

**COURSE TITLE/SECTION:** SOCW 7301- 3 (14160) Confronting Oppression and Injustice

**TIME:** THURSDAYS 8:30am-11:30am

**FACULTY:** Aabha Brown, LMSW

**OFFICE HOURS:** TH 11:30-12:30 or by appt.

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### 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 online course. **Active participation in synchronous meetings 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, in-class and online group discussions, oral presentations and group activities.

#### V. **Textbooks**

##### REQUIRED:

**Baines, D. (2017) *Doing anti-oppressive practice: social justice social work (3rd edition)*. Blackpoint, Nova Scotia: Fernwood Publishing.**  
ISBN: 9781552668795

**Robbins, S. P., Chatterjee, P., Canda, E. R. & Leibowitz, G. S. (2018). *Contemporary human behavior theory: A critical perspective for social work practice (4<sup>th</sup> edition)*. Boston: Pearson.**  
ISBN: 9780134779263

##### CHAPTERS PROVIDED:

Robbins, S.P. (2017). Oppression theory and social treatment. In F.J. Turner (Ed.), *Social treatment: Interlocking theoretical approaches* (6th ed.), (pp. 376-386). New York: Oxford University Press.

Lee, J. & Hudson, R. (2011) Empowerment Approach to Social Work Treatment. In F.J. Turner (Ed.), *Social treatment: Interlocking theoretical approaches* (5th ed.), (pp.157-178). New York: Oxford University Press.

## VI. Course Requirements

### A. Attendance Policy:

This course is structured to provide class time for classroom instruction, group and individual work. Attendance and preparation is critical to your success in this course.

#### Classroom Attendance:

Absences must be communicated in writing to the professor. More than 1 absence during face to face class times will result in a 1 point deduction on your final grade per absence (2 absences = 2 points deducted from final grade). Approval for an absence (and waiver of point deduction) must be discussed with instructor prior to the absence and will be managed on a case by case basis.

#### Group Work Attendance:

Groups are encouraged to meet during scheduled class time. All group members are expected to contribute to small group discussion and Discussion Notes. Points will be deducted to the participation grade (5 points per Discussion Note) of any group member that does not contribute to the group discussion or Discussion Notes.

### B. Late Assignments Policy:

Late assignments will receive a 5 point deduction per each day late. Assignments may be turned in a maximum of 6 days late. Late assignments must include a cover sheet listing:

- Date Due
- Date Submitted
- Number of Days Late

Approval for a late assignment (and waiver of point deduction) must be obtained from instructor prior to the assignment due date. Each situation will be managed on an individual basis and may require some form of documentation.

\*In case of an emergency or unexpected event, the student must contact the instructor in writing within 24 hours of the missed assignment. Each situation will be managed on an individual basis and may require some form of documentation.

### C. Course Assignments Overview

Assignment	Format	Percentage of Grade
Participation (comprised of 5 assign.) 1. Understanding Oppression Critical Reflection Essay 2. Discussion Notes 1 3. Discussion Notes 2 4. Discussion Notes 3 5. Discussion Notes 4	1. Individual Written Work 2. Group Written Work 3. Group Written Work 4. Group Written Work 5. Group Written Work	25% Total 1. 5% 2. 5% 3. 5% 4. 5% 5. 5%
Integrating Theory and Practice Part 1	Individual Written Work	30%
Integrating Theory and Practice Part 2	Individual Written Work	20%
Implementing Anti-Oppressive Practice: Photovoice Presentation	Oral and Visual Presentation	25%

## 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	C+ =	76-79.9%
A- =	92-95.9%	C =	72-75.9%
B+=	88-91.9%	C- =	68-71.9%
B =	84-87.9%	D =	64-67.9%
B- =	80-83.9%	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

Policy: <http://www.uh.edu/provost/policies/honesty/documents-honesty/academic-honesty-policy.pdf>

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; misshelving 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

