be submitted by the beginning of class on the agreed upon due date – so don't skip class to finish work. Late submission of an assignment may impact its successful completion. In extenuating circumstances, students should contact the instructor via email, text message, or telephone *prior* to the due date of the assignment to request an extension. We are also available for consultation as you work on your assignments for this course; we may be able to assist in focusing your efforts and finding resources.

Deadlines are not academic constructions; they are critical to effective engagement in the world. Setting and maintaining deadlines help us to prioritize our work – including our work throughout the semester. Moreover, deadlines are often imposed upon us: notes are required, grant applications are due, legislative hearings are held, public comment periods are open, and moments for social action arise – all within defined periods of time. The failure to adhere to deadlines, to act in a timely way, and to communicate challenges promptly severely limits our efficacy when practicing social work with individuals, organizations, and communities.

I will make every effort to provide feedback on your assignments within two weeks of receipt.

### **Assessment and Grade Construction**

My primary interest is deepening our understanding of core concepts related to power, privilege and oppression so that we can act effectively – as professionals and in our personal lives, both individually and with others – in ways that promote human<sup>1</sup> liberation, equity, and social justice. Of course, I recognize that I am required to fulfill the University's requirement (and the requirement of society generally) to quantify your qualitative experiences in this course in a way that is both fair and as consistent with our learning goals as possible.

**To that end, we will not use letter grades in this course.** Each course assignment will be assessed as either satisfactory (pass) or needs improvement (fail). Successful completion of the course will require satisfactory completion of each assignment; that is, to pass the course, you must pass each part of the course. We will use the following criteria and methods for assessing both growth and competency.

### ***Assessment Criteria for Assignments***

I will use the following criteria to assess student work:

1. The quality of the analysis and depth of understanding of the theories, concepts, ideas, and information presented.
2. The clarity of expression and organization – i.e., a logical order to the presentation of its major themes.
3. The appropriate use and citation of references and resources, and the variety/range of resources referenced.
4. The use of proper grammar and the overall professional presentation.

**Note:** Please take time to revise and proofread your writing and make sure you submit a 2<sup>nd</sup> or 3<sup>rd</sup> draft. Proofreading is an excellent way to avoid “careless” errors – the sort that cause you to hit yourself on the side of the head and say, “I didn’t mean to write that.” Proofreading will also prevent your readers from getting concussions by repeatedly hitting ourselves on the side of the head and saying, “They didn’t mean to write that.”

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<sup>1</sup> In specifying “human”, we do not wish to discount or dismiss potential ethical claims of other beings. Indeed, there is rich and compelling academic literature and social activism that challenges the significance of widely held distinctions between species – e.g., that the sentience, not the species, of a being should be the basis of care and respect.



### **Reflection and Self-Assessment**

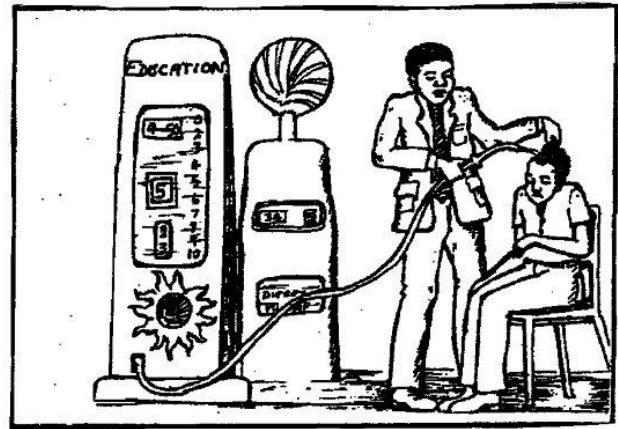
For each assignment, students will assess their engagement in the learning process – writing a brief (1-2 page) reflection. More information will be forthcoming, but aspect of the assignment encourages you to consider:

1. What new understanding did you gain – or deepen? What skills did you develop?
2. How did the assignment challenge you? Reflect on the concepts that were difficult to grasp, the distinctions that were challenging to make, the attitudes and assumptions you were pushed to reconsider.
3. What did you learn from your process? The content of an assignment is not the only aspect from which we can learn; we can also learn from a critical evaluation of the process we undertake.
4. What questions remain – or have emerged? Critical reflection not only helps us to answer questions thoughtfully, it raises new questions and illuminates where our initial answers prove inadequate or incomplete – pushing us to deeper understanding.

## **COURSE STRUCTURE, REQUIREMENTS, & LOGISTICS**

### **Pedagogy, Dialectic and Praxis**

In this class, we will use a variety of pedagogical techniques and tools with a careful eye to avoid what Paulo Freire calls the “banking education” model, in which the teacher spends hours filling students with narrative content while they passively listen. Critical and liberatory education demands that each individual takes a mentally active stance towards one's intellectual and experiential tasks. In that sense, we are all continuous learners.



We are all expected to engage intellectually with the course readings; to attend classes and participate actively in class discussions, exercises, and projects; to question and analyze our own and others' assumptions and viewpoints; to take initiative in all aspects of the course and its progress. While there will be lectures, they will be brief and always have critical engagement as their goal. In the spirit of an educational partnership, this course will rely on small group discussion, role playing, experiential exercises, co-teaching, and a variety of media to deepen our understanding of oppression, and to enhance our ability to work with others to overcome it. These methods will help with the integration of classroom, field, and other experiences. Everyone must be active and participate to make the classroom a liberating experience. This means you must be present, have a stake in the material, and offer your experiences and perspective to the problem-solving exercise of a mutual critical educational experience.

Effective engagement with the world requires the ability to formulate critical questions about one's experiences; to recognize the "silences" in the information provided and identify the information needed to solve a problem; to make keen observations of behavior, events, and the ways social power operates on the individual, institutional, and systemic levels; to process and analyze data in order to make effective decisions and chart a course of action; to act; and to evaluate one's action. These are all part of the process of critical thinking.

*It is only when the oppressed find the oppressor out and become involved in the organized struggle for their liberation that they begin to believe in themselves. This discovery cannot be purely intellectual but must involve action; nor can it be limited to mere activism, but must include serious reflection....*

-Paulo Freire

## **Class Policies and Procedures**

### ***Attendance***

Class attendance and participation are inherent expectations of graduate school and should be carried out to ensure the full breadth of insights is shared among the group. Hopefully, we all can commit to the following: attend each class on time; come to class prepared, having read all assignments; participate in class discussions and activities; complete all assignments in a timely manner; seek any necessary clarification regarding course expectations from the instructor; and provide the instructor with feedback about the effectiveness of the course.

It is critically important that you make every effort to attend each class on time, and that you come to class having completed the week's reading assignment. (My goal is not to punish someone who, for reasons beyond their control misses or is late to a class, but attendance and participation are necessary components to maximize your – and our - learning.) Careful and critical reading *before* class will provide us all with greater opportunity to engage in meaning discussion together. Course readings and activities offer a shared experience, which can act a foundation for discussion and deeper understanding of the varied experiences and perspectives we bring to the class. Between class meetings, we may make use of Blackboard as a medium for raising questions, clarifying ideas, and discussing issues.

