Graduate Studies

OFFICIAL COURSE OUTLINE INFORMATION

FACULTY/DEPARTMENT:	**SCHOOL OF SOCIAL WORK**	
SOWK 720	**N/A**	**3**
COURSE NAME/NUMBER	FORMER COURSE NUMBER	UFV CREDITS

Critical Perspectives on Social Justice and Anti-Oppressive Social Work

COURSE DESCRIPTIVE TITLE

CALENDAR DESCRIPTION:

Anti-oppressive social work is based on a critical understanding of a social justice framework and of the social, economic, psychological, and political impact of discrimination and oppression. Students will explore ways in which social work can address, resist, and counter oppression, through conceptual and theoretical analyses of privilege, marginalization, intersectionality (e.g., between 'race', culture, age, gender, sexual orientation, and ability), and processes of inclusion/ exclusion. The course will examine the role of institutions and policy in maintaining oppression and the construction of the 'other'. Students will be expected to articulate their understanding of anti-oppressive frameworks by drawing from critiques of various epistemological traditions, including critical modernism, post modernism, and post colonialism. Social work policy and practice issues will be analyzed, using anti-oppressive frameworks.

PREREQUISITES: **Admission to the MSW program**

COREQUISITES: **None**

TOTAL HOURS PER TERM: **45**

* STRUCTURE OF HOURS

Lectures:	**15**
Seminar:	**30**
Laboratory:	
Field Experience:	
Student Directed Learning:	
Other (Specify):	

MAXIMUM ENROLLMENT: 24

EXPECTED FREQUENCY OF COURSE OFFERINGS: On a yearly basis

AUTHORIZATION SIGNATURES:

Course Designer(s):	Adrienne S. Chan, MSW, PhD, RSW and Lisa Moy, MSW, PhD, RSW	GPC Chair:	John Hogg
Dean:	Rosetta Khalideen	GSC Chair:	Yvon Dandurand

GSC Approval in Principle Date:

GSC Final Approval Date: March 17, 2011

COURSE IMPLEMENTATION DATE: September 1, 2011

COURSE REVISED IMPLEMENTATION DATE:

COURSE TO BE REVIEWED (4 years after approval): August 1, 2013

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Critical Perspectives on Social Justice and Anti-Oppressive Social Work

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COURSE OBJECTIVE - The overall purpose / rationale for this course is:

To provide students with the skills to analyze and critique the multifaceted phenomena of marginalization and exclusion. The course will develop student competence in the examination of the nature of oppression and the relationship to models of social justice and social work.

LEARNING OUTCOMES – Upon successful completion of this course, students will be able to:

- Demonstrate an advanced level of understanding of colonialism, imperialism, capitalism and other historical practices and processes that have created and reinforced marginalization of social groups. Colonialism and the impact on First Nations peoples is critical to this historical lens;
- Demonstrate knowledge on the conditions that are important to the historical and present day realities of classism, racism, sexism, heterosexism, ableism, and other forms of oppression in Canada;
- Develop a framework and strategies for social work practice using anti- oppressive theories;
- Critique anti-oppression strategies, methods, and actions used in the community in organizations and by individuals;
- Critically examine the histories of anti oppressive theory and practice;
- Examine models of anti oppression and social justice and their application to social work practice;
- Identify and critically analyze post modernism and post colonialism as they link to anti oppressive framework.

***METHODS:**

This is a combination of online and face to face course.
For the face to face component, students will participate in classroom discussions, reflect and analyse the readings, and integrate the lectures into their learning. For the online portion of the class, students are expected to log in at least once a week and participate in discussions and reflections.

***COURSE CONTENT:**

- Introduction – Interrogating social justice and oppression
- Theoretical/epistemological foundations
- Politics of difference, power and recognition
- Genealogy of anti-oppressive practice
- Theories of oppression revisited: Debates and Tensions
- Imperatives of social work – anti-oppressive social work in current context
- Anti-oppressive theory in practice: Clinical context (counseling/health)
- Anti-oppressive theory in practice: Community development
- Anti-oppressive theory in practice: Policy development/critique
- Anti-oppressive theory in practice: Child welfare
- Anti-oppressive theory in practice: Aboriginal considerations and context
- Developing a model for one's own anti-oppressive practice. Working in conjunction with different theories and ethical considerations.

