UNIVERSITY OF ALABAMA SCHOOL OF SOCIAL WORK
Social Work 351/355: Anti-Oppression and Social Justice
Fall 2026

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Office Hours: Tuesdays 12:30 – 1:30; Thursdays 2:30 – 3:30 and by appointment
Link to Simple Syllabus: https://ua.simplesyllabus.com/doc/duttysxr0/Fall-2026-SW-355-001?mode=view (Syllabus for all sections of Simon's 351/355 are the same).

COURSE DESCRIPTION & DESIGNATION

This course examines issues related to the lived experiences of people based on age, culture, race, ethnicity, gender/gender identity/gender expression, sexual orientation, socioeconomic status/class, ability, religion/spirituality, and national origin. It is designed to introduce the student to social, economic, and political systems of power that serve to oppress communities that have been minoritized. **SW 351 is designated as a U.S. and Global Citizenship (USGC) course.** Assignments requiring the student to demonstrate an understanding of U.S. and global perspectives are required. Assignments will allow students to demonstrate higher-level critical thinking skills in their analysis and processing of information within a cultural and societal context.

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Effective 2020 the BSW Program voted to have its program follow a Social Justice Education Framework (SJEF) for the curriculum. This approach will be focused on in this course. You will be provided with a reading and presentation of the SJEF with an opportunity for discussion at the beginning of the semester.

I. STUDENT LEARNING OUTCOMES

1. Discuss the role, importance, and intersectional nature of cultural and social diversity in society from both U.S. and global perspectives.
2. Discuss the impact of geographic, political, economic, historical, cultural, social, environmental and psychological factors on minoritized populations.
3. Use current terminology, concepts, and theories related to human identity and justice.
4. Examine social work's professional responsibility toward anti-oppressive practice, global citizenship, social justice, inclusion, and equity.
5. Examine personal vs. professional values, conflicting values, and ethical dilemmas in social work education, practice, policy, and advocacy.

II. PREREQUISTES

At least sophomore-standing or permission of the instructor.

III. MAJOR CONTENT AREAS

a. The United States as a diverse society.
b. Concepts of race, class, and gender as social constructs.
c. Social work values and ethics in practice with oppressed populations.
d. Use of critical thinking and best available evidence in understanding issues related to oppression and privilege.
e. Theoretical frameworks for understanding oppression and discrimination.
f. Impact of social and economic policies and political issues on oppressed populations
g. at different stages of life.
h. Social injustice as a consequence of discrimination, economic deprivation, and oppression.
i. Social welfare policies and programs and oppressed populations.
j. Intervention strategies for achieving social and economic justice

V.COMPETENCIES

These competencies are taken from the Council on Social Work Education's Educational Policy and Accreditation Standards

To have a social work degree there are standards that must be met. This course is designed to address two of the competencies. The entire social work curriculum is designed to meet all of the competencies for social work degrees to be accredited.

Competency	***Class Activities***	***Assessment***
Competency 1: Demonstrate Ethical and Professional Behavior	Course readings/videos, class discussions, reaction papers, lectures, videos relevant to classroom topics of discussion and readings, in-class exercises.	Video analyses, reaction papers; homework assignments; cultural interview; course project
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Course readings/videos, class discussions, cross-cultural interview, participation in cultural events, reaction papers, lectures, videos relevant to classroom topics of discussion and readings, in-class exercises, and final evaluation.	Class discussions, in-class exercises, course readings, lectures; course project; class discussions.
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Course readings/videos, class discussions, reaction papers, lectures, videos relevant to classroom topics of discussion and readings, in-class exercises and class project..	Evaluation of reaction papers, weekly assignments and course project.

VI. DISABILITY POLICY

Any student who because of a disability may need special arrangements or accommodations to meet the requirements of a course must present documentation of the disability to the Office of Disability Services (348-4285). This office will prepare letters addressed to the students' instructors that indicate the accommodation to which the student is entitled. It is the student's responsibility to present the accommodation letter to each of his/her instructors. Questions or concerns about the special arrangements or accommodations should be directed to with the Office for Disability Services and/or the Office of the Assistant Dean in the School of Social Work.