In accordance with University policy, the only valid excuses for absence from class will be illness (upon written certification from the university Health Services or a local physician), religious observances, participation in University activities at the written request of University authorities, or other compelling circumstances beyond your control. A grade of "incomplete" is not automatic. It will only be given when legitimate reasons exist as defined by University policy. Excessive lateness or unexcused absences from class will be reflected in the evaluation of students' participation. In cases of prolonged absence, Dr. Amanda Lehning, Associate Dean for the Master's Program, should be contacted at [lehning@ssw.umaryland.edu](mailto:lehning@ssw.umaryland.edu).

In the event you're unable to attend class, meet deadlines, or complete assignments, please contact me as soon as possible to discuss. I hope we can together create a supportive environment so that when someone is unable to attend class, others can provide notes/overview of the class to that person.

### ***Electronic Devices***

Blackboard will be used to update reading assignments, provide online resources, and changes to the course schedule. It will also provide opportunities for out of class discussion. Please check the course Blackboard site regularly.

While class materials will be available online – and so computers/tablets will be critical – please limit your use of such electronic devices to class-related activities. We understand that we all have obligations outside the classroom and that sometimes they cannot wholly be set aside during class time. We hope that each of us will use electronic devices in ways that do not distract ourselves and others from class discussion.

### ***Mutual Obligations***

It is the responsibility of teachers to facilitate the learning process; it is the responsibility of students to engage in the learning process, to obtain support/assistance when needed, and to manage their time, energy, and priorities. Students are responsible for demonstrating their commitment to developing their understanding and ability – and to meeting the evaluative criteria of the course. We will do our best to ensure that you have access to the necessary resources and support to do so, and you should let us know if we are falling short.

As both learners and teachers you have the right to criticize and question what you are hearing and reading without fear of ridicule or threat of retribution. You have the right to be treated equally and with respect. Concomitantly, you have an obligation to give us, your classmates (and our guests), the same respect - particularly in classroom discussions and exercises. You have the right to be fully informed of course requirements and assessment. You have the right to receive prompt and plentiful feedback on your writing assignments.

### ***Online Netiquette and Ethical Behavior***

Expectations of our critical, courageous, constructive, and compassionate community extend to our interactions online. Student should read prior to class, the following resources that discuss online ethical behavior and netiquette, and conduct class discussions and work accordingly:

- [The Core Rules of Netiquette \(http://www.albion.com/netiquette/corerules.html\)](http://www.albion.com/netiquette/corerules.html)
- [Online Netiquette in Graduate Courses \(https://online.une.edu/blog/professionalism-and-etiquette-netiquette-in-online-graduate-courses/\)](https://online.une.edu/blog/professionalism-and-etiquette-netiquette-in-online-graduate-courses/)

### ***Communication, Feedback and Support***

I recommend that you raise all GENERAL course related questions on the Blackboard discussion forum labeled “General Course Questions.” If you have a question, it’s likely that others do as well, and we can most efficiently promote clarity by raising and answering such questions here. Students are welcome to reply and add answers or comments to these questions.

The best way to contact me regarding individual matters is via e-mail. I check email constantly and consistently during the week, and will try to reply with celerity. (If I expect to be without access to email for an extended period of time, we will let you know.) When you send an e-mail please place the course number (SOWK 610) in the subject heading. You can also contact me by phone – call or

text – at the number above. (Please note that this is my cell phone number – so a call at 3am to request an extension for an assignment due the following day will not be appreciated for a variety of reasons.

Please keep me informed about any events that may adversely affect your class attendance, performance, or the completion of course requirements. I strongly encourage you to schedule a time to meet with me if you're having challenges with any aspect of the course. I will be more than happy to support you by phone, email, or in-person. Learning is an ongoing process, and we all have areas in which we can develop ourselves. I want to support your growth as an academic and agent of social change to overcome structural oppression in whatever ways I can.

### **Feedback on Course**

It is important to me to get on-going feedback from you about how well we're achieving our collective goals for the course. Much of this feedback will come through our regular interactions, but I am very happy to have specific feedback, criticism, and suggestions. If you'd like to provide this anonymously, you can send me an email from the following email account: [philofeedback@gmail.com](mailto:philofeedback@gmail.com). Password: philosophy.

### **Inclement Weather and Campus Emergencies**

All students are encouraged to subscribe to UMB Alerts to stay informed of campus closures due to inclement weather or other issues. If class is cancelled unexpectedly, I will post and email an announcement via Blackboard. In case of bad weather, check email and/or Blackboard before coming to class. I will do my best to notify you if there is a cancellation due to weather – or for any other reason.

### **Support Services**

Any student who fails to demonstrate satisfactory competence or development on any assignment should make an appointment with me to identify steps to address the inadequacy and improve the quality of their work. (Of course, I am also available to meet with students who receive higher grades.) Tutoring and other support services are available through the Office of Student Affairs.

### **Writing Skills**

Students are expected to submit assignments that are written and presented at the graduate student/professional level. Writing is an extremely powerful tool across numerous aspects of social work practice, and clear communication is an important skill for all social workers. *Please allow enough time prior to an assignment being due to revise, proofread, and get necessary support.*

Students are encouraged to make use of campus writing resources by contacting the Writing Center, SMC Campus Center, 621 W. Lombard Street, Room 307, Phone: 410-706-7725, or [writingcenter@umaryland.edu](mailto:writingcenter@umaryland.edu). Assignments that are poorly written may be penalized.

These are helpful internet links:

<http://www.umaryland.edu/writing/writing-resources/>

<http://owl.english.purdue.edu/>

<https://writing.wisc.edu/Handbook/index.html>

## SCHOOL-WIDE INFORMATION

### Academic Integrity

Academic integrity is a central value of the School of Social Work. Therefore, all academic dishonesty, including plagiarism, will be treated seriously, as described in the [MSW Student Handbook](#) and could result in course failure. Indeed, integrity should be a central value to all practitioners, managers, community organizers, activists, and leaders.

As participants in higher level learning, plagiarism, cheating and any other form of academic dishonesty will not be tolerated in this learning environment. When individuals participate in any type of academic dishonesty they are simply expressing lack of belief in their own abilities to excel in the pursuit of knowledge and understanding. In this course, plagiarism – i.e., representing another’s work or ideas as one’s own – is among the most severe offenses.

If you do not understand the required concepts to carry out an assignment – or are unsure of what qualifies as plagiarism – please reach out to us for assistance and clarification so that any problems can be avoided. If you have any further questions regarding academic dishonesty please refer to the *MSW Student Handbook*.

