I. Course
   A. Catalog Description
      Theories and practice models related to social, economic, and political injustice with
      attention to persons and groups affected by oppression.

   B. Purpose
      This course focuses on theories that address conditions that create social, economic, and
      political injustice. Attention is given to analyzing the causes and consequences of
      oppression on persons and groups. Specific focus will be on how to achieve a more just
      society through anti-oppressive practice and capacity building.

II. Course Objectives

   Upon completion of this course students will be able to:

   1. Delineate the philosophical bases of selected social theories as they relate to
      understanding social conditions that create oppression and inequality;
   2. Discuss the underlying assumptions about power, privilege, domination,
      stratification, structural inequality, and discrimination from various theoretical
      perspectives.
   3. Describe the social, political, and economic structures as well as social and
      psychological processes that initiate, maintain, and enforce oppression.
   4. Demonstrate an understanding of how racism, sexism, homophobia, transphobia,
      discrimination against ethnic and religious groups, other types of prejudice, and
      intersectionality are used as bases for oppression.
   5. Apply theory to formulate assessments of oppressed populations using an anti-
      oppressive practice framework.
   6. Apply theory to formulate interventions with oppressed populations using an anti-
      oppressive practice framework.

III. Course Content

   This course will include the following topical (content) areas:

   1. Anti-oppressive Social Work Practice
2. Theoretical approaches to understand and confront oppression
3. Anti-oppressive social work skills

IV. Course Structure
This course will be conducted as a highly interactive hybrid course (online and offline). **Active participation in class and through online assignments is a significant component of the course and essential to learning.** The content will be delivered utilizing a variety of teaching and learning techniques which include: lectures, experiential learning simulations, in-class and online group discussions, oral presentations and group activities.

V. Textbooks


VI. Course Requirements

A. Assignment Schedule

<table>
<thead>
<tr>
<th>Date Due (by 11:59pm)</th>
<th>Assignment</th>
<th>Assignment Format</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 28th</td>
<td>Understanding Oppression (10%)</td>
<td>Written</td>
</tr>
<tr>
<td>February 4th</td>
<td>Group Vignette: Conflict Theory (5%)</td>
<td>Group/Video</td>
</tr>
<tr>
<td>February 5th</td>
<td>Integrating Theory and Practice: Section 1 (10%)</td>
<td>Written</td>
</tr>
<tr>
<td>February 11th</td>
<td>Group Vignette: Acculturation Theory (5%)</td>
<td>Group/Video</td>
</tr>
<tr>
<td>February 18th</td>
<td>Integrating Theory and Practice: Section 2 (10%)</td>
<td>Written</td>
</tr>
<tr>
<td>March 4th</td>
<td>Group Vignette: Theories of Empowerment (5%)</td>
<td>Group/Video</td>
</tr>
<tr>
<td>March 11th</td>
<td>Integrating Theory and Practice: Section 3 (15%)</td>
<td>Written</td>
</tr>
<tr>
<td>March 25th</td>
<td>Unreasonable Requests (10%)</td>
<td>Written</td>
</tr>
<tr>
<td>April 1st</td>
<td>Group Vignette: Feminist Theory (5%)</td>
<td>Group/Video</td>
</tr>
<tr>
<td>April 8th</td>
<td>Integrating Theory and Practice: Section 4 (10%)</td>
<td>Written</td>
</tr>
<tr>
<td>April 17th</td>
<td>Photovoice Presentations (15%)</td>
<td>Presentation</td>
</tr>
</tbody>
</table>

B. Participation, Engagement & Attendance: The success of this course is completely dependent on the interest, investment, and contributions of its members; therefore, attendance and participation are essential. Much of the course work will take place during class in teams. Each student is allowed one unexcused absence per semester; however, there are no course notes or make up assignments that will be provided for the missed class.

C. Late assignments are not accepted. Late assignments will only be considered for acceptance, on a case by case basis, IF:
1) the student/group has obtained prior approval from the Instructor
2) the student/group understands that the assignment will receive a “late penalty deduction” on the earned grade;
3) the reasons for the tardiness of the assignment is reasonable and relevant per the Instructor’s discretion

VII. Evaluation and Grading

The following standard grading scale has been adopted for all courses taught in the college.

