

# SW 2BB3: Anti-Oppressive Social Work

* September 8th – December 9, 2020, Tuesdays, 2:30-5:20 p.m.
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# Course Overview

## Course Description:

This course explores patterns of oppression within society, the ways these can be identified and talked about, and addressed in the work that social workers do.

## Course Objectives:

The course equips students with ways to understand, talk about, and address oppression. By the end of this course students will be able to:

* Differentiate between oppression and unfairness
* Recognize and address oppression at individual, systemic and cultural levels
* Understand and integrate multiple approaches to social justice that fall under the AOP umbrella
* Draw on the strengths and avoid the limitations of AOP

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

## This course is blended with weekly synchronous (live-real-time) Zoom meetings in scheduled class time and asynchronous (A2L content) that you work through at your own pace each week. Unlike a classroom course where you do readings before coming to class, in this class you do the readings after each class. More information on this is in the section below called Course Weekly Topics and Readings.

## Please be familiar with the Zoom and A2L before starting the class. To take part in this course you will need a computer and internet connection capable of streaming video, a microphone, a webcam is not needed but will be helpful, you will need to be available to participate in the class online during the scheduled class time. Expect to spend about 10-hours a week working through this course (plus time completing assignments).

Office hours are available by Zoom or Skype by appointment. Please consider scheduling at least one office hours session during the semester even if it is just a few minutes to say a brief hello. In a mostly asynchronous course, it is hard to get to know participants and to understand how you are doing with the materials (some of which given the topic can be challenging). We are committed not just to your learning, but also to your wellbeing in relation to the topic, so please feel free to book a time to connect.

## Course Texts

Dumbrill, G. C., & Yee, J., Y. (2018). *Anti-Oppressive Social Work: Ways of Knowing, Talking, and Doing*. Oxford University Press, Toronto, Canada. [[LINK](https://campusstore.mcmaster.ca/cgi-mcm/ws/txsub.pl?wsTERMG1=204&wsDEPTG1=SOCWORK&wsCOURSEG1=2BB3&wsSECTIONG1=DAY%20C01&crit_cnt=1)]

Plus, additional readings available on A2L or through the McMaster Library and accessible by clicking the links on an electronic copy of this course outline. To access these online readings, follow login instructions after clicking the link. Note—efforts have been made to provide you with permanent links to the articles through the library system, but given the dynamic nature of the Internet, it is likely that some of these PDF links will expire during the course, in which case please locate and access the relevant online journal through the McMaster Library and obtain an updated link.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. 0% | Reflective learning portfolio: No date/ not graded
2. 15% | Quizzes (the best 3 or 4 in-class quizzes at 5% each: Dates TBA
3. 30% | Movie analysis paper—2000 words + references: Oct 22
4. 20% | Take home exam (short essay answers): Nov 12
5. 35% | Final paper—2200 words + references: Dec 1\*

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual.
* Papers should be submitted in Word or RTF format only
* Students are expected to make use of and cite appropriate sources, which can include Indigenous [oral or written], professional and social science literature, or other relevant sources etc. When submitting any written assignment, you should keep a spare copy.

## A2L & Zoom

This course will be using A2L and Zoom. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, usernames for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure, please discuss with the course instructor.

## Submitting Assignments & Grading

Written assignments are to be submitted on A2L, see A2L for detailed instructions.

This course is a foundation course. Students must obtain a minimum grade of C+ in all foundation courses and a “Pass” in each placement (as well as maintain a minimum overall GPA of 6.0) in order to remain in the Social Work program.

Please see the Resources section of our [website for details on the policy regarding minimum grade requirements in foundation courses and what happens if these are not met.](https://socialwork.mcmaster.ca/resources/undergraduate-resources/minimum-grade-requirements-in-the-bsw-programs.docx/view)

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, tests and assignments must be returned directly to the student. In this course, papers will be submitted and returned, and grades communicated, in electronic format via Avenue to Learn.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

Students are expected to attend all classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf). The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Authenticity/Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, whether in person or online.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office *normally within 10 working days* of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by the instructor for the purpose of authorized distribution, or by a student with the permission of the instructor. Students should be aware that their voice and/or image may be recorded by others during the class. When recording, the School of Social Work expects that:

* Instructors inform students when they are recording
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor)
* Recordings by students are used for personal study only, and not shared with anyone else
* Recordings by students are deleted when no longer needed for personal study

When recording is occurring, there may be times when a speaker shares personal or sensitive information. In such circumstances please use your best judgement and stop recording and be aware that the instructor (or a student or guest sharing) may ask for recording to stop.