### Use of Blackboard

All courses at the School of Social Work use Blackboard, the school’s course management system, for the syllabus. Students are expected to regularly check (recommended twice a week minimum) Blackboard for any general announcements (e.g. class cancellations, etc.), readings or course materials, for contacting the professor, for engaging in discussion groups among peers, and for uploading and submitting assignments.

Please see the [Minimum Technical Requirements](#) document:

<https://sites.google.com/site/sswideateam/students/minimum-technology-requirements>

Please complete the [Blackboard orientation](#):

<https://sites.google.com/site/sswideateam/students/blackboard-orientation>

Make sure you are checking your school email as that is the one linked to Blackboard. If you do not see an email address on your Blackboard profile, enter one, or [contact the IDEA Team](#) for assistance.

### **Blackboard Technical Requirements**

To access this course on Blackboard, students will need high speed access to the Internet and a supported Web browser. Google Chrome is recommended. [Download Chrome for free here.](#)

### **Blackboard Technical Assistance**

If you need technical assistance at any time during the course:

- If Blackboard, Webex, Collaborate and/or Zoom are down, unreachable, extremely slow, or for assistance with login issues:



call the helpdesk at 410-706-HELP,  
email helpdesk at [help@umaryland.edu](mailto:help@umaryland.edu),  
or visit the [CITS Helpdesk web site: http://www.umaryland.edu/helpdesk/](http://www.umaryland.edu/helpdesk/)

- For issues with Blackboard courses, assignments, quizzes, or general usage, Contact the [SSW IDEA Team: http://tinyurl.com/sswideateamhelp](http://tinyurl.com/sswideateamhelp)
- Use the SSW IDEA Team [Blackboard student guides: https://sites.google.com/site/sswideateam/students](https://sites.google.com/site/sswideateam/students)

## INSTITUTIONAL POLICIES

### ADA Disclosure and Accommodation Requests

#### *Accommodations for Students with Disabilities*

The University of Maryland, Baltimore (UMB) is committed to providing equal opportunity and access to the educational experience through the provision of reasonable accommodations. For students who have an accommodations letter from Educational Support and Disability Services (ESDS), it is essential that you correspond with your instructor as soon as possible to discuss your disability-related accommodation needs for this course. For students not registered with ESDS, who would like information regarding eligibility for academic accommodations due to barriers associated with a potential disability, please contact ESDS directly. For more information, please visit the ESDS website ([www.umaryland.edu/disabilityservices](http://www.umaryland.edu/disabilityservices)) or call 410-706-5889.

#### *Accessible Course Materials*

The University Maryland, Baltimore recognizes web-based content is integral to academic and administrative work of the organization. UMB will establish equitable access to information, programs and activities on UMB web-based content accessible to people with all abilities. For students who have found the course material to be inaccessible, it is essential to notify your instructor as soon as possible.

I believe that “disability” is among the social constructs that stand as barriers to progress and are the basis for peoples’ oppression; moreover, I believe that we can overcome oppression, and the hegemony and alienation that are both consequences of oppression and its servants, which hide and justify its existence. If you require accommodations, please see me after class; I eager to work out whatever arrangements are necessary to facilitate your learning.

“The problem is not with the attributes that individual persons have or do not have. The problem, rather, is the *lack of fit* between the attributes of certain persons, and dominant societal structures, practices, norms and aesthetic standards.”

– Iris Marion Young,  
“Structural Injustice and the  
Politics of Difference”

### Campus Alerts

Please register for the campus alert system so that you will know whether to proceed to campus because of weather conditions or other safety and security issues.  
UMB Baltimore Campus: <http://www.umaryland.edu/alerts/>

### **Blackboard, Collaborate, Webex, Zoom Unavailable?**

If Blackboard, Collaborate, Webex or Zoom are down, unreachable, extremely slow, or for assistance with login issues, including DUO authentication:

1. Call the helpdesk at 410-706-HELP,
2. Email helpdesk at [help@umaryland.edu](mailto:help@umaryland.edu),
3. Visit the CITS Helpdesk web site: <http://www.umaryland.edu/helpdesk/>
4. The CITS Helpdesk is located in the HSHSL library.
5. See UMB CITS support tutorials and info on [Webex](#), [Zoom](#), [Blackboard](#), and [Collaborate](#).

For all issues within Blackboard, please contact your local school Blackboard support team.

## SEMESTER SCHEDULE OF CLASSES

I have a very difficult time treating any course – and particularly a seminar on structural oppression – as predigested blocks of material that are simply presented for you to regurgitate at the proper time. Meaningful learning develops our ability to understand, and critically analyze and apply concepts. How long that takes will vary from class to class – and from individual to individual. Therefore, ongoing prioritization and modification will be made to the course outline and readings below based on class discussions and opportunities for learning. Such changes will be discussed in class and posted on Blackboard.

Session 1 (8/24): Introductions	
Topics and Questions	<p>Who are we? What brings us to this space? What do we bring to it?</p> <p>What goals do we have for ourselves? What goals do we have for the learning community we will share for the semester?</p> <p>What do we need and expect from one another in order to meet our goals and to create a courageous and critical learning community?</p> <p>Why is critical exploration of the causes, manifestations, impacts, and means of overcoming structural oppression essential for effective and ethical social work practice?</p> <p>Is it possible for social work to adopt a "neutral" stance - i.e., to avoid taking sides with either the oppressor or those who are oppressed? Why?</p>
Potential Class Activities	<ul style="list-style-type: none"> <li>Langston Hughes, <a href="#">“Let America Be America Again”</a></li> <li>William Saroyan, “The Daring Young Man on the Flying Trapeze”</li> </ul>
Written Assignments Due	<ul style="list-style-type: none"> <li>None</li> </ul>
<p><b>Core Readings:</b></p> <ul style="list-style-type: none"> <li>hooks, b. (2010). Critical thinking (pp. 7-12) in <i>Teaching Critical Thinking: Practical Wisdom</i>. New York: Routledge. Available at <a href="http://cdn0.inwithforward.com/images/bell-hooks-critical-thinking.pdf?mtime=20140729104110">http://cdn0.inwithforward.com/images/bell-hooks-critical-thinking.pdf?mtime=20140729104110</a>.</li> <li>Moch, M. (2009). A critical understanding of social work by Paolo Freire. <i>Journal of Progressive Human Services</i>, 20:1, 92-97, DOI: 10.1080/10428230902878285.</li> <li>Krumer-Nevo, M. (2017). Poverty and the political: wresting the political out of and into social work theory, research and practice. <i>European Journal of Social Work</i>, DOI: 10.1080/13691457.2017.1318264</li> </ul> <p><b>Supplemental Readings:</b></p> <ul style="list-style-type: none"> <li>Reisch, M. &amp; Jani, J. (2012). The new politics of social work practice: understanding context to promote change. <i>British Journal of Social Work</i>, 42, 1132-1150. doi: 10.1093/bjsw/bcs07</li> <li>Murdach, A. (2011). Is social work a human rights profession? <i>Social Work</i>, 56(3), 281</li> <li>Hughes, L. (1936). Let America be America again. Available at <a href="https://www.poets.org/poetsorg/poem/let-america-be-america-again">https://www.poets.org/poetsorg/poem/let-america-be-america-again</a>.</li> </ul>	

- Saroyan, W. (1934). The daring young man on the flying trapeze. In Albena Bakratcheva (Ed.), *The sun is but a morning star: Anthology of American literature*. Varna: LiterNet, 2008-2010. Available at [http://litenet.bg/publish18/u\\_saroyan/trapeze.htm](http://litenet.bg/publish18/u_saroyan/trapeze.htm).