WEEK	CLASS DATE	PRE-READING/VIEWING <i>READING/VIEWINGS SHOULD BE COMPLETED PRIOR TO CLASS</i>	ASSIGNMENTS AND DUE DATES
1	1/17/2019 INDIVIDUAL WORK	<ol style="list-style-type: none"> <li>1. View Lecture: Robbins: Western Values/Deficiency Formulations [VIDEO &amp; PPT]</li> <li>2. Robbins et al. pp.156-157 Section on Deficiency Theory</li> <li>3. Robbins et al. Chapter 1</li> <li>4. Robbins Chapter on Oppression Theory (provided on Blackboard)</li> </ol>	
2	1/24/2019 FACE TO FACE CLASS	<ol style="list-style-type: none"> <li>1. Review Week 1 Readings/Viewings</li> <li>2. View Lecture: Robbins: Oppression Theory [VIDEO &amp; PPT]</li> <li>3. Baines - Chapters 1-2</li> </ol>	<p><b><u>DUE: JANUARY 27 BY 11:59PM ON BLACKBOARD</u></b>            PARTICIPATION GRADE 1:  <i>Understanding Oppression</i>  <i>Critical Reflection Essay (5%/25%)</i></p>
3	1/31/2019 GROUP WORK	<ol style="list-style-type: none"> <li>1. View Lecture: Brown: Empowerment Theory [VIDEO &amp; PPT]</li> <li>2. Robbins et. al. - Chapter 4</li> <li>3. Lee &amp; Hudson Empowerment Approach to Social Work Practice (provided on Blackboard)</li> <li>3. Case Vignette: Empowerment Theory</li> </ol>	
4	2/7/2019 FACE TO FACE CLASS	<ol style="list-style-type: none"> <li>1. Review Week 3 Readings/Viewings</li> <li>2. Baines - Chapter 5</li> </ol> <p><i>Students should be prepared to discuss case questions and role play the case.</i></p>	<p><b><u>DUE: START OF CLASS – ONE SUBMISSION PER GROUP</u></b>            PARTICIPATION GRADE 2:  <i>Discussion Notes (5%/25%)</i></p> <p><b><i>Post Topic Selection to BB by Sunday 2/10</i></b></p>
5	2/14/2019 GROUP WORK	<ol style="list-style-type: none"> <li>1. View Lecture: Robbins: Conflict Theory [VIDEO &amp; PPT]</li> <li>2. Robbins et. al.- Chapter 3</li> <li>3. Case Vignette: Conflict Theory</li> </ol>	
6	2/21/2019 FACE TO FACE CLASS	<ol style="list-style-type: none"> <li>1. Review Week 5 Readings/Viewings</li> <li>2. Baines Ch 7</li> </ol> <p><i>Students should be prepared to discuss case questions and role play the case.</i></p>	<p><b><u>DUE: START OF CLASS – ONE SUBMISSION PER GROUP</u></b>            PARTICIPATION GRADE 3:  <i>Discussion Notes (5%/25%)</i></p>
7	2/28/2019 GROUP WORK	<ol style="list-style-type: none"> <li>1. View Lecture: Robbins: Theories of Assimilation, Acculturation... [VIDEO &amp; PPT]</li> <li>2. Robbins et. al. - Chapter 6</li> <li>3. Case Vignette: Assimilation...Theories</li> <li>4. Baines - Chapter 13</li> </ol>	
8	3/7/2019 FACE TO FACE CLASS	<ol style="list-style-type: none"> <li>1. Review Week 7 Readings/Viewings</li> </ol> <p><i>Students should be prepared to discuss case questions and role play the case.</i></p>	<p><b><u>DUE: START OF CLASS – ONE SUBMISSION PER GROUP</u></b>            PARTICIPATION GRADE 4:  <i>Discussion Notes (5%/25%)</i></p> <p><b><u>DUE: MARCH 10 BY 11:59pm ON BLACKBOARD</u></b>            Integrating Theory and Practice:            Part 1 (30%)</p>

WEEK	CLASS DATE	PRE-READING/VIEWING <i>READING/VIEWINGS SHOULD BE COMPLETED PRIOR TO CLASS</i>	ASSIGNMENTS AND DUE DATES
<b>SPRING BREAK</b>			
9	3/21/2019 GROUP WORK	1. View Lecture: Robbins: Feminist Theory [VIDEO & PPT] 2. Robbins et. al. - Chapter 5 3. Baines - Chapter 10	
10	3/28/2019 FACE TO FACE CLASS	1. Review Week 9 Readings/Viewings. <i>Students should be prepared to discuss case questions and role play the case.</i>	<b><u>DUE: START OF CLASS – ONE SUBMISSION PER GROUP</u></b> PARTICIPATION GRADE 5: Discussion Notes (5%/25%)
11	4/4/2019 INDIVIDUAL WORK		<b><u>DUE: APRIL 7 BY 11:59pm ON BLACKBOARD</u></b> Integrating Theory and Practice: Part 2 (20%)
12	4/11/2019 FACE TO FACE CLASS	Robbins et. al. - Chapter 14	
13	4/18/2019 FACE TO FACE CLASS	<b>Photovoice Presentations (25%) IN CLASS PRESENTATION</b>	
14	4/25/2019 FACE TO FACE CLASS	<b>Photovoice Presentations Continued (20%) IN CLASS PRESENTATION</b> Reflections on CO & I	