VII.TITLE IX PREGNANCY POLICY –

Please see the following link to find information about pregnancy accommodations.
https://www.ua.edu/campuslife/uact/information/pregnancy

VIII. SEVERE WEATHER PROTOCOL

In the case of a tornado warning (tornado has been sighted or detected by radar; sirens activated), all university activities are automatically suspended, including all classes and laboratories. If you are in a building, please move immediately to the lowest level and toward the center of the building away from windows (interior classrooms, offices, or corridors) and remain there until the tornado warning has expired. Classes in session when the tornado warning is issued can resume immediately after the warning has expired at the discretion of the instructor. Classes that have not yet begun will resume 30 minutes after the tornado warning has expired provided at least half of the class period remains.

UA is a residential campus with many students living on or near campus. In general classes will remain in session until the National Weather Service issues safety warnings for the city of Tuscaloosa. Clearly, some students and faculty commute from adjacent counties. These counties may experience weather related problems not encountered in Tuscaloosa. Individuals should follow the advice of the National Weather Service for that area taking the necessary precautions to ensure personal safety. Whenever the National Weather Service and the Emergency Management Agency issue a warning, people in the path of the storm (tornado or severe thunderstorm) should take immediate lifesaving actions.

When West Alabama is under a severe weather advisory, conditions can change rapidly. It is imperative to get to where you can receive information from the National Weather Service and to follow the instructions provided. Personal safety should dictate the actions that faculty, staff and students take.

The Office of Public Relations will disseminate the latest information regarding conditions on campus in the following ways:

- Weather advisory posted on the UA homepage
- Weather advisory sent out through Connect-ED--faculty, staff and students (sign up at MyBama)
- Weather advisory broadcast over WVUA at 90.7 FM
- Weather advisory broadcast over Alabama Public Radio (WUAL) at 91.5 FM
- Weather advisory broadcast over WVUA 7. WVUA 7 Storm Watch provides a free service you can subscribe to that allows you to receive weather warnings for Tuscaloosa via e-mail, pager or cell phone. Check http://www.wvua7.com/stormwatch.html for details.

IX. COUNSELING SERVICES

College can be a stressful time If you or someone you know is facing a challenging time or dealing with academic or personal stress, anxiety, depression, or other concerns, we strongly encourage and support you to seek assistance or to help friends find the care that they may need. Also, if you are experiencing a personal crisis and need urgent assistance, you can also contact the following resources: Counseling Center • Monday-Friday during routine Center hours (205-348-3863). • Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak with the oncall counselor). • You may also text BAMA to 741-741 to text with a trained volunteer. Camelia Cenrter, formerly Women and Gender Resource Center • Monday-Friday during routine Center hours (205-348-5040). • Weekends, holidays, after-hours (contact UAPD at 205-348-5454 and ask to speak to the on-call advocate for the Camelia Center.

X. UAct and STATEMENT ON DIVERSITY AND NONDISCRIMINATION

As an academic community, our educational mission is enhanced by the robust exchange of ideas that occurs between a diverse student body, faculty, and staff within a respectful and inclusive learning environment. As a campus community we are dedicated to the pursuit of personal and academic excellence, to advancing the ideals of individual worth and human dignity, and to maintaining a nurturing and respectful learning environment. All members of the UA community are expected to contribute positively to the environment and to refrain from behaviors that threaten the freedom or respect that every member of our community deserves.

The University of Alabama is committed to providing an inclusive environment that is free from harassment or discrimination based on race, genetic information, color, religion, ethnicity, national origin, socioeconomic status, political beliefs, sex, sexual orientation, gender expression, gender identity, age, ability, size, or veteran status. The University of Alabam prohibits any verbal or physical conduct that threatens or endangers the health or safety of any individual or group, including physical abuse, verbal abuse, threats, stalking, intimidation, harassment, sexual misconduct, coercion, and/or other communication or

conduct that creates a hostile living or learning environment. Harassment or other illegal discrimination against individuals or groups not only is a violation of University Policy and subject to disciplinary action, but also is inconsistent with the values and ideals of the University. The Act website (http://www.ua.edu/uact) provides a list of reporting channels that can be used to report incidences of illegal discrimination, harassment, sexual assault, sexual violence, retaliation, threat assessment or fraud. More information can also be found here: http://eop.ua.edu/law.html.

I. POLICY ON ACADEMIC MISCONDUCT

All students in attendance at The University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid discipline. At the beginning of each semester and on examinations and projects, the professor, department, or division may require that each student sign the following Academic Honor Pledge: "I promise or affirm that I will not at any time be involved with cheating, plagiarism, fabrication, or misrepresentation while enrolled as a student at The University of Alabama. I have read the Academic Honor Code, which explains disciplinary procedure resulting from the aforementioned. I understand that violation of this code will result in penalties as severe as indefinite suspension from the University." See the Code of Student Conduct for more information.