Session 2 (8/31): Social Identity and Situating Ourselves	
Topics and Questions	<ul style="list-style-type: none"> <li>• What is social identity? How is it formed?</li> <li>• What are common features of social identity?</li> <li>• What distinctions exist among those with different social identities – particularly those on opposite sides of the dualities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• What complexities and contradictions do we find in our own social identities?</li> </ul>
Potential Class Activities	<ul style="list-style-type: none"> <li>• Rosario Morales, <a href="#">"I Am What I Am"</a></li> <li>• "I Am ...." Activity</li> <li>• <a href="#">Spectrum Activity - Questions of Identity</a></li> <li>• <a href="#">Personal/Social</a> Identity Wheels</li> <li>• Racial/Cultural Interviews</li> </ul>
Written Assignments Due	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> </ul>
<p><b>Core Readings:</b></p> <ul style="list-style-type: none"> <li>• Miller, J. &amp; Garran, A.M. (2017). <i>Racism in the United States: Implications for the helping professions</i> (2nd ed.). Belmont, CA: Brooks &amp; Cole. <ul style="list-style-type: none"> <li>◦ Chapter 1: "Social Identity and Situating Ourselves"</li> <li>◦ Chapter 6: "Social Identity Formation and Group Membership"</li> </ul> </li> <li>• Adams, M., et al. (Eds.). (2018). <i>Readings for diversity and social justice</i> (4<sup>th</sup> ed.). New York, NY: Routledge. <ul style="list-style-type: none"> <li>◦ Adams, M. "Introduction – Core Concepts for Social Justice Education"</li> <li>◦ Tatum, B.D. "The Complexity of Identity: 'Who Am I?'" [#1]</li> </ul> </li> </ul> <p><b>Supplemental Readings:</b></p> <ul style="list-style-type: none"> <li>• Adams, M., et al. (Eds.). (2018). <i>Readings for diversity and social justice</i> (4<sup>th</sup> ed.). New York, NY: Routledge. <ul style="list-style-type: none"> <li>◦ Kirk, G. &amp; Okazawa-Rey, M. "Identities and Social Locations: Who Am I? Who Are My People?" [#2]</li> </ul> </li> <li>• Moraga, C. &amp; Anzaldúa, G. (2015). <i>This bridge called by back: Writings by radical women of color</i>. Albany, NY: SUNY Press. <ul style="list-style-type: none"> <li>◦ Morales, R. "I Am What I Am"</li> </ul> </li> </ul>	

<b>Session 3 (9/14): Power and Oppression</b>	
<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• What human differences have been used to create division and disparity?</li> <li>• What are the shared faces of oppression – across various aspects and arenas of our social lives?</li> <li>• How and on what bases can we distinguish between oppression and other social phenomena?</li> <li>• How is oppression reproduced and maintained – both at the level of individuals and social systems?</li> <li>• What is the relationship between oppression, and social work practice and research?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Star Power</li> <li>• Kimberly Jones, <a href="#">"How Can We Win?"</a></li> <li>• <i>I Am Not Your Negro</i> (Film)</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> <li>• Preliminary Coalition Memo</li> </ul>
<p><b><u>Core Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Adams, M., et al. (Eds.). (2018). <i>Readings for diversity and social justice</i> (4<sup>th</sup> ed.). New York, NY: Routledge. <ul style="list-style-type: none"> <li>◦ Bell, L.A. "Theoretical Foundations for Social Justice Education" [#6]</li> <li>◦ Young, I.M. "Five Faces of Oppression" [#7]</li> <li>◦ Johnson, A.G. "Patriarchy, the System: An It, Not a He, a Them, Or an Us." [#65]</li> </ul> </li> <li>• Charlton, J.I. (2000). The dimensions of disability oppression: An overview". In <i>Nothing about us without us: Disability oppression and empowerment</i>. Berkeley, CA: University of California Press.</li> <li>• Miller, J. &amp; Garran, A.M. (2017). "The web of institutional racism". In <i>Racism in the United States: Implications for the helping professions</i> (2nd ed.). Belmont, CA: Brooks &amp; Cole.</li> <li>• Serano, J. (2016). Coming to terms with transgenderism and transsexuality. In <i>Whipping girl</i> (2nd ed.). Berkeley, CA: Seal.</li> </ul> <p><b><u>Supplemental Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Frye, M. (1983). Oppression (pp. 1-16) in <i>The politics of reality: Essays in Feminist Theory</i>. Trumansburg, NY: Crossing Press.</li> <li>• Adams, M., et al. (Eds.). (2018). <i>Readings for diversity and social justice</i> (4<sup>th</sup> ed.). New York, NY: Routledge. <ul style="list-style-type: none"> <li>◦ Tatum, B.D. "Defining Racism: 'Can We Talk?'" [#9]</li> </ul> </li> <li>• Anderson, M.L. &amp; Collins, P.H. (Eds.). (2018). <i>Race, class, and gender</i> (9<sup>th</sup> ed.) Boston, MA: Cengage Learning. <ul style="list-style-type: none"> <li>◦ Gallagher, C.A. "The Social and Political Functions of Erasing the Color Line in Post-Race America." [#7]</li> </ul> </li> </ul>	



