

# Social Work 2BB3: Anti-Oppressive Social Work

* September 7th – December 7th, 2021, Tuesdays, 2:30-5:20 p.m.
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# Table of Contents

[Course Overview 1](#_Toc80086815)

[Course Requirements/Assignments 2](#_Toc80086816)

[Assignment Submission and Grading 4](#_Toc80086817)

[Student Responsibilities 5](#_Toc80086818)

[Course Weekly Topics and Readings 9](#_Toc80086819)

# Course Overview

## Course Description:

This course explores oppression as a contemporary and historical phenomenon, its impact on social relations and the role of social workers in addressing issues stemming from oppression.

## Course Objectives:

The course enables students to recognize, critically engage with and discuss oppression with attention to social work practice.

By the end of this course students will be able to:

* Identify different forms of oppression at individual, systemic, and cultural levels
* Define and recognize oppression and how it has operated through the ages
* Recognize various forms of oppression (i.e. anti-Black racism, sexism, cissexism etc.) and how they operate at the individual, systemic & cultural levels
* Understand oppression in the Canadian context, with attention to Indigenous sovereignty and colonialism
* Address the limitations of anti-oppression and explore theoretical/practical approaches that complement anti-oppressive practice

These objectives align with and draw from 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 utilizes weekly synchronous (live-real-time) Zoom meetings during class time. You will be emailed a Zoom link to access the online class. You will be assigned readings, and occasionally other media, that should be completed prior to class and on your own time. To participate in this class requires some familiarity with Zoom and Avenue to Learn. For support with Zoom please visit: <https://uts.mcmaster.ca/services/computers-printers-and-software/zoom/> . You will also need access to a microphone, webcam, and audio output (speakers/headset) to participate in this class. Office hours are available by appointment over Zoom. Please connect with your teaching team via email to schedule an appointment to meet, get support with class content, or just say hello.

## 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. 5% | Attendance/Participation
3. 10% | Avenue Discussions/Group Project
4. 30% | Movie analysis paper—2000 words + references: Oct 26 @ 11:59pm
5. 20% | Take home exam (short essay answers): Nov 19 @ 11:59pm
6. 35% | Final paper—2500 words + references: Dec 07 @ 11:59pm

Assignment Details

1. Journaling (not graded nor required)

It is recommended that you keep a journal through the duration of this course. This journal is not marked and is not required but may prove to be an aid and point of reflection during this class. A journal can also be useful as it offers a private place (you’re not expected to show your journal to your peers or the teaching team) for an honest dialogue with yourself that can supplement your learning through the course. You might also find that writing down these thoughts and feelings can assist you in the writing of your assignments.

1. Attendance/Participation

Attendance and participation are essential to your success in this class. There are a variety of options for course participation. While much of the course content will be engaged with during class time, there will also be various opportunities to engage with peers. Participation is graded based on your attendance to online lecture, as well as active engagement with the subject matter in class, through Avenue to Learn discussion, and constructive interaction with peers throughout the course including Zoom chat. Personal reflection and conversation with the teaching team are also options for participation. If you anticipate difficulty attending and participating, please speak with the instructor.

1. Avenue to Learn Discussion/Group Project

Social work practice involves working through challenging and complex scenarios. These scenarios invite us to question assumptions around certain practices, the needs of diverse populations, and our ethical and social justice obligations as social workers.

In groups you will develop a scenario and series of questions based on what one might encounter in social work field practice. Scenarios can be inspired by class content or experiences in the field. They could also reflect a dilemma or challenge that you feel would provide a learning opportunity for yourself and your peers. It is preferred that this scenario correspond with the weekly topic and be informed by the readings of that week or other relevant readings and media. For example, if your in-class presentation is scheduled for Week 5, it would be preferred that your scenario addressed the topic of race, whiteness, or white supremacy.

Discussion questions should also be developed to be answered by your group and your peers. These questions can reflect questions that were posed as your group worked through the scenario. Things to consider might include how to best work with diverse populations, theories of relevance, how this scenario might apply to a broader social context and what kinds of ‘isms’ or discrimination’ may be occurring.