XII. AI USAGE IN THIS COURSE

All submitted work must be produced by the students themselves, whether individually or collaboratively, DEPENDING ON THE ASSIGNMENT. Use of a generative AI tools such as ChatGPT to complete an assignment constitutes academic misconduct if used to produce your work and represent it as your own. If a student thinks the use of AI will be helpful on graded work, the student is instructed to discuss it with the professor in advance. You should always assume AI cannot be used, especially to construct text and present as your own. Exceptions will be listed with specific assignments if applicable. It is always the student's responsibility to ask if they are not sure.

XIII. COURSE FORMAT & STRUCTURE

This course is driven by the insightful commentary of students. Active participation and engagement in discussions around social work issues is expected. Lack of active participation and passive absorption of material could prevent you from attaining the highest grade possible. This class is a core component of the professional social work program. Students are expected to demonstrate a professional approach to their learning and the learning of the entire class. The same is expected of all students regardless of major. Different methods of instruction, including readings, lectures, presentations, videos, guest speakers and exercises are incorporated into the course.

XIV. PROFESSIONALISM

The Code of Student Conduct requires that students behave in a manner that is conducive to a teaching/learning environment. Students who engage in behavior that is disruptive or obstructive to the teaching/learning environment will be subject to disciplinary sanctions outlined by the Code of Student Conduct. Disruptive/obstructive behavior is not limited to but may include the following: physical abuse, verbal abuse, threats, stalking, intimidation harassment, hazing, possession of controlled substances, and possession of alcoholic beverages.

Be sure to read the accompanying code of conduct for this class below

It is my hope that each person in this class will leave more educated, aware, and understanding of those different from themselves. For this to occur we must approach each area of focus with an open mind. Many of the topics we address will be very emotional to some. For others, these issues may not seem as personal or relevant. These issues, however, are extremely important to ALL of us as they influence how we view others and ourselves, decisions we make and the policies and practices we implement at all levels in all aspects of life and society. These are issues central to one's development as a professional social worker, human service provider, and simply as a human being. There is a great deal of diversity of thought regarding the topics that we will be we will be addressing. As a result, I am sure that we can look forward to many informative, interesting, and well- articulated exchanges. Mutual respect is to be given to fellow classmates and the instructor. Slurs, and/or derogatory remarks, as a normal course of expression about any group WILL NOT be tolerated. Failure to comply with non-derogatory speech and behavior will result in dismissal from the class and failure of the course. Also, since students may share intimate experiences related to various topics covered in class, confidentiality should be always exercised. We will discuss this as a class.

XV. SB 129, ASSENT AND DIVISIVE CONCEPTS.

Just as I encourage you to question my thoughts, opinions and information presented in class, I too will inquire about your thoughts, opinions and information you may present in class. The University has suggested the following paragraph to be sure you do not have to "assent" to what is said. Social work's Code of Ethics and accreditation standards will be presented as a central part of the course.

- All University faculty, instructors and teaching staff have the academic freedom to explore, discuss, and provide instruction on a wide range of topics in an academic setting. This class may present difficult, objectionable, or controversial topics for consideration, but will do so through an objective, scholarly lens designed to encourage critical thinking. Though students may be asked to share their personal views in the

academic setting, no student will ever be required to assent or agree with any concept considered "divisive" under Alabama law, nor penalized for refusing to support or endorse such a concept. All students are strongly encouraged to think independently and analytically about all material presented in class and may express their views in a time, place, and manner, consistent with class organization and structure, and in accordance with the University's commitment to free and open thought, inquiry, and expressions.

It is impossible to educate effectively and avoid what some may consider "divisive concepts" in social work education. We will address the many different factors that affect our work with our clients and society at large. Students are reminded to question, analyze and express differing thoughts and opinions. This is how we grow and learn.

XVI. ATTENDANCE POLICY

As much of the learning in this course will come from in class discussions and exercises class attendance is important. It is impossible to get this content without attending class regularly. Thus, this course has a very stringent attendance policy. Students are expected to attend all classes for the entire class period. Students leaving class early, without prior approval of the professor, will be counted as absent. **Missing 4 classes will/may result in the reduction of your final grade by one letter grade. Missing 6 or more classes will/may result in failure of the course. The only absences that the professor will consider excusing will be those that involve extreme circumstances (hospitalization, death, illness, etc.…) of the student or student's significant others.** Documentation must be provided for any absences students would like the professor to consider as excused. The student should be aware, however, that excessive "excused" absences could still result in failure of the course as a great deal of material will be missed that cannot be made up outside of class**.**

Students are responsible for any material missed as a result of absences and/or being tardy. **It is the student's responsibility to acquire any materials or information missed as a result of any absences, excused or unexcused or being tardy.**

While the professor understands that there are different orientations to time, all of which are valid, we must operate within the scheduled times of this class. Students are expected to be in class on time. Three instances of being tardy (more than 20 minutes late) will be equal to one absence.