<b>Session 4 (9/21): Power, Oppression, and Privilege</b>	
<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• What is privilege?</li> <li>• Is there a difference between unearned advantage and conferred dominance? If so, what?</li> <li>• What forms of privilege do you have? How does it impact the way you see the privileged aspects of your lives?</li> <li>• Why is privilege often unacknowledged by – and even invisible to – those who have it? What privileges have you not seen or acknowledged?</li> <li>• How is privilege reproduced and maintained – both at the level of individuals and social systems?</li> <li>• What is the relationship between privilege, and social work practice and research?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Privilege for Sale</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> </ul>
<p><b>Core Readings:</b></p> <ul style="list-style-type: none"> <li>• Bailey, A. (2004). Privilege: Expanding on Marilyn Frye’s ‘Oppression.’ In Heldke, L. &amp; O’Connor, P. (Eds.). <i>Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism</i>. Boston, MA: McGraw-Hill.</li> <li>• Serano, J. (2016). <i>Whipping girl</i> (2nd ed.) Berkeley, CA: Seal. <ul style="list-style-type: none"> <li>◦ Blind spots: On subconscious sex and gender entitlement</li> <li>◦ Dismantling cissexual privilege</li> </ul> </li> <li>• Sue, D.W. (2018). Microaggressions, marginality, and oppression: An introduction. In Adams, M., et al. (Eds.). (2018). <i>Readings for diversity and social justice</i> (4<sup>th</sup> ed.). New York, NY: Routledge.</li> <li>• Summers, B.T. (May 15, 2020). What Black America knows about quarantine. <i>New York Times</i>. Available at <a href="https://www.nytimes.com/2020/05/15/opinion/sunday/coronavirus-ahmaud-arbery-race.html">https://www.nytimes.com/2020/05/15/opinion/sunday/coronavirus-ahmaud-arbery-race.html</a></li> </ul> <p><b>Case Studies – Read at least two</b></p> <ul style="list-style-type: none"> <li>• Kimmel, M. &amp; Ferber, A. (Eds.) (2017). <i>Privilege: A reader</i> (4<sup>th</sup> ed.). Boulder, CO: Westview. <ul style="list-style-type: none"> <li>◦ McIntosh, P. “White Privilege and Male Privilege” [#4]</li> <li>◦ Shea, J. “The Invisible Crutch” [#5]</li> </ul> </li> <li>• Adams, M., et al. (Eds.). (2018). <i>Readings for diversity and social justice</i> (4<sup>th</sup> ed.). New York, NY: Routledge. <ul style="list-style-type: none"> <li>◦ Johnson, A.G. “The Social Construction of Difference” [#3] (pp. 17-21)</li> <li>◦ Killerman, S. “Examples of Christian Privilege” [#46]</li> <li>◦ Carbado, D.W. “Privilege” [#66]</li> </ul> </li> </ul>	

**Supplemental Readings:**

- Rothenberg, P.S. (2012). *White privilege: Essential readings on the other side of racism*. New York, NY: Worth.
  - Wildman, S.M. & Davis, A.D. "Making Systems of Privilege Visible" [3.1]
  - Johnson, A.G. "Privilege as Paradox" [3.2]
  - Dyer, R. "The Matter of Whiteness" [1.1]
  - Dalton, H. "Failing to See" [1.2]
  - hooks, b. "Representations of Whiteness in the Black Imagination" [1.3]
  - Jenson, R. "White Privilege/White Supremacy"
  - Wise, T. "Membership Has Its Privileges: Thoughts on Acknowledging and Challenging Whiteness."
- Miller, J. & Garran, A.M. (2017). Why is it so difficult for people with privilege to see racism? In *Racism in the United States: Implications for the helping professions* (2nd ed.). Belmont, CA: Brooks & Cole.
- Serano, J. (2016). *Intrinsic implications: Explaining gender and sexual diversity*. In *Whipping girl* (2nd ed.) Berkeley, CA: Seal.
- Kimmel, M. & Ferber, A. (Eds.) (2007). *Privilege: A reader* (4<sup>th</sup> ed.). Boulder, CO: Westview.
  - Fortage, T. "Checking My Privilege" [#1]
  - Clymer, C. "This Response to That Princeton Freshman Should Be Required Reading for White Males" [#2]
  - Gastfriend, D. "Reflections on Privilege: An Open Letter to Tal Fortage" [#3]
  - Doane, A. "White-Blindness: The Dominant Group Experience" [#12]

**Session 5 (9/28): Intersecting and Interlocking Systems of Oppression**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• How are we to understand the myriad forms of privilege and oppression that exist within society – and within our own social existence?</li> <li>• What relationships exist among the various forms of oppression? How do various forms of privilege and oppression magnify or mitigate the impacts of one another?</li> <li>• What are the implications of intersectionality on intra- and interpersonal dynamics of privilege and oppression?</li> <li>• What are the implications for the struggle for human liberation, equity, and justice?</li> <li>• Is there any aspect of social work practice or research where an intersectional approach would not be possible, or beneficial?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Privilege/Oppression Line</li> <li>• Sojourner Truth, "<a href="#">Ain't I A Woman</a>"</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> <li>• Expanded Coalition Memo</li> </ul>
<b>Core Readings:</b>	

- Truth, S. (1851). Ain't I a woman? Available at <https://feminist.com/resources/artsspeech/genwom/sojour.htm>.
- Taylor, K. (2017). *How we get free: Black feminism and the Combahee River Collective*. Chicago, IL: Haymarket.
- Ereveles, N. & Minear, A. (2010) Unspeakable offenses: Untangling race and disability in discourses of intersectionality. *Journal of Literary & Cultural Disability Studies* 4.2, 127–146.
- Heldke, L. & O'Connor, P. (Eds.). (2004). *Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism*. Boston, MA: McGraw-Hill.
  - Spelman, E.V. "Gender & Race: The Ampersand Problem in Feminist Thought" [#35]
  - Valdes, F. "Notes on the Conflation of Sex, Gender, and Sexual Orientation" [#33]
  - Lorde, A. "Age, Race, Class, and Sex: Women Redefining Difference." [#41]
- Collins, P.H. (2004). Toward a new vision: Race, class and gender as categories of analysis and connection." In Heldke, L. & O'Connor, P. (Eds.). (2004). *Oppression, privilege, and resistance: Theoretical perspectives on racism, sexism, and heterosexism*. Boston, MA: McGraw-Hill.

**Supplemental Readings:**

- Miller, J. & Garran, A.M. (2017). Intersectionality: Racism and other forms of social oppression. In *Racism in the United States: Implications for the helping professions* (2nd ed.). Belmont, CA: Brooks & Cole.
- Kimmel, M.S. & Coston, B.M. (2017). Seeing privilege where it isn't. In Kimmel, M. & Ferber, A. (Eds.) *Privilege: A reader* (4<sup>th</sup> ed.). Boulder, CO: Westview.
- Adams, M., et al. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). New York, NY: Routledge.
  - Collins, P.H. & Bilge, S. "Intersectionality Revisited" [#8]
  - hooks, b. "Feminism: A Movement to End Sexist Oppression" [#64]
- Mitchell, E. (n.d.) I am a woman and a human: A Marxist feminist critique of intersectionality theory. Available at <https://libcom.org/library/i-am-woman-human-marxist-feminist-critique-intersectionality-theory-eve-mitchell>.
- Smith, S. (Winter 2013-2014). Black feminism and intersectionality. *International Socialist Review*, 91. Available at <https://isreview.org/issue/91/black-feminism-and-intersectionality>.