In class you will present both the scenario and your discussion questions and facilitate a short discussion working through your response/solution to the scenario. Presentations should be approximately 20 minutes. Please connect with the teaching team for approval for your scenario and questions before your presentation.

1. Movie Analysis Paper

A movie will be shown in class. Your assignment will be to write a 7-page paper that identifies and discusses themes and events in and about the movie from an anti-oppressive perspective. This assignment is not a summary, or a review of the film watched; rather it assesses your ability to identify oppression in a (fictional) real world context. Students are expected to articulate how they observe oppression occurring in the film drawing on content discussed in the course, the textbook and readings. Your paper should be an expository essay that clearly demonstrates what forms of oppression are occurring in the film and your arguments supporting this. Further details about the assignment will be provided in class and will be posted on Avenue to Learn.

1. Take Home Exam

Students will complete a take home exam covering content discussed in the course up until Week 9. The exam will include a variety of questions including case scenarios, concepts and theories. Students will be expected to analyse scenarios and identify specific forms of oppression, define, compare and contrast concepts and theories, and argue from their own perspective or lived experience drawing on literature/content discussed in the course. Responses will be in short answer format. A detailed description of the assignment including guidelines will be provided on Avenue to Learn and in class.

1. Final Paper

Students will write a paper on one of the following topics:

1. A reflection paper (drawing on your experiences and journal entries): Recount your learning, either a topic, a concept, your journey learning about oppression, drawing on content from the course including media, and readings.
2. A critical analysis of content (critiquing course topics and engaging in analysis): Students are encouraged to turn a critical eye to the course content drawing on peer reviewed literature, books, and other relevant content.

This paper should be about 2500 words before references. A detailed description of the assignment including guidelines will be provided in class and on Avenue to Learn.

# 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 format only (PDFs are challenging to comment on for marking purposes)
* 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.

## Avenue to Learn (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. In this course you are permitted to miss a maximum of 3 classes without penalty. 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.

## Confidentiality

A cornerstone of professional social work relationships is confidentiality with respect to all matters associated with professional services to clients. Social workers demonstrate respect for the trust and confidence placed in them by clients, communities and other professionals by protecting the privacy of client information and respecting the client’s right to control when or whether this information will be shared with third parties (CASW Code of Ethics, 2005).

In courses such as the 3D06 and 4D06 integrative seminars it is recognized that students participate and learn by discussing their placement and lived experiences. As such, it is important to identify issues of confidentiality that arise in addition to those related to client confidentiality. Each student will be required to review the Confidentiality Agreement for 3D06 and 4D06 Integrative Seminars and sign off to indicate their understanding and agreement. <https://socialwork.mcmaster.ca/documents/confidentiality-agreement-3d-4d-2020.docx/view>

## 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.

### 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”.

### 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 Jennie Vengris, Undergraduate Chair ([vengris@mcmaster.ca](mailto:vengris@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* ([vengris@mcmaster.ca](mailto:vengris@mcmaster.ca)).

# Course Weekly Topics and Readings

WK1: SEPTEMBER 7, 2021

Introduction to the course

* Overview of course and assignments
* Select groups for Avenue Discussion

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 and how 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 14, 2021

Thinking critically & critically thinking about power

* Introduction to concepts of critical thinking and power
* Exploration of what it means to think critically about social issues

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 21, 2021

Constructing Race, Whiteness and White Supremacy

* Critical conversation about the construction of race and the creation of whiteness
* Introduction to the terms: whiteness, white supremacy, and Other
* Discussion about the implications of whiteness for racialized peoples and white supremacy

Group 1 In Class Facilitation; Scenario and Questions Due

Group 2 In Class Facilitation; Scenario and Questions Due

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.

Optional:

Lewis, A. (2004). “What Group?" Studying Whites and Whiteness in the Era of "Color-Blindness”:. Sociological Theory, 22(4), pp. 623-646.