It is the student's responsibility to inform the professor of her or his attendance in class if roll has been called and the student comes in late. You must inform the professor on that day for an absence to be changed to a tardy. Also, if half or more of the class is missed it will be counted as an absence. If you miss a pop quiz or assessment at the beginning of class because of being tardy you will receive a 0 on that assessment.

XVII. ELECTRONIC DEVICES

Please mute all cell phones during class. You may not text or use your cell phone in class at all, unless it is an emergency situation and you have informed me in advance. Your phone should not be out on your desk/table. Using such devices in class will result in your being dismissed from class and counted as absent for that day, regardless of the length of class attended.

THERE WILL BE TIMES WE WILL BE LOOKING UP INFORMATION IN REAL TIME AND YOU MAY WANT TO TAKE NOTES ON YOUR LAPTOP. THE ONLY WAY THIS WILL REMAIN POSSIBLE IS WITH AN AGREEMENT AS A CLASS TO NOT SURF THE WEB OR DO WORK NOT RELEVANT TO THE TOPIC BEING DISCUSSED. THE CLASS WILL HAVE AN AGREEMENT ABOUT THIS. TO NOT FOLLOW THE GUIDELINES WILL RESULT IN LOSS OF THESE PRIVELEGES.

XVIII. REQUIRED TEXT AND OTHER COURSE READINGS & VIDEO ASSIGNMENTS

Required Texts

Myers-Lipton, S. (2023). CHANGE! A Student Guide to Social Action
Publisher**:** Taylor & Francis

Pernell, Andrew / Alabama Crimson Tide: 1967 and the Undercurrents of Integration : The First Five
ISBN: 978-1-64957-270-7
Publisher**:** Dorrance Publishing

Optional:

Rothenberg, P., & S., Accomando, C. H. (2024). Race, Class, and Gender in the United States : An Anthology. MacMillian: United Kingdom.

XIX. CLASS PREPARATION AND LATE ASSIGNMENT POLICY

Many of the topics which we will be discussing are listed with some of the required course readings and video assignments being listed on the syllabus. Specific readings and video links are in the folder for that class listed in BlackBoard. Additional ones not listed on the syllabus will be added throughout the semester, especially on current events. Major assignments and their corresponding due dates are listed on the syllabus,

as well as in Blackboard. Students should complete readings and video assignments and submit them by the due dates, especially for homework. For example, if something is listed on the schedule of classes for January 1st, that material should be read or viewed prior to completing your assignments and attending class. Students should reflect thoroughly on the readings and videos and this should be represented in your course work, including graded work, class discussions and other homework assignments.

Late assignments **WILL NOT** be accepted, unless prior arrangements have been made with the professor. Missed coursework **WILL NOT** be allowed to be made up unless extraordinary circumstances in the student's life has resulted in this late or missed course work. Under such circumstances the professor may CONSIDER the work being accepted with appropriate documentation and will make decisions on an individual basis.

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XX. EVALUATION

More detailed guidelines and grading criteria for each assignment will be provided prior to each due date. ***Many of your weekly and major assignments will require you to explore related situations in other countries.*** **Student grades will be determined by their performance on the following assignments and tasks:**

1. **Homework Assignments (50 - 100 points)** These will be various assignments throughout the semester based on viewing of videos or reading of articles that will be assigned throughout the semester.

   Due Date: TBA – throughout the semester

2. **Social Action Project - (200 points):** Students will be given an opportunity to come up with their own class project to address a social issue, historical inaccuracy, or issue related to social justice and anti-oppression. Portfolio and group binder will be included in this grade.

For your projects, there is no political indoctrination, as students develop and choose what campaigns to work on. Furthermore, my role is to offer guidance about strategy and tactics, university policy, and to help students consider the variety of options available, with the students deciding on how to best move forward. The campaigns will be determined through a democratic process from issues selected by the students. If there is an ethical or moral objection to all of the campaigns by a student(s), that student should come and talk to me individually so a plan for an optional project can be discussed.