**Session 6 (10/5): From Differences to Disparities: Social Construction of Oppression**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• What does it mean to claim that, e.g., race is a social construct? How has this (and other) basis(es) for oppression been socially constructed?</li> <li>• Power relations are products of history. What mechanisms have been used to convert some human differences into the foundations of economic, political and social disparities?</li> </ul>
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	<ul style="list-style-type: none"> <li>• Are there differences among us that have not been given social meaning – but could have?</li> <li>• How has social work practice and research reinforced disparities based on difference? How have they subverted them? How might they?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Seuss, <i>The Sneetches</i></li> <li>• <a href="#">Social Construction of Disability</a> Video and Discussion: <a href="https://www.youtube.com/watch?v=9s3NZaLhcc4">https://www.youtube.com/watch?v=9s3NZaLhcc4</a></li> <li>• Nancy Smith, "For Every Woman". Also available here: <a href="https://cloudfront.crimethinc.com/store-misc/gender_24x36.pdf">https://cloudfront.crimethinc.com/store-misc/gender_24x36.pdf</a></li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> </ul>

**Core Readings:**

- Adams, M., et al. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). New York, NY: Routledge.
  - Johnson, A.G. "The Social Construction of Difference" [#3]
  - Dunbar-Ortiz, R., "Our Land" [#11]
  - Takaki, R. "A Different Mirror" [#10]
  - Lorber, J. "'Night to His Day': The Social Construction of Gender" [#63]
- Rothenberg, P.S. (2012). *White privilege: Essential readings on the other side of racism*. New York, NY: Worth.
  - Wander, P.C., Martin, J.N., Nakayama, T.K. "The Roots of Racial Classification" [2.2]
  - Barrett, J.E. & Roediger, D. "How White People Became White" [2.3]
- Waziyatawin (Jan 2, 2014). Colonialism on the ground. *Intercontinental Cry*. Available at <https://intercontinentalcry.org/colonialism-ground/>.
- Crimethinc. (n.d.) Immigrants welcome. Available at [https://cloudfront.crimethinc.com/assets/books/no-wall-they-can-build/immigrants\\_1000.gif](https://cloudfront.crimethinc.com/assets/books/no-wall-they-can-build/immigrants_1000.gif)

**Supplemental Readings:**

*On colonization and decolonization:*

- Kuo, R. (Aug 15, 2015). Why racial justice work needs to address settler colonialism and native rights. *Everyday Feminism*. Available at <https://everydayfeminism.com/2015/08/racial-justice-native-rights/>
- Thomas, A. (May 24, 2016). Stolen people on stolen land: decolonizing while Black. *Race Baitr*. Available at <https://racebaitr.com/2016/05/24/stolen-people-stolen-land/>
- Chatzivasileiou, L. (July 18, 2019). Indigenous resistance as re-occupation of land at the forefront of climate justice. *Unsettling America*. Available at <https://unsettlingamerica.wordpress.com/2019/07/18/indigenous-resistance-as-re-occupation-of-land-at-the-forefront-of-climate-justice/#more-2580>

*On construction of race – and whiteness:*

- Rothenberg, P.S. (2012). *White privilege: Essential readings on the other side of racism*. New York, NY: Worth.
  - Brodtkin, K. "How Jews became white"
  - Foley, N. "Becoming Hispanic: Mexican Americans and whiteness"
- Adams, M., et al. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). New York, NY: Routledge.
  - Lipsitz, G., "The Possessive Investment in Whiteness" [#12]

*On construction of gender binary and oppression:*

- Smith, S. (March 2013). Theorizing women's oppression, part 1: Domestic labor and women's oppression. *International Socialist Review*, 88. Available at <https://isreview.org/issue/88/theorizing-womens-oppression-part-1>.
- Neptune, G. (Apr. 25, 2016) Two spirit. Native People's Media. Available at <https://www.youtube.com/watch?v=mKXPMmVSZD8>
- National Geographic. (Oct 21, 2008). Five genders? Available at <https://www.youtube.com/watch?v=K9VmLJ3niVo>

**Session 7 (10/12): Political Economy and Oppression**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• What are the features of the dominant political economy? Is it essentially oppressive?</li> <li>• What is the relationship between capitalism and other forms of oppression?</li> <li>• Is class oppression in unique any way(s) among the various forms of oppression? If so, how?</li> <li>• In what other ways have communities organized social relations? In what other ways might we – in particular, in order to promote social work values like wellbeing, autonomy, democracy, equity, and justice?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Co-presentation of topical selections</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> <li>• Journal Assessment I</li> </ul>

**Core Readings:**

- Michaels, W.B. (2006). Introduction (pp. 1-20) in *The trouble with diversity: How we learned to love identify and ignore inequality*. New York: Holt.
- Harmon, C. (1979). *How Marxism works*. London: Bookmarks. Available at <https://www.marxists.org/archive/harman/1979/marxism/index.html>
  - Chapter 3: Class struggle
  - Chapter 4: Capitalism – how the system began
  - Chapter 5: The labor theory of value
  - Chapter 7: The working class



- Muhammad, U. (May 11, 2019). The strange workings of identity and Adolph Reed Jr.'s thought. Socialist Project. Available at <https://socialistproject.ca/2019/05/strange-workings-of-identity-and-adolph-reed-jrs-thought/>.

**Case Studies - The class will divide into three groups to cover the following topical selections:**

**1. Disability oppression and political economy**

- Charlton, J.I. (2000). Political economy and the world system. In *Nothing about us without us: Disability oppression and empowerment*. Berkeley, CA: University of California Press.
- Slorach, R. (2016). *A very capitalist condition: A history and politics of disability*. London: Bookmarks.
  - Chapter 3: The social model and its critics
  - Chapter 13: Capitalism and disability today
  - Chapter 14: From rights to revolution
- Ferguson, I. (2017). Taking control: Alienation and mental health (pp. 118-134) in *Politics of the mind: Marxism and mental illness*. London: Bookmarks.

**2. Gender oppression and political economy**

- Smith, S. (2015). *Women and socialism: Class, race, and capital*. Chicago, IL: Haymarket.
  - Chapter 2: The origins of women's oppression
  - Chapter 6: Women and the family: the domestic-labor debate
  - Chapter 7: Black feminism and intersectionality

**3. Racial oppression and political economy**

- Ware, L. & Buhle, P. (Sept 17, 2015). Intersectional Black power: C.L.R. James on capitalism and race. Portside. Available at <https://portside.org/2015-09-17/intersectional-black-power-clr-james-capitalism-and-race>
- Baptist, E.E. (2014). Introduction. In *The half has never been told: Slavery and the making of American capitalism* (pp. xiii-xxiv). New York, NY: Basic.
- Oliver, M. & Shapiro, T.M. (2018). Race, wealth, and equality. In Adams, M., et al. (Eds.). *Readings for diversity and social justice* (4<sup>th</sup> ed.). New York, NY: Routledge.
- Shawki, A. (2006). *Black liberation and socialism*. Chicago: Haymarket.
  - Chapter 11: The Black Panthers and DRUM
  - Conclusion: Black Liberation and Socialism

**Supplemental Readings:**

- Shactman, M. (Jan 1946). *The Fight for Socialism*. New York: New International.
  - Chapter 1: What are you?
  - Chapter 2: The world we live in
  - Chapter 3: How the world we live in operates

- Socialist Workers Party. (1979). A revolutionary strategy for gay liberation. Available at <https://www.marxists.org/subject/lgbtq/pamphlets/A%20revolutionary%20strategy%20for%20gay%20liberation.pdf>
- Eagleton, T. (2011). Why Marx was right. New Haven, CT: Yale UP. Chapters 5, 7, and 10.