***STUDENT EVALUATION:**

Assignment #1- Reflexivity and positioning paper (Value: 20%)

Procedure

This assignment will help introduce students and instructor to each other as well help us each trace the complex relationship between our personal and professional experiences, our social location and the theories and assumptions about social justice and oppression that we all carry. For this assignment, each student will write a five to six double spaced pages, (12 point font, Times New Roman) 'profile'. The students can choose what to share with others; however, they may want to structure their profile around demographics and past experiences.

Assignment #2 - Critical Reflection paper (Value: 35%)

Procedure

Provide a critical reflection of three readings from the same week (e.g. three readings on the politics of difference). Write a nine page critique of the three readings. The critique should NOT be three separate critiques of three pages each, rather it is a critique of three readings, and a comparison of the three readings together.

Assignment #3 - Major paper – Integration of Theory and Practice (Value: 45%)

Procedure

1.Describe a client, family, or community, from an ethno-cultural or racial background, sexual orientation, dis/ability, other than your own, that you have dealt with in the past. Provide a clear statement of purpose that describes the situation and why you chose it for this assignment

2.Provide an analysis and discussion of your experience working with this individual, couple, family, group, or community.

3. Integrate practice and theory: Taking into account this case example, articulate your own model/ framework of anti-oppressive practice. How did your experience with this client and your readings in social work and social justice contribute to this model/framework? Provide a rationale for this model and how you would use it in the future.

4. Reflect back on the first assignment ('Reflexivity and positioning paper'): how has your framework for anti-oppressive practice evolved? What concepts or tenets in the course have resonated with you?

***TEXTBOOKS, REFERENCES, MATERIALS:**

Baines, D. (2007). Doing anti-oppressive practice. Blackpoint NS: Fernwood Publishing

A Coursepack will accompany the text.

***SUPPORT MATERIALS:**

Abberley, P. (1987). The Concept of Oppression and the Development of a Social Theory of Disability. Disability, Handicap and Society 2(1): 5-19. Adelman and Enguidanos (Eds.). New York: Harrington Park Press

Avery, D.M. (1999) Talking 'Tragedy': Identity Issues in the Parental Story of Disability. In Disability Discourse. M. Corker and S. French (Eds.).

Bannerji, H. (1997). "Geography lessons: On being an insider/outsider to the Canadian nation. In Leslie G. Roman and Linda Eyre (Eds.). Dangerous territories: Struggles for difference and equality in education (pp 23-41). New York/London: Routledge.

Brah, A. (1992). Difference, Diversity and Differentiation. In J.Donald & A.Rattansi, eds. 'Race', culture and difference. London: Sage.

Brooks, A. (2000). Citizenship, identity, and social justice: The intersection of feminist and post-colonial discourses. In M. Arnot and J. Dillabough (Eds.). Challenging Democracy. London: Routledge / Falmer.

Brown, C. (1999). Feminist postmodernism and the challenge of diversity. In A.S.Chambon & A. Irving (Eds.), Essays on postmodernism and social work (pp. 33-46). Toronto: Canadian Scholar's Press.

Bruyere, G. (1999). The Decolonization Wheel: an aboriginal perspective on social work practice with aboriginal peoples. Delaney, R., Brownlee, K. & Sellick, M. (Eds.). Social Work with Rural & Northern Communities. Lakehead University, Centre for Northern Studies, Johnston, M. (Ed.) Northern and Regional Series, Volume 8, Northern Social Work Collection, Volume 4. Thunder Bay: Lakehead University

Charlton, J.I. (1998). Nothing About Us Without Us: Disability Oppression and Empowerment. Berkeley: University of California Press

Clark, C. (2002). Identity, individual rights and social justice. In R. Adams & L.

Dominelli L. & M. Payne (Eds.), Critical practice in social work. Houndmills, Basingstoke, Hampshire: Palgrave.

Day, L. (1992). Women and Oppression: Race, Gender and Class. In “Women and Oppression" Issues in Anti- Discriminatory Practice. New York: Routledge

Delgado, R. (2000). ‘Storytelling for oppositionists and others: a plea for narrative’. In: Delgado, R. & Stefancic, J. (eds.) Critical race theory. The cutting edge. Philadelphia: Temple University Press, pp.60-70

Dominelli, L. (1994). Anti-racist perspectives in the social work curriculum. In L. Dominelli & N. Patel & W. T. Bernard (Eds.), Anti-racist social work education: Models of practice (pp. 22-35). U.K.: SSSU.

Dominelli, L. (1997). Anti-Racist Social Work. London: Macmillan.