Please speak with the instructor if any of this is a concern for you.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator ([millet@mcmaster.ca](mailto:millet@mcmaster.ca) ) or Sandra Preston, Undergraduate Chair ([prestosl@mcmaster.ca](mailto:prestosl@mcmaster.ca) ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the [Policy on Extensions and Incompletes in the BSW Program](https://socialwork.mcmaster.ca/resources/general-school-policies/policy-on-extensions-and-incompletes-october-2017.pdf) for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (*[*millet@mcmaster.ca*](mailto:millet@mcmaster.ca) *) or Sandra Preston, Undergraduate Chair (*[*prestosl@mcmaster.ca*](mailto:prestosl@mcmaster.ca)*).*

# Course Weekly Topics and Readings

Unlike a classroom course where you do readings before coming to class, in this class you do the readings after each class. For instance, there is no need to read any of Week 1’s content before that class—you attend the Week 1 synchronous class the after which you work through the readings and asynchronous content for Week 1 and finish this before the Week 2 class begins. In the synchronous class of Week 2 we review your Week 1 work, after this online class meeting you move on to undertake the readings and asynchronous content for Week 2 (and complete before Week 3). This formula continues throughout the course. Please see A2L for a more comprehensive description of weekly topics and activities.

WK1: SEPTEMBER 8, 2020

Attend synchronous online class by Zoom Tuesday September 8, 2020 at 2:30pm. A Zoom link will be sent to you at your McMaster email beforehand. The subject line will include course code SW2BB3. Expect the online Zoom class to last between 1-2 hours (a break will be provided). In this class we will provide an overview of how the course works. After the Zoom class, access A2L and work through the following week 1 content (details on how to do this are provided on A2L):

What are oppression and anti-oppression?

Over the coming week you will examine what oppression and anti-oppression are. You will also be asked if you would recognize oppression if you saw it.

Readings:

Dumbrill & Yee, Preface p. xii-xiv

Dumbrill & Yee, Chapter 1, What are oppression and anti-oppression? p. 1-26.

WK 2: SEPTEMBER 15, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the week 2 A2L content which is on:

Thinking critically & critically thinking about power

What does it mean to think critically? How do you differentiate critical thinking from simply being critical? Also, what is power, what role does it play in oppression and anti-oppression, and how does power connect to social-political systems? Over the coming week you will explore these questions and more.

Readings:

Dumbrill & Yee, Chapter 2, Thinking critically about what we know and how we know it, p. 29-57, and

Dumbrill & Yee, Chapter 3, Thinking Critically about Power and Politics, p. 58-84.

Watts, V. (2013). Indigenous place-thought & agency amongst humans and non-humans (First Woman and Sky Woman go on a European world tour!). *Decolonization: Indigeneity & Society, 2*(1), 20-34. [[webpage]](http://decolonization.org/index.php/des/article/view/19145/16234) [[PDF]](https://jps.library.utoronto.ca/index.php/des/article/view/19145/16234)

WK 3: SEPTEMBER 22, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the week 3 A2L content which is on:

Asynchronous Topic: Whiteness & white supremacy

Why do some people say race is not real when racism is very real? What is whiteness and what does it have to do with white supremacy? This week we find out why do you need to know the answer to these and related questions to engage in anti-oppression.

Readings

Anzaldúa, G. E. (2009). Speaking in Tongues. In A. Keating (Ed.), *The Gloria Anzaldúa Reader* (pp. 26-36). Duke University Press. (available on A2L, if you want to read more from this book [LINK](http://libaccess.mcmaster.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&scope=site&db=nlebk&db=nlabk&AN=600352).

Dumbrill & Yee, Chapter 4, Whiteness: What It Is and Why We Have to Understand It.

Meer, N. (2019). The wreckage of white supremacy. *Identities, 26*(5), 501-509. <https://doi.org/10.1080/1070289x.2019.1654662>,

[LINK](https://www-tandfonline-com.libaccess.lib.mcmaster.ca/doi/full/10.1080/1070289X.2019.1654662).