**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](http://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](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.*

**Social Media:** I only accept Linked In connection requests from students that have graduated or are not current GCSW students. No video and/or audio recordings for posting on social media can be made in class unless my written permission has been obtained. Students should refrain from engaging on social media during class time.

**Note Taking Devices:** Laptops/tablets and other devices may be used in class for the sole purpose of note taking and/or group work. Students using devices for other purposes will be asked to put away their device.

#### XV. Addenda: Curriculum Matrix

##### Clinical/Macro Concentration Competencies

Social Work is a competency-based profession. The training you receive in the MSW program is designed to equip you with the knowledge, values, critical thinking abilities (cognitive affective processes), and skills to practice competently across nine competencies identified as central for all social work training. The nine generalist competencies were developed by the Council on Social Work Education, the national accrediting body for social work education, and these competencies were expanded and enhanced for our clinical and macro concentrations (our areas of specialized practice). A description of the competencies for both our **clinical and macro concentration curriculum** are provided below along with a table describing how **selected** assignments in this course align with those competencies. While all course content is linked to the competencies, below you will find content that **must** be included in all sections of this course across enrollment models.

##### SOCW 7301: Confronting Oppression and Injustice (COI)

Assignment	EPAS Competency	Learning Dimension	Level of Practice (Comp 6-9)
Activity: Applying Theory to Case Studies	Competency 2  Competency 6	Knowledge, Cognitive/Affective Processes, Skills  Knowledge, Cognitive/Affective Processes, Skills	Individuals, Families, Groups, Organizations, and Communities
Assignment: Implementing Anti-Oppressive Practice	Competency 3	Knowledge, Cognitive/Affective Processes, Skills	

Assignment: Integrating Theory & Practice	Competency 2	Knowledge, Cognitive/Affective Processes, Values	
Assignment: Understanding Oppression	Competency 2	Knowledge, Cognitive/Affective Processes, Values	

## Clinical/Macro Concentration Competency Descriptions

### Competency 1: Demonstrate Ethical and Professional Behavior

Ethical clinical social workers recognize the importance of the therapeutic relationship, the person-in-environment, the strengths perspective, the professional use of self and identity with clients and the profession, and adhere to ethical guidelines of professional behaviors and boundaries. Ethical clinical social workers handle practice issues based on social work code of ethics and apply technology, tools, and skills ethically and professionally in clinical practice.

Macro social work practitioners understand the legal, political and fiduciary contexts of macro practice, as well as recognize and analyze competing interests and values in these contexts. They apply ethical decision-making frameworks to their macro practice. Macro social work practitioners engage in ongoing leadership self-assessment and effectively articulate their distinct macro skill set. Macro social work practitioners understand the importance and relevance of building and maintaining a professional network.

### Competency 2: Engage Diversity and Difference in Practice

Clinical social workers demonstrate knowledge and sensitivity in their work across all forms of diversity and human differences in order to address their influences on practice engagements that provide explanations of (a) the presenting problems, (b) help-seeking behaviors, and (c) choice of services.

Macro social work practitioners understand the ways in which organizations, communities and policies are impacted by privilege and power, and examine the nature and impact of institutional, political and economic (dis)empowerment. Macro social work practitioners recognize the impact of inclusive and exclusive leadership practices and understand the skills and strategies necessary to increase and sustain inclusion. Macro practitioners value different perspectives and recognize the necessity and effectiveness of tailoring messages to varied audiences. Macro practitioners effectively utilize self-awareness to recognize, acknowledge and manage personal bias, power and privilege in social work contexts.

### Competency 3: Advance Human Rights, and Social and Economic and Environmental Justice

Clinical social workers apply advocacy skills and promote justice in all social, economic, political, and environmental contexts for all human kinds.

Macro social work practitioners understand the role of conflict in various practice settings and compare and select approaches to manage conflict to advance goals in these settings. Macro practitioners effectively articulate differing conceptions of human rights and social, economic, political, and environmental justice in various macro social work contexts. Macro practitioners identify and articulate opportunities to operationalize the advancement of human rights, and social, economic, political, and environmental justice, through the application of theoretical frameworks and strategic planning.