Due: Throughout the semester

3. **Intersectionality, Ethics and Global Citizenship Historical Case Study Analysis (100 points)**

This assignment will require you to read Mr. Pernell's book and provide an analysis within the contexts of history, intersectionality, ethical considerations and global citizenry. Mr. Andrew Pernell is a member of the Historic Alabama Five, five Black American members of the Alabama University football team often overlooked and excluded from the football team's history. Mr. Pernell provides an alternative view of the dominate narrative of the integration of the University of Alabama football team. You will also have an opportunity to speak with Mr. Pernell. Interview with Mr. Pernell on September 29th.

Intersectionality, Ethics and Global Citizenship Historical Case Study Due: October 8th

4. **Eyes on the Prize Video Series Analysis (100)**

   Students will be required to watch 6 episodes of the acclaimed **video** series Eyes on the Prize and provide and reflective analysis focusing on the lived experiences of an oppressed group, identity and intersectionality and the perpetuation and challenging of oppression. How this served as the framework for or built off of other global social movements will also be addressed.

   Weekly summaries due beginning September 1st — September 17th

   Final Analysis : Due September 29th

5. **Class Participation (50) –** this will be determined by completion of non-point assignments throughout the semester along with class attendance AND ACTIVE Participation. Absences will reduce class participation points. It is typically 1 point per absence.

6. **Final Evaluation (50 points):** Students will be given a final that will focus on critical thinking regarding issues covered in the course, how the course was conducted and its application to a presentation on their class project. Decision to be made in conjunction with students.

   351/355-001 – Tuesdays and Thursdays 3:30-4:45 Final Tuesday, December 8th 1:30 – 3:30

   351/355-002 – Tuesdays and Thursdays 11:00 – 12:15 Final, Thursday, December 10th, 8:00 – 10:00

XXI. COURSE GRADING EQUIVALENTS

Letter Grade	Total Points

A+	97-100
A	94-96
A-	90-93
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	Below 60

XXII. ELASTICITY STATEMENT

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document and assignments as the need arises. In such instances, the instructor will notify students via email and will endeavor to provide reasonable time for students to adjust to any changes. Any changes made by the instructor will be ***based upon assessment of classroom needs and progress and the inclusion of current events or other supplementary information.***

XXIII - COURSE SCHEDULE

This syllabus has the major areas we will cover. The first week has the exact material for class. These weeks are pretty scheduled. The class itself is fluid and organic; hence the time in which we follow the exact material on a specific day may change. Each class has a corresponding folder on Blackboard with readings, videos to be watched and homework assignments. They are opened weekly as we move through the curriculum. These are the major areas to be covered with shifting in when they will be assigned during the semester based on how the class progresses. Your major assignments have firm due dates.

Be guided by Folders in Blackboard for this course. There is a dated folder for each class session.

Some due dates for assignments are included in weekly reading folders as they depend on how we are moving in the class and what happens in the world in which we live. Hence, due dates on your weekly class assignments are organic. Other assignments are preassigned with due dates provided at the beginning of the semester.

WEEK 1	
August 20	Introduction to course; Review of syllabus. Overview of assignments; Student/Instructor expectations; Review of Syllabus; Discussion of confidentiality and professionalism. Readings Due: None
WEEK 2	

August 25th and 27th	Review of course content; Social work accreditation standards; Social work ethics; Social Justice Education Framework defined. Discussion of Course Assignments. Guidelines on discussions and class behavior. **NASW Social Work Code of Ethics** **CSWE Educational Policy and Accreditation Standards** **Hackman, H. W. (2005). Five essential components for social justice education. *Equity & Excellence in Education*, *38*(2), 103-109. https://doi.org/10.1080/10665680590935034** Discussion of Alabama Act 2024-34 (SB 129). Positionality and education. Teaching pedagogy. Issue development. SB 129 Text: https://legiscan.com/AL/text/SB129/id/2939711 UA Guidance on Act 2024-34 https://deiguidance.ua.edu/ Myers-Lipton, CHANGE! A Student Guide to Social Action, Student Victories (XI-XII), Preface (XIII-XVII), & Ch. 1, p 1–16. Issue Development **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
WEEK 3	