Optional readings:

Beliso‐De Jesús, M, A., & Pierre, J. (2019). Special Section: Anthropology of White Supremacy. *American Anthropologist, 122*(1), 65-75. <https://doi.org/10.1111/aman.13351>. [LINK](https://doi-org.libaccess.lib.mcmaster.ca/10.1111/aman.13351)

WK 4: SEPTEMBER 29, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the week 4 A2L content which is on:

Anti-Black Racism, & the History of Black Feminism

How many forms of racism are there and how they relate to each other? And what about feminism, did it really come in waves, and is all feminism white? What about intersectionality, someone once said that intersectionality means that 1 + 1 = more than 2, but how does that make sense? This week find the answers to these questions and more.

Readings

Charania, G. R. (2019). Revolutionary love and states of pain: The politics of remembering and almost forgetting racism. *Women's Studies International Forum, 73*(Complete), 8-15. doi:10.1016/j.wsif.2019.01.004 [[PDF](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/02775395/v73icomplete/8_rlasoporaafr.xml)] [[webpage]](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/details/02775395/v73icomplete/8_rlasoporaafr.xml)

Dumbrill & Yee, Chapter 5, Isms and Intersectionality—Part One: Racism and Sexism, p. 117-141

WEEK 5: OCTOBER 6, 2020

MOVIE (in this class a movie is shown which will be the basis of assignment 1)

Stream video/movie on Zoom and also give a link to movie/video

This week there is no asynchronous content nor reading. The activity is completing assignment 3, the AOP analysis of the movie shown this week.

READING WEEK

WEEK 6: OCTOBER 20, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the week 6 A2L content which is on:

Heterosexism, Cissexism, Ableism, & Sanism

What is performativity and how this related to oppression? Can you describe what heterosexism, cissexism, ableism, and sanism are, and if so, can you explain what drives them? What can the anti-oppressive social worker do about these isms? This week, find answers to these questions and more, or if you have answers already, compare yours with ours and other scholars in these fields.

Readings

Beresford, P. (2019). Including Our Self in Struggle: Challenging the neo-liberal psycho-system’s subversion of us, our ideas and action. *Canadian Journal of Disability Studies 8*(4), 31-59 [[PDF](https://cjds.uwaterloo.ca/index.php/cjds/article/view/523/785)]

Dumbrill & Yee, Chapter 6, Isms and Intersectionality—Part Two: Heterosexism and Cissexism, Ableism, and Sanism, p. 145-166.

WEEK 7: OCTOBER 27, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the week 7 A2L content which is on:

Colonization & Decolonization

What is colonization and decolonization? Did you know you can engage in decolonization or minds, curriculums, workspaces, speak truth and seek reconciliation, and yet still miss doing what is arguably one of the most important things in decolonization? This week you will explore these issues more.

Readings

Adjekum, S. (2020). Indigenous and Black people in Canada share social exclusion and collective outrage. *Canada’s National Observer*. [LINK](https://www.nationalobserver.com/2020/06/10/opinion/indigenous-and-black-people-canada-share-social-exclusion-and-collective-outrage)

Dumbrill & Yee, Chapter 7, From Colonization to Decolonization, p. 170-197.

Maracle, Lee. (2013). Blind justice. *Decolonization: Indigeneity & Society, 2*(1), 134-136. [[PDF]](https://jps.library.utoronto.ca/index.php/des/article/view/19622/16245)

Ritskes, E. (2015). Against the death maps of Empire: Contesting colonial borders through Indigenous sovereignty. *Decolonization, Indigeneity, Education and Society* [[LINK](https://decolonization.wordpress.com/2015/10/14/against-the-death-maps-of-empire-contesting-colonial-borders-through-indigenous-sovereignty/)]

Smith, A. (2006). Heterpatriarchy and the Three Pillars of White Supremacy. In, *INCITE, Color of Violence: The INCITE! Anthology*. Cambridge: Massachusetts [[PDF](https://cpt.org/sites/default/files/2019-04/Undoing%20Oppressions%20-%20Three%20Pillars%20-%20Smith.pdf)]

WEEK 8: NOVEMBER 3, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the week 8 A2L content which is on:

Poverty, Class, Capital, & the Social Order

There is an old saying, “the poor will always be with you?” But what does that saying really mean, especially as we have the resources to end poverty tomorrow if we chose to. So why is there poverty, who gains from it, who loses, and why? This week we will be exploring these questions and more.