**Competency 4: Engage in Practice-informed Research and Research-informed Practice**

Clinical social workers engage, use, and integrate research skills to inform and evaluate their practice with focus on applying the best practice methods and treatment approaches.

Macro social work practitioners understand that evidence derives from an array of sources, including, but not limited to, quantitative and qualitative research, secondary data, best practices, historical documentation, as well as stakeholder and community input. They seek out evidence-based best practices for community interventions and organizational leadership and identify emerging practice trends and technological developments to inform macro practice. Macro social work practitioners also utilize evidence to communicate sound arguments for policy positions.

**Competency 5: Engage in Policy Practice**

Clinical social workers work with diverse clients and engage the larger system to effect changes in public policy and to promote client welfare.

Macro social work practitioners recognize that policy is made at local, state, and federal levels, as well as within organizations and communities. They understand the complexity of policy-making, distinguishing between the legislative, executive, and judicial branch policy-making processes at each level of government and the various strategies utilized to shape policy in each process. Macro social work practitioners critically analyze policy using frameworks that consider policy context, content, anticipated and unanticipated consequences, as well as impacts for human rights and justice. They utilize policy analyses as well as their knowledge of the political environment to identify and strategically pursue policy changes to strengthen policy alignment with social work values.

**Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers engage clients and their systems by understanding and applying a range of evidence-based theories to practice. To foster engagement, clinical social workers support and empower clients (individuals, families, and groups) in clinical settings to identify their strengths, skills, and expectations of diverse life courses.

Macro social work practitioners demonstrate cultural humility and are culturally responsive. They are aware of the nature of shifting alliances in macrosystems and are able to find common ground with those who hold differing priorities and points of view, without compromising the needs and interests of the most marginalized. Macro social work practitioners involve communities and organizations in all aspects of practice, including assessment, planning, intervention, and evaluation. Macro social work practitioners build, develop and deepen strategic alliances and relationships with policymakers, grassroots community members, advocacy groups, the media and other members of the policy community. Macro social work practitioners design oral and written communications that demonstrate an understanding of the needs and styles of various audiences.

**Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers start with assessing client motivation and applying assessment skills to identify and define problems with the clients and their systems. Assessment elements include needs, goals, strengths, constraints, resources, culture and environment within and across individuals, families and groups, and their related systems.

Macro social work practitioners utilize unbiased language to assess communities, organizations, and the policy context for macro-level change. Macro social work practitioners critically analyze the

many and varied dimensions of power, and the ways in which these shape the practice context. Macro social work practitioners analyze internal and external contexts for change at each level of intervention in organizations, communities, and broader macrosystems.

### **Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers plan and implement interventions according to the needs, goals, strengths, constraints, resources, culture and environment within and across individuals, families and groups, and their related systems. The choice, design, and delivery of the intervention is connected to or based on theories, evidence, experiences, attributes planned with the client systems, skill sets of the clinical social workers, organizational policies, and community characteristics.

Macro social work practitioners analyze and apply various theoretical approaches to designing interventions. They utilize intentional strategic approaches when designing, refining, and implementing interventions. They identify, engage in, and coordinate appropriate planned change activities within organizations, communities, and macrosystems. Macro social work practitioners understand and apply strategies for addressing resistance and building capacity as well as for mobilizing and collaborating with community groups.

### **Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities**

Clinical social workers apply diverse knowledge and skills in empirically-based practice evaluation with a focus on the defined problems, changes, and the effectiveness of the planned interventions. Changes are encouraged and monitored throughout the intervention process for continuous evaluation. Measures of intervention effectiveness are administered with input from various sources based on the assessment and intervention goals.

Macro social work practitioners understand that evaluation is an ongoing component of macro practice and recognize the complexity of evaluation, due to issues around measurement, the roles of multiple stakeholders with divergent agendas, changing policy contexts, and other external factors that contribute to an intervention's success or failure. They differentiate between needs assessment, formative, and summative evaluations, and the appropriate usage of each within the intervention process. In evaluating macro interventions, macro social work practitioners clearly define problems and determine the problem's scope. They differentiate between program inputs, outputs, and outcomes, as well as between goals, objectives, strategies, and tactics. Macro social work practitioners effectively collect, organize, and interpret data in order to assess progress, identify accomplishments, and refine strategies to achieve stated goals.

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