- A = 96-100% of the points
- A- = 92-95.9%
- A+= 88-91.9%
- B+ = 84-87.9%
- B = 80-83.9%
- B- = 76-79.9%
- C+ = 76-79.9%
- C = 72-75.9%
- C- = 68-71.9%
- D = 64-67.9%
- F = Below 64%
VIII. Policy on grades of I (Incomplete):
The grade of "I" (Incomplete) is a conditional and temporary grade given when students are either (a) passing a course or (b) still have a reasonable chance of passing in the judgment of the instructor but, for non-academic reasons beyond their control have not completed a relatively small part of all requirements. Students are responsible for informing the instructor immediately of the reasons for not submitting an assignment on time or not taking an examination. Students must contact the instructor of the course in which they receive an “I” grade to make arrangements to complete the course requirements. Students should be instructed not to re-register for the same course in a following semester in order to complete the incomplete requirements.

The grade of "I" must be changed by fulfillment of course requirements within one year of the date awarded or it will be changed automatically to an "F" (or to a "U" [Unsatisfactory] in S/U graded courses). The instructor may require a time period of less than one year to fulfill course requirements, and the grade may be changed by the instructor at any time to reflect work completed in the course. The grade of "I" may not be changed to a grade of W.

IX. Policy on academic dishonesty and plagiarism
Please click the link below for the full explanation of the Academic Honesty policy and procedure
Definitions:

“Academic dishonesty” means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at the University of Houston or by a course instructor to fulfill any and all academic requirements. Academic dishonesty includes but is not limited to, the following:

Plagiarism
a. Representing as one’s own work the work of another without acknowledging the source (plagiarism). Plagiarism includes copying verbatim text from the literature, whether printed or electronic, in all assignments including field.

Cheating and Unauthorized Group Work
b. Openly cheating in an examination, as copying from another’s paper; c. Being able to view during an examination, quiz or any in-class assignment an electronic device that allows communication with another person, access to unauthorized material, access to the internet, or the ability to capture an image, unless expressly permitted by the instructor;
d. Using and/or possessing “crib notes,” as unauthorized use of notes or the like to aid in answering questions during an examination;
e. Giving or receiving unauthorized aid during an examination, such as trading examinations, whispering answers, and passing notes, and using electronic devices to transmit or receive information;
f. Securing another to take a test in the student’s place. Both the student taking the test for another and the student registered in the course are at fault;

Fabrication, Falsification, and Misrepresentation
g. Changing answers or grades on a test that has been returned to a student in an attempt to claim instructor error;
h. Using another’s laboratory results as one’s own, whether with or without the permission of the owner;

i. Falsifying results in laboratory experiments;

j. Misrepresenting academic records or achievements as they pertain to course prerequisites or corequisites for the purpose of enrolling or remaining in a course for which one is not eligible;

k. Representing oneself as a person who has earned a degree without having earned that particular degree

Stealing and Abuse of Academic Materials

l. Stealing, as theft of tests or grade books, from faculty offices or elsewhere, or knowingly using stolen tests or materials in satisfaction of exams, papers, or other assignments; this includes the removal of items posted for use by the students;

m. Mutilating or stealing library materials; mis-shelving materials with the intent to reduce accessibility to other students;

Complicity in Academic Dishonesty

n. Failing to report to the instructor or departmental hearing officer an incident which the student believes to be a violation of the academic honesty policy;

Academic Misconduct

o. Any other conduct which a reasonable person in the same or similar circumstances would recognize as dishonest or improper in an academic setting.

Process:

Students shall have the responsibility of reporting incidents of alleged academic dishonesty to the instructor of record involved or to the appropriate authority if the alleged act is not associated with a specific class within 5 class days of the incident. Faculty or instructor of record shall have the responsibility of reporting incidents of alleged academic dishonesty through their college hearing officer within 5 class days of the incident. The faculty should include the recommended sanction in the report. The college hearing officer will notify the student of the report and recommended sanction. The student can accept the sanction and waive a hearing or request a college hearing. A hearing shall be set within 10 days and would be consist of two faculty and three students chosen by the hearing officer.
### X. Course Schedule and Reading Assignments