Readings

Adjekum, A. (2018, February 5). We Need to Talk About Gentrification and Public Health. The Hamilton Spectator [LINK](https://www.thespec.com/opinion/contributors/2018/02/11/we-need-to-talk-about-gentrification-and-public-health.html)

Craggs, S. (2020). Hamilton to examine homeless encampment issue but seems no closer to allowing them. CBC News. [LINK](https://www.cbc.ca/news/canada/hamilton/encampments-1.5649214)

Dumbrill & Yee, Chapter 8, The Problem of Poverty, Class, Capital, and the Social Order, p. 199-224

Eisenberg, A. (2018). The challenges of structural injustice to reconciliation: Truth and reconciliation in Canada. *Ethics & Global Politics, 11*(1), 22-30. doi:10.1080/16544951.2018.1507387 [[PDF](https://journals-scholarsportal-info.libaccess.lib.mcmaster.ca/pdf/16544951/v11i0001/22_tcositrtaric.xml)]

WEEK 9: NOVEMBER 10, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the WK9 A2L content which is on:

Asynchronous Topic: The Problem with Ant-Oppression

There are a number of problems with anti-oppression. Do you know what they are and how to avoid them? This week you have a chance to find out.

Readings

Ali, A., McFarlane, E., Hawkins, R., & Udo-Inyang, I. (2012). Social Justice Revisited: Psychological Recolonization and the Challenge of Anti-Oppression Advocacy. *Race, Gender & Class, 19*(1/2), 322-335. [[PDF](https://www-jstor-org.libaccess.lib.mcmaster.ca/stable/pdf/43496876.pdf)]

Courneau, S. & Stergiopolous, V. (2012). More than being against it: Anti-racism and anti-oppression in mental health services. *Transcultural Psychiatry, 49*(2), pp.261-282 [[PDF](https://resolver-scholarsportal-info.libaccess.lib.mcmaster.ca/resolve/13634615/v49i0002/261_mtbaiaaaimhs.xml)]

Dumbrill & Yee, Chapter 9, Doing Anti-Oppression: The Social Work Dream, p. 227-252

Williams, C. (2002). A Rationale for an Anti-Racist Entry Point to Anti-Oppressive Social Work in Mental Health Services. *Critical Social Work, 3*(1) [[PDF](https://ojs.uwindsor.ca/index.php/csw/article/download/5645/4614?inline=1)]

WEEK 10: NOVEMBER 17, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the WK10 A2L content which is on:

Asynchronous Topic: Service users’ theory and knowledge

Do you have a bright idea or theory about what may help a service user or community? You may be engaging in oppression. This week find out why what and what to do instead.

Readings

Chapman, C & Withers, A.J. (2019) “Social Work as Displacement, Denigration, Cisheteropatriarchalization.” *A Violent History of Benevolence: Interlocking Oppression in the Moral Economies of Social Work*. University of Toronto Press, Toronto, p. 125-141

Dumbrill & Yee, Chapter 10, Without Service Users’ Theory There Is no Anti-Oppression, p. 255-281.

WEEK 11: NOVEMBER 24, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the WK11 A2L content which is on:

Asynchronous Topic: Anti-Oppression with Individuals, Families, & Communities

Being non-judgmental, listening to service users, using power with service users and not over them, being kind, polite and not mean are all parts of good practice, but none of this makes your practice anti-oppressive. So, what does make your work anti-oppressive? You know already from the course content so far, but how do you translate that to direct practice. This week you get to explore how.

Readings

Dumbrill & Yee, Chapter 11, How to Do Anti-Oppression with Individuals, Families, and Communities, p. 282-308

WEEK 12: DECEMBER 1, 2020

Attend this week’s Zoom class where we review last week’s content, after which you will work through the WK12 A2L content which is on:

Asynchronous Topic: AOP at an organizational and policy level, & where to from here?

How do you do AOP at an organizational or policy level? And where will YOU take AOP in the future? This week we explore these issues.

Readings

Dumbrill & Yee, Chapter 12, How to do anti-oppression at organizational and policy levels, p. 310-336.

Dumbrill & Yee, Chapter 13, Where to from Here: Innovations and Hopes for the Future, 337-355

WEEK 13: DECEMBER 8, 2020

Attend this week’s Zoom class where conclude the course.