**Session 8 (10/19): Hegemony, (False) Consciousness, and Alienation**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• How do we come to believe that the socially constructed categories of privilege and oppression are natural and inevitable?</li> <li>• What impact does the internalization of privilege and oppression have on own views of ourselves, our communities, and others – as well as our interactions?</li> <li>• What role do social work practice and research play in creating and maintaining the superstructure – e.g., of cultural hegemony, ideology, social norms, civil society - that lays behind the institutions of overt control and oppression – hiding and justifying their existence. How might social work and research expose and subvert this superstructure?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Uncovering Cultural Hegemony Activity</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> <li>• Core Concepts Tutorial Assignment</li> </ul>

**Core Readings:**

- Charlton, J.I. (2000). *Nothing about us without us: Disability oppression and empowerment*. Berkeley, CA: University of California Press.
  - Chapter 4: “Culture(s) and Belief Systems”
  - Chapter 5: “Consciousness and Alienation”
- Bonilla-Silva, E. (2014). The central frames of color-blind racism. In *Racism without racists* (pp. 73-100). Lanham, MD: Rowman & Littlefield.
- Hanisch, C. (Feb 1969). The Personal Is Political. Available at <http://www.carolhanisch.org/CHwritings/PIP.html>.
- Ferber, A. (2017) We aren’t just color-blind, we are oppression-blind! In Kimmel, M. & Ferber, A. (Eds.) *Privilege: A reader* (4th ed.). Boulder, CO: Westview.

**Supplemental Readings:**

- Bonilla-Silva, E. (2014). The style of colorblindness. In *Racism without racists* (pp. 101-121). Lanham, MD: Rowman & Littlefield.
- Rothenberg, P.S. (2012). *White privilege: Essential readings on the other side of racism*. New York, NY: Worth.
  - Dyer, R. “The Matter of Whiteness” [1.1]
  - Dalton, H. “Failing to See” [1.2]
  - hooks, b. “Representations of Whiteness in the Black Imagination” [1.3]

<b>Session 9 (10/26): Implications for Direct Practice</b>	
<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• How has direct practice with individuals, families, and groups created and maintained the dualities and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• How could direct practice with individuals, families, and groups subvert such power dynamics and create more liberatory, equitable, and just ways to organize social life?</li> <li>• What changes would be necessary to do so?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Guest Speaker</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> <li>• Tutorial Reflection</li> </ul>
<p><b><u>Core Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Martín-Baró, I., Aron, A., &amp; Corne, S. (1994). Toward a liberation psychology and Role of the psychologist. In <i>Writings for a liberation psychology</i> (pp. 17-32 &amp; 33-46). Cambridge, MA: Harvard UP.</li> <li>• Ryan, W. (1971). The Art of Savage Discovery: How to Blame the Victim. In <i>Blaming the Victim</i> (pp. 16-33). New York: Pantheon Books.</li> <li>• Kivel, P. (2007). Social service or social change? In INCITE! Women of Color Against Violence (Eds.), <i>The Revolution will not be funded</i> (pp.129-150). Cambridge, MA: South End Press.</li> <li>• McKnight, J. (1991, Spring-Summer). <a href="#">Services are bad for people: You're either a citizen or a client</a>. <i>Organizing</i>, 41-44.</li> <li>• Miller, J. &amp; Garran, A.M. (2017). <i>Racism in the United States: Implications for the helping professions</i> (2nd ed.). Belmont, CA: Brooks &amp; Cole             <ul style="list-style-type: none"> <li>◦ Chapter 11: "Cross-racial Clinical Work"</li> </ul> </li> </ul> <p><b><u>Supplemental Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Morgaine, K. &amp; Capous-Desyllas, M. (2015). <i>Anti-oppressive social work practice: putting theory into action</i>.             <ul style="list-style-type: none"> <li>◦ Chapter 4: "Anti-oppressive Practice with Individuals"</li> <li>◦ Chapter 5: "Anti-oppressive Practice with Families"</li> <li>◦ Chapter 6: "Anti-oppressive Practice with Groups"</li> </ul> </li> <li>• Dominelli, L. (2018). <i>Anti-racist social work</i> (4<sup>th</sup> ed.) New York, NY: Palgrave.</li> <li>• Love, D. (2019). When Baltimore awakes: an analysis of the human and social service sector in Baltimore. Leaders of a Beautiful Struggle. Available at <a href="https://lbsbaltimore.com/wp-content/uploads/2019/10/When-Baltimore-Awakes.pdf">https://lbsbaltimore.com/wp-content/uploads/2019/10/When-Baltimore-Awakes.pdf</a></li> </ul> <p><b><u>Supplemental Readings - On Social Services and Surveillance:</u></b></p> <ul style="list-style-type: none"> <li>• Marsh, P., &amp; Kelly, L. (2018). Dignity of risk in the community: a review of and reflections on the literature. <i>Health, Risk &amp; Society</i>, 20(5-6), 297-311.</li> </ul>	

- Beddoe, L. (2010). Surveillance or reflection: Professional supervision in ‘the risk society’. *British Journal of Social Work*, 40(4), 1279-1296.
- Foucault, M. (1973). *The birth of the clinic: An archeology of medical perception*. Routledge. Especially chapter 7: "Seeing and knowing."
- Foucault, M. (1977). Panopticism. In *Discipline and punishment: The birth of the prison*. Pantheon.

**Session 10 (11/2): Implications for Organizational Practice**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• How has organizational practice created and maintained the dualities and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• How could organizational practice subvert such power dynamics and create more liberatory, equitable, and just ways to organize social life?</li> <li>• What changes would be necessary to do so?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Guest Speaker</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> </ul>

**Core Readings:**

- Miller, J. & Garran, A.M. (2017). *Racism in the United States: Implications for the helping professions* (2nd ed.). Belmont, CA: Brooks & Cole.
  - Chapter 10: "Confronting Racism in Agencies and Organizations"
  - Appendix 10-1: "Activities Toward Becoming an Anti-Racist Organization"
- Love, D. (2014). The nonprofit industrial complex in Baltimore. In Fletcher, J. (Ed.) *The black book: Reflections from the Baltimore Grassroots* (pp. 124-157). Baltimore, MD: Leaders of a Beautiful Struggle.
- Wolff, R. (2012). *Democracy at work: A cure for capitalism*. Chicago, IL: Haymarket.
  - Part III: "Workers' Self-Directed Enterprises as a Cure"

**Supplemental Readings:**

- Morgaine, K. & Capous-Desyllas, M. (2015). *Anti-oppressive social work practice: putting theory into action*.
  - Chapter 7: "Anti-oppressive Practice within Organizations."