Dominelli, L. (2004). Social work- A profession in changing contexts. In L. Dominelli (Ed.), Social work: Theory and practice for a changing profession (pp. 20-61). Cambridge: Polity Press.

Dumbrill, G. C. (2006). Should I go or should I stay? An anti-racist child welfare training dilemma. In B. Lee & S.Todd (Eds.). A casebook of community practice: Problems and strategies. (pp. 149-155). Mississauga: CommonAct Press.

Essed, P. (1991). Understanding Everyday Racism. Newbury Park, CA: Sage

Evans, P. (1998). "Gender, Poverty and Women's Caring." In Caring: Feminist Perspectives on Social Welfare C. T. Baines, P.M. Evans, and S. Neysmith (Eds.). Toronto: Oxford University Press

Fook, J. (2002). Social work: Critical theory and practice. London: Sage Publications.

Fraser, Nancy. (1995). Recognition or Redistribution? A critical reading of Iris Young’s “Justice and the Politics of Difference. 31 (2), 166-180.

Fraser, N., & Gordon, L. (1994). A geneology of dependency: Tracing a keyword of the U.S. welfare state. Signs: Journal of women in culture and society, 19(2), 309-335.

Gold, N. (1996). Putting anti-semitism on the anti-racism agenda in North American Schools of social work. Journal of Social Work Education. V 32. N 1. pp 77-89. Winter.

Henry, F., C. Tator, W. Mattis, and T. Rees (2000) The Colour of Democracy. Toronto, ON: Harcourt Brace.

Henry, F., and Tator, C. (2002). Discourses of domination: racial bias in the Canadian English-language press. Toronto, ON: University of Toronto Press.

Hick, S. (2002). Anti-oppressive practice: challenges for social work. Critical Social Work. Vol 3. No 1. University of Windsor.

Hill Collins, P. (1999). Learning from outsider within: The sociological significance of Black feminist thought. In S. Hesse-Biber & G. Gilmartin & R. Lyndenberg (Eds.), Feminist approaches to theory and methodology: Oxford.

Hoare, T., Levy, & Robinson, M. (1993). Participatory Action Research in Native Communities. Canadian Journal of Native Studies. XIII (1), 43-68.

Hooks,B. (2000). Feminism is for everybody. Boston, MA: South End Press.

Howe, D. (1994). Modernity, postmodernity and social work. British Journal of Social Work, 24, 513-532.

James, C. (1998) "Up to No Good. Black on the Streets and Encountering Police. In Racism and Social Inequality in Canada: Concepts, Controversies and Strategies of Resistance. V. Satzewich (Ed.). Toronto: Thompson Educational Pub.

James, Carl (Ed.). (1996). Perspectives on Racism and the Human Services Sector - A Case for Change. Toronto: University of Toronto Press.

Jeffery, D. (2005). What good is anti-racist social work if you can’t master it?: Exploring a paradox in social work education. Race, Ethnicity and Education. Vol 8. (4).

Jiwani, Y. (2006). Discourses of denial. Mediations of race, gender and violence. Vancouver, BC: UBC Press.

Kich, G.K. (1996). "In the Margins of Sex and Race: Difference, Marginality, and Flexibility." In The Multicultural Experience: Racial Borders as the New Frontier. New York: Sage

Kivel, Paul. (1995). Uprooting Racism - How White People Can Work for Racial Justice. Philadelphia: New Society Publishers.

Kumashiro, Kevin K. (2000). Toward a theory of anti-oppressive education. Review of Educational Research, 70(1), 25-53.

Leslie, D. and L. MacNeill. (1995). "Double Positive: Lesbians and Race." In Racism in the Lives of Women: Testimony, Theory, and Guides to Anti-Racist Practice.

Li, X. (2007). Voices Rising. Vancouver: UBC Press.

Linton, S. (1998). Claiming Disability: Knowledge and Identity.

Lorde, A. (1990). "Age, Race, Class, and Sex: Women Redefining Differences." In Out there: Marginalization and Contemporary Cultures. R. Ferguson et al (Eds.). New York: The New Museum of Contemporary Art.

Mackelprang, R. and R. Salsgiver. (1996). "People with Disabilities and Social Work: Historical and Contemporary Issues." Social Work: Journal of NASW 41(1): 7-14

McLaughlin, K. (2005). From ridicule to institutionalization: anti-oppression, the state and social work. Critical Social Policy, 25(3), 283-305.