WK 4: SEPTEMBER 28, 2021

Beyond Identity Politics: Isms and Intersectionality

* Discussion of racism and critical race theory as a point of entry to other isms
* Introduction to intersectionality and its origins
* Critiquing identity politics and its implications for social change

Group 3 In Class Facilitation; Scenario and Questions Due

Group 4 In Class Facilitation; Scenario and Questions Due

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

Optional:

(1977) THE COMBAHEE RIVER COLLECTIVE STATEMENT [LINK](https://www.blackpast.org/african-american-history/combahee-river-collective-statement-1977/)

WEEK 5: OCTOBER 5, 2021

Film Screening:

* + Film for Movie Analysis Paper shown in class; link to film to be provided on Avenue to Learn
  + Discussion of film and assignment guidelines

OCTOBER 12: No Class - READING WEEK

WEEK 6: OCTOBER 19, 2021

Gender, Heterosexism, and Cissexism

* Defining gender and discussing theories of gender and gendered performance
* Discussing Isms of heterosexism, and cissexism
* Exploring gendered presentations including queer, trans, non-binary and Two-Spirit
* Introduction to social control of gender

Group 5 In Class Facilitation; Scenario and Questions Due

Group 6 In Class Facilitation; Scenario and Questions Due

Readings

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

Guest Speaker: TBD

WEEK 7: OCTOBER 26, 2021

Ableism, Sanism and Consumer Survivor Experiences

* Introduction to concepts of ableism and sanism
* Exploration of critical disability theory and service users’ theory and its impact on contemporary social work
* Attention to ableism and inequality in poverty and policing

Movie Analysis Paper Due

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

Ki, P. (2021). Leak everywhere: A Critical Disability Analysis of the Conceptualizations of

Trauma. Social Work & Policy Studies: Social Justice, Practice and Theory, (4)1 [[LINK](https://openjournals.library.sydney.edu.au/index.php/SWPS/article/view/14924)]

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

WEEK 8: November 2, 2021

Colonization & Decolonization

* Discussion of colonization, ongoing settler-colonialism, and practices of decolonization
* Specific attention to settler-colonialism in Canada and attention to decolonization movements around the globe

Group 7 In Class Facilitation; Scenario and Questions Due

Group 8 In Class Facilitation; Scenario and Questions Due

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)

Fung, A. (2021). Is Settler Colonialism Just Another Study of Whiteness? Canadian Ethnic Studies Journal, 53(2), 115+ [[LINK](http://eds.b.ebscohost.com.libaccess.lib.mcmaster.ca/eds/detail/detail?vid=0&sid=8681390e-92c9-4d7c-8aea-bf1e8473226a%40sessionmgr102&bdata=JnNpdGU9ZWRzLWxpdmUmc2NvcGU9c2l0ZQ%3d%3d#AN=edsglr.A666651175&db=edsglr)]

WEEK 9: NOVEMBER 9, 2021

Poverty, Class, Capital, & the Social Order

* Defining poverty, class and inequality
* Critique of historical and modern structures that (re)produce poverty and inequality
* Perspectives from theorists that help explain causes of social inequality and social work’s role in addressing this

Group 9 In Class Facilitation; Scenario and Questions Due

Group 10 In Class Facilitation; Scenario and Questions Due

Readings

Adjekum, S. (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

Guest Speaker: TBD

WEEK 10: NOVEMBER 16, 2021

Anti-Oppressive Practice: Limitations

* Addressing some of the critiques of AOP
* Discussion of other perspectives/approaches that can enhance the application of AOP in social work and society

Take Home Exam Distributed-Deadline November 19th at 11:59pm

Readings

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

Sakamoto, I. & Pitner, R.O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. British Journal of Social Work, 35, 435-452.

WEEK 11: NOVEMBER 23, 2021

Anti-Oppression with Individuals, Families, & Communities

* Addressing the different micro contexts where AOP may be employed
* Exploring the application of AOP in various social situations

Readings

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

Windsor, L., Pinto, R. M., Benoit, E., Jessell, L., & Jemal, A. (2014). Community Wise: The Development of an Anti-Oppression Model to Promote Individual and Community Health. Journal of Social Work Practice in the Addictions, 14(4), 402–420.

Guest Speaker: TBD

WEEK 12: November 30, 2021

Anti-Oppressive Practice Innovations and Beyond

* Discussion of how to apply AOP to organizational contexts
* Review of course concepts and discussion of AOP’s potential future

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 7, 2021

Conclusion of course

* Sharing of feedback and course reflections

Final Paper Due