**Session 11 (11/9): Implications for Community and Policy Practice**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• How has community and policy practice created and maintained the dualities and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</li> </ul>
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	<ul style="list-style-type: none"> <li>• How could community and policy practice subvert such power dynamics and create more liberatory, equitable, and just ways to organize social life?</li> <li>• What changes would be necessary to do so?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Guest Speaker</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> </ul>

**Core Readings:**

- Warde, B. (2017). *Inequality in U.S. social policy: an historical analysis*. New York, NY: Routledge.
  - Social inequality (pp. 66-138)
- Sherry R. Arnstein's "A Ladder of Citizen Participation," *Journal of the American Planning Association*, Vol. 35, No. 4, July 1969, pp. 216-224.
- Burghardt, S. (1982). From leadership development to critical consciousness: moving from helping to sharing. In *The other side of organizing: Resolving the personal dilemmas and political demands of daily practice* (pp. 81-108). Cambridge, MA: Schenkman Pub.
- Charlton, J.I. (2000). *Nothing about us without us: disability oppression and empowerment*. Berkeley, CA: University of California Press.
  - Chapter 9: "Dialectics of oppression and empowerment"
- Morgaine, K. & Capous-Desyllas, M. (2015). *Anti-oppressive social work practice: putting theory into action*.
  - Chapter 8: "Anti-oppressive Practice with Communities"
  - Chapter 9: "Anti-oppressive Policy Practice"

**Supplemental Readings:**

- Morgaine, K. & Capous-Desyllas, M. (2015). *Anti-oppressive social work practice: putting theory into action*.
  - Chapter 10: "Social Movements"
- Dominelli, L. (2018). *Anti-racist social work* (4<sup>th</sup> ed.) New York, NY: Palgrave.
  - Chapter 8: "Anti-racist community work."
- Miller, J. & Garran, A.M. (2008). *Racism in the United States: Implications for the helping professions*. Belmont, CA: Brooks & Cole.
  - Chapter 9: "Responses to Racism in the Community"
- Kivel, P. (2007). Social service or social change? In INCITE! Women of Color Against Violence (Eds.), *The Revolution will not be funded* (pp.129-150). Cambridge, MA: South End Press.
- Adams, M., et al. (Eds.). (2018). *Readings for diversity and social justice* (4<sup>th</sup> ed.). New York, NY: Routledge.
  - Smith, A. "Heteropatriarchy and the Three Pillars of White Supremacy" [#33]
  - Lipsitz, G., "The Possessive Investment in Whiteness" [#12]



*On equity-focused policy analysis:*

- Hankivsky, et al. (2014). An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity. *International journal of health equity*. 13:119. Available at <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4271465/#CR11>
- Keleher, T. (2009). Racial equity assessment. Applied research center. Available at [https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment\\_v5.pdf](https://www.raceforward.org/sites/default/files/RacialJusticeImpactAssessment_v5.pdf)
- Canadian Disability Policy Alliance (n.d.) The disability lens. Available at <http://www.disabilitypolicyalliance.ca/wp-content/uploads/2013/10/disability-lens-300913.pdf>.
- Associated Black Charities (n.d.) Ten essential questions for policy development, review and evaluation. Available at <https://static1.squarespace.com/static/5728e34fd51cd4809e7aefe0/t/5742628359827e2ef74ac848/1463968387419/BrochureOnline-V2.pdf>

**Session 12 (11/16): Implications for Research**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• How has research created and maintained the dualities and power disparities of domination/subordination, superiority/inferiority, normality/abnormality?</li> <li>• How could research subvert such power dynamics and create more liberatory, equitable, and just ways to organize social life?</li> <li>• What changes would be necessary to do so?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Guest Speaker</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal/Discussion Board Post</li> </ul>

**Core Readings:**

- Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work research: learning from critical indigenous approaches. *Australian social work*, Vol. 68, No. 3, 296–308.
- Garrow, E. E. & Hansfeld, Y. (2017). The epistemological challenges of social work intervention research. *Research on social Work Practice*, Vol 27(4): 494-402.
- Ndlovu-Gatsheni, S. (Sept 26, 2017). Decolonising research methodology must include undoing its dirty history. *The Conversation*. Available at <http://theconversation.com/decolonising-research-methodology-must-include-undoing-its-dirty-history-83912>
- Stoecker, Randy. (2007) CBR and the Two Forms of Social Change (Find on-line at <http://comm-org.wisc.edu/papers.htm>).

**Supplemental Readings:**

- Jacewicz, N. (June 16, 2016). Why are health studies so white? *The Atlantic*. Available at <https://www.theatlantic.com/health/archive/2016/06/why-are-health-studies-so-white/487046/>
- Anjum, R.L. & Mumford, S.D. (Oct 2017) A philosophical argument against evidenced-based policy. *Journal of Evaluation in Clinical Practice*, Vol 23(5): 1045-1050.
- Dresser, R. (1992). Wanted: Single, white male for medical research. *The Hasting Center Report*, Vol 22(1): 24-29.
- Asselin, Hugo, and Suzy Basile. 2018. "Concrete Ways to Decolonize Research". *ACME: An International Journal for Critical Geographies* 17 (3), 643-50. <https://acme-journal.org/index.php/acme/article/view/1707>

**Session 13 (11/23): Visions of Liberation: Toward an Anti-Oppressive Social Work Practice**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• What are the foundations of oppression in the areas of social work practice of greatest interest to us?</li> <li>• What steps might we take to overcome and undo this oppression – moving toward an anti-oppressive social work practice?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Coalition Presentations &amp; Discussion</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Journal Assessment II</li> </ul>

**Core Readings:**

TBD – Based on Presentation Topics

**Session 14 (11/30): Visions of Liberation: Toward an Anti-Oppression Social Work Practice**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• What are the foundations of oppression in the areas of social work practice of greatest interest to us?</li> <li>• What steps might we take to overcome and undo this oppression – moving toward an anti-oppressive social work practice?</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>• Coalition Presentations &amp; Discussion</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>

**Core Readings:**

TBD – Based on Presentation Topics

**Session 15 (12/7): Wrap Up, Evaluations, and Hope for the Flowers**

<b>Topics and Questions</b>	<ul style="list-style-type: none"> <li>• What have we learned? Where do we hope to continue to develop our abilities and deepen our understanding?</li> </ul>
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	<ul style="list-style-type: none"> <li>• What was effective about the course? What improvements might be made?</li> <li>•</li> </ul>
<b>Potential Class Activities</b>	<ul style="list-style-type: none"> <li>•</li> </ul>
<b>Written Assignments Due</b>	<ul style="list-style-type: none"> <li>• Final Coalition Paper</li> <li>• Final Individual Reflection</li> </ul>
<p><b><u>Core Readings:</u></b></p> <ul style="list-style-type: none"> <li>• Paulus, T. (1972). <i>Hope for the Flowers</i>. New York: Paulist Press.</li> </ul>	