Miller, Leslie J. (1993). Claims-making from the underside: Marginalization and social problems analysis. In J. A. Holstein & G. Miller (Eds.), Reconsidering social constructionism: Debates in social problems theory (pp. 349-376). New York: Aldine de Gruyter.

Mock, K.R. (1996). "Anti-Semitism in Canada: Realities, Remedies, and Implications for Anti-Racism." In Perspectives on Racism and the Human Services Sector. (C. James, Ed.) Toronto: University of Toronto Press.

Mohanty, C. A. Russo, and L. Torres (Eds.). Bloomington: Indiana University Press Espin, O. (1994). "Feminist Approaches." In L. Comas-Diaz and B. Greene (Eds.).Women of Color: Integrating Ethnic and Gender Identities in Psychotherapy. New York: The Guilford Press.

Monture-Angus, Patricia. (1995). Thunder in My Soul. Halifax: Fernwood Publishing.

Mullaly, B. (2002). Challenging oppression: A critical social work approach. Oxford: Oxford University Press.

Mullaly, B. (2007). The new structural social work (3rd edition). Toronto, ON: Oxford University Press.

National Aboriginal Health Organization (NAHO). (2006) Cultural safety/ competence in Aboriginal health: An annotated bibliography. January 31, 2006. http://www.naho.ca/english/documents/Culturalsafetyannotatedbibliography.pdf

O'Neill, B. (1999). "Social Work with Gay, Lesbian, and bisexual Members of Racial and Ethnic Minority Groups." In Professional Social Service Delivery in a Multicultural World. Chap. 4

Razack, N. & D. Jeffery. (2003). Critical race discourse and tenets for social work. Canadian Social Work Review. Vol 19 (2).

Rich, A. (1980). Compulsory Heterosexuality and Lesbian Experience. Massachusetts: Montague.

Sakamoto, Izumi and Pitner, R. "Use of Critical Consciousness in Anti-oppressive Social Work Practice: Disentangling Power Dynamics at Personal and Structural Levels," British Journal of Social Work 35.4 (2005): 435-52.

Savin-Williams, R. (1994). "Verbal Abuse as Stressors in the Lives of Lesbian, Gay Male, and Bisexual youths: Associations with School Problems, Running Away, Substance Abuse, Prostitution and Suicide." Journal of Consulting and Clinical Psychology 62(2): 261-269

Schnitzer, P.K. (1996). " 'They Don't Come In!': Stories Told, Lessons Taught About Poor Families in Therapy." American Journal of Orthopsychiatry 66(4), October.

Schragge, E. (2003). Activism and Social Change. Peterborough: Broadview Press.

Shera, W. (Ed.), Emerging perspective on anti-oppressive practice. Toronto: Canadian Scholar's Press.

Seidman, S. 1997. Difference troubles. Cambridge:. Cambridge University Press.

Spark, B. 1998. The academic shunning of fat old women. In: J. Stalker & S. Prentice, eds. The illusion of inclusion. Women in post-secondary education. Halifax: Fernwood Publishing.

Tew, J. (2006). Understanding power and powerlessness. Journal of Social Work, 6(1), 33-51.

Thompson, N. (1993). Anti-discriminatory practice. London: The MacMillan Press Ltd.

Tomlinson, D., and Trew, W.(eds). (2001) Equalising Opportunities, Minimising Oppression: A Critical Review of Anti-Discriminatory Policies in Health and Social Welfare. London: Routledge.

Walkowitz, D. (1999). Working with Class: Social Workers and the Politics of Middle-Class Identity. Chapel Hill: The University of North Carolina Press

Watts, I. E., & Erevelles, N. (2004). These deadly times: Reconceptualizing school violence by using critical race theory and disability studies. American Educational Research Journal, 41(2), 271-299.

Weedon, C. (1999). "Class." Feminist, Theory, and the Politics of Difference. Massachusetts: Blackwell

Weedon, C. (1987). "Principles of Poststructuralism". Feminist practice and poststructural theory. Oxford: Basil Blackwell.

Young, I. M. (1990). Justice and the politics of difference. Princeton: Princeton University Press

Young, I. M. (2000). Five faces of oppression. In M. Adams & W. Blumenfeld & R. Castaneda & H. Hackman & M. Peters & X. Zuniga (Eds.), Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism and classism. New York: Routledge Press.

PRIOR LEARNING ASSESSMENT RECOGNITION (PLAR):

Credit can be awarded for this course through PLAR (Please check:) ☐ YES ☒ NO

*** If YES specify how:**

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* These sections are subject to change at the discretion of the department and the content will vary.