<table>
<thead>
<tr>
<th>CLASS FORMAT</th>
<th>CLASS DATE</th>
<th>TOPIC</th>
<th>PRE-READING</th>
<th>ASSIGNMENT (DUE ON SUNDAYS BY 11:59PM)</th>
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<tr>
<td>Pre-Class</td>
<td>January 16th</td>
<td>Anti-Oppressive Practice</td>
<td>Baines - Chapters 1-2</td>
<td>Select Topic</td>
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<td>Face to Face</td>
<td>January 23rd</td>
<td>Theoretical Perspective:</td>
<td>1. Turner - Oppression Chapter [pdf]</td>
<td>Understanding Oppression (10%)</td>
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<td></td>
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<td>Oppression</td>
<td>2. Robbins: Oppression Theory [VIDEO]</td>
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<td>Group Work</td>
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<td>Theoretical Perspective:</td>
<td>1. Robbins - Chapter 3</td>
<td>Group Vignette: Conflict Theory (5%)</td>
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<td>Conflict</td>
<td>2. Robbins: Conflict Theory [VIDEO]</td>
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<td>Face to Face</td>
<td>February 6th</td>
<td>Skill Building / Praxis</td>
<td>1. Robbins - Chapter 6</td>
<td>Integrating Theory and Practice : Section 1 (10%)</td>
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<td>Development</td>
<td>2. Baines - Chapter 6</td>
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<td>Group Work</td>
<td>February 13th</td>
<td>Theoretical Perspective:</td>
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<td>Assimilation...</td>
<td>2. Baines - Chapter 6</td>
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<td>February 20th</td>
<td>Theoretical Perspectives:</td>
<td>1. Robbins - Chapter 4</td>
<td>Integrating Theory and Practice : Section 2 (10%)</td>
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<td>Empowerment</td>
<td>2. Baines - Chapter 5</td>
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<td>Theoretical Perspectives:</td>
<td>1. Robbins - Chapter 4</td>
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<td>Empowerment</td>
<td>2. Baines - Chapter 7</td>
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<td>Face to Face</td>
<td>March 6th</td>
<td>Skill Building / Praxis</td>
<td>1. Robbins - Chapter 6</td>
<td>Integrating Theory and Practice : Section 3 (15%)</td>
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<td>2. Baines - Chapter 6</td>
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<td>SPRING BREAK</td>
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<td>Face to Face</td>
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<td>Unreasonable Requests (10%)</td>
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<td>Feminist Theory</td>
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<td>Theoretical Perspectives:</td>
<td>1. Robbins - Chapter 5</td>
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<td>2. Baines - Chapter 10</td>
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<td>Face to Face</td>
<td>April 3rd</td>
<td>Privilege, Power and</td>
<td>Reading TBD</td>
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<td>April 10th</td>
<td>Skill Review</td>
<td>Baines Chapter 16-18</td>
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<td>Face to Face</td>
<td>April 17th</td>
<td>Photovoice Presentations</td>
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<td>(15%)</td>
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<td></td>
<td></td>
<td>(15%)</td>
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<td>Face to Face</td>
<td>April 24th</td>
<td>Reflections on CO &amp; I</td>
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</table>
XI. Bibliography-optional
Available upon request.

XII. Americans with Disabilities Statement
The University of Houston System complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, pertaining to the provision of reasonable academic adjustments/auxiliary aids for students with a disability. In accordance with Section 504 and ADA guidelines, each University within the System strives to provide reasonable academic adjustments/auxiliary aids to students who request and require them. If you believe that you have a disability requiring an academic adjustments/auxiliary aid, please contact the UH Center for Disabilities at 713-743-5400.

XIII. Counseling and Psychological Services
Counseling and Psychological Services (CAPS) can help students who are having difficulties managing stress, adjusting to college, or feeling sad and hopeless. You can reach CAPS (www.uh.edu/caps) by calling 713-743-5454 during and after business hours for routine appointments or if you or someone you know is in crisis. Also, there is no appointment necessary for the “Let’s Talk” program, which is a drop-in consultation service at convenient locations and hours around campus. http://www.uh.edu/caps/outreach/lets_talk.html.

XIV. Addenda
Classroom Conduct: Respect and confidentiality are cornerstones of the social work profession. These values create a safe space for honest, critical and diverse dialogue. The classroom is a great opportunity to practice these skills to create a richer learning environment for the students and Instructor. The subject matter in this course is complicated and can be controversial. Mutual respect for peers and the instructor is necessary to create an atmosphere of open dialogue, critical thinking and collaboration. Disrespect will not be tolerated in the classroom (face to face or online) and a student may be asked to leave if they are disrupting the ability of others to learn.

Cell Phones and Electronic Devices: Students are asked to turn off/silence/place in vibrate mode all cell phones and electronic devices during class. Laptops and tablets may be used to take notes only.

Late Assignments: Late assignments are not accepted. Late assignments will only be considered for acceptance, on a case by case basis, IF:
1) the student/group has obtained prior approval from the Instructor
2) the student/group understands that the assignment will receive a “late penalty deduction” on the earned grade;
3) the reasons for the tardiness of the assignment is reasonable and relevant per the Instructor’s discretion

**THIS COURSE SYLLABUS MAY BE AMENDED PER THE INSTRUCTOR’S DISCRETION AT ANY POINT DURING THE SEMESTER TO ENHANCE LEARNING**