September 1st and 3rd	Social justice and identify. What is it? Historical, conceptual, and theoretical foundations of social justice, civil rights, oppression and identity. The responsibility of social workers to ensure social, racial, and economic justice while engaging in anti-racist and environmental justice practices. Social Justice Identity Video: Bryan Stevenson – We Need to Talk About Justice Issue for social action for class project refined. Critical Thinking and Evaluating Sources of Information. Manifestations of racial privilege through the Jane Elliott Experience. Eyes on the Prize 1 and 2 due **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder** Myers-Lipton, CHANGE! A Student Guide to Social Action Research Chapter 5
	WEEK 4 ;
September 8th and 10th	Defining essential terms e.g., racism, sexism, discrimination, bias, prejudice, ableism, heterosexism, xenophobia, classism); Differentiating and understanding the connection between oppression, discrimination and biased behavior. Defining oppression: It's not discrimination Different forms of oppression. Equity vs Equality vs Liberation Implicit Bias defined and recognized. Exercise on Implicit Bias. Eyes on the Prize 3 & 4 Due **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**

WEEK 5	
September 15th and 17th	Historical to Contemporary Social Construction of Groups. Video: Race: The Power of An Illusion Social Construction Theories on Racism and Sexism Intersectionality within in and outside of the U.S. Privilege in Different Forms. The Use of Privilege. To Be or Not to Be an Ally; Privilege Walk and Privilege for Sale Exercises Eyes on the Prize 5 & 6 due Myers-Lipton, CHANGE! A Student Guide to Social Action – Group Dynamics Chapter 6 **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
	WEEK 6
September 22nd and 24th	Ethnic Notions Video addressing the social construction of how Black Americans are viewed in the U.S. historically and contemporarily. How have others been socially constructed. The Social Construction of Differences – Race, Gender, Sex, Sexual Orientation, Economic Status); Theories of Social Construction of Differences SML: Group Dynamics-Chapter – Group 6 **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
WEEK 7	

September 29th and October 1st	Intersectionality, Ethics and Global Citizenship Historical Case Study Analysis. Interview with Mr. Andrew Pernell on September 29th **Final Reflection on Eyes on the Prize Due on the 29th** Sexual Orientation, Gender, and Gender Expression; Gender Neutral Pronouns; Examination of Lesbian/Gay/Bisexual/ Transgendered/Questioning History of LGBTQ, social justice and LGBT civil rights globally. Video: Cured Should have read issue development, group dynamics and research
	WEEK 8
October 6 and 8th	**Video: Valentine Road** Transgender Hate. Toxic Masculinity; Gillette and the MeToo Campaign Strategies and Tactics Continued. Social Action Project Catch Up. Myers-Lipton, CHANGE! A Student Guide to Social Action: Strategies and Tactics: Chapter 7 **Historical Interview Analysis Due October 8th** **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
	WEEK 9
October 13th and 15th	History of Women in the U.S. and other global cultures. Oppression, Discrimination, and Income Inequality Catch Up with Social Action Projects Myers-Lipton, CHANGE! A Student Guide to Social Action: Building Power Strategies, Tactics and Building Power Due **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
	WEEK 10

October 20th and 22nd	Discussion on all issues discussed thus far in the class today. Process and open discussion day. Myers-Lipton, CHANGE! A Student Guide to Social Action: Campaign Kickoff – Chapter **Always check the Blackboard folder for each class for reading, videos and**
	WEEK 11
October 27th and 29th	Criminal Justice and Poverty Myers-Lipton, CHANGE! A Student Guide to Social Action: Campaign Action – Chapter 9. Slavery By Another Name Video **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
	WEEK 12
November 3rd and 5th	Poverty and It's Crippling Effects; Socioeconomic Injustice; Environmental Injustice and it's relationship with poverty and race. **S**pent the exercise **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
	WEEK 13
November 10th and 12th	Disability as a Social Justice Issue; Disability Rights Movement; Mental Health Consumer Rights Movement; Defining and Understanding Ableism; Disabling Stereotypes and Myths **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**

November 17th and 19th	**WEEK 14** Strategies for addressing biased, prejudicial derogatory acts, comments and behaviors. Maintaining Momentum: Finding a community **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
WEEK 15	
November 24th and 26th	University Holiday Break **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**
December 1st and 3rd	**WEEK 16** Being an advocate and ally. How to be anti-oppressive; The Benefits and Challenges. Intervention strategies; Empowerment and Civic Engagement . Project Presentations – this may be done during final time depending on how fast we are able to get through the curriculum Scott Myers-Lipton; Guide to Social Action: Evaluation and Sheroes and Heroes: Chapters 10 and 11. **Always check the Blackboard folder for each class for reading, videos and instructions. Links to readings and videos are most often in the Blackboard Folder**