

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY
SCHOOL OF SOCIAL WORK
Master Syllabus
BASW**

09:910:222 Confronting Anti-Black Racism

Instructor:

Class Time:

Office Hours:

Email:

Term: Fall 2022

Office:

Telephone:

Course Outline

Course Description:

“Race Matters.” These are the provocative words of the prolific public intellectual Cornel West. “To engage in a serious discussion of race in America, we must begin not with the problems of Black people but with the flaws of American society – flaws rooted in historic inequalities and longstanding cultural stereotypes” (West, 1993, p. 3).

“Black lives matter. Black thought matters. Black writing matters. Black writing about Black lives matters. *Black thought matters.* Black scholarship, criticism, and research matter. Black memory matters...” Louis-Chude Sokei, 2020 in “What was Black studies?”

Blackness is not a monolith. Racism does not require the actions nor the intent of individuals. In understanding anti-Black racism, we must also understand the nuance within “Black” as a race, culture, and lived experience. In this course, *reading, critical thinking, and skills building to confront anti-Black racism are our main concern.* This class will delve into the varied experiences, thoughts, and scholarship of Black writers to help explore and explain the Black experience, as well as the need for social action to confront anti-Black racism.

The readings should make you question your beliefs, positionality, actions, and as social justice advocates, *inactions.* Centering Black writers from various disciplines, including social work, we will explore ways to actively and daily disrupt anti-Black racism. Guided by the readings, advocacy, and actions of those engaged in efforts to promote racial justice, students will choose a social action project that will aid in the movement to eliminate anti-Black racism.

This class will create opportunities for metacognition (thinking about your thinking), introspection, and reflection. These opportunities will be elicited and integrated throughout the semester, as you engage in vulnerability and critically reflect on writings and discussion posts with your classmates. As we learn from the voices of others, let us get used to the sound of our own voices, words, and thoughts because our voices matter and is part of the journey to understanding and confronting anti-Black racism. We will approach reading as a personal transaction between you and the text. What did the readings make you think of, feel, remember, wonder about? There may be times when you feel uncomfortable, challenged, encouraged, and empowered. *Good, that means we’re doing this right.*

Course Learning Goals

Upon completion of the course students will be able to:

1. Explain the role of social work, and its functions as it relates to understanding diversity, differences in experience and in confronting anti-Black racism. (C. 2.1)
2. Critically analyze personal beliefs and biases about race and antiracism. (C. 2.3)
3. Demonstrate reflection of self-awareness in working with diverse populations and understanding one's positionality as a social worker, a person with a college degree, and other intersecting identities. (C. 2.3)
4. Explain and apply an understanding of social, racial, economic, and environmental justice to advocate for human rights and confront anti-Black racism at individual, interpersonal, and institutional levels. (C 3.1)
5. Integrate appropriate terminology related to understanding anti-Blackness and racism. (C. 2.1)
6. Apply Liberatory Consciousness through the knowledge, values, and skills of awareness, analysis, action, and accountability/ally-ship to engage in practices that advance racial, social, economic, and environmental justice to confront anti-Black racism to eliminate oppressive structural barriers to racial equity. (C 3.2)

Place of Course in Program: No pre-requisites are needed for this course.

Course 09:910:222: is offered on a University-wide basis as an elective. It is recommended of all social work majors as an elective.

Course 09:910:222: can be used as an elective for the Social Work & Social Justice Minor that is offered to all Rutgers Camden undergraduate students. Please click to see the following links for other information on the [Social Work](#) & [Social Justice](#) minor.

Program Level Learning Goals and the Council on Social Work Education's Social Work Competencies

The BASW Program at Rutgers, The State University of New Jersey is accredited by the Council on Social Work Education (CSWE). CSWE uses the 2015 Education Policy and Accreditation Standards (EPAS) for accreditation of baccalaureate social programs. These accreditation standards can be reviewed at www.cswe.org.

In keeping with CSWE standards, the Rutgers University School of Social Work has integrated the nine CSWE competencies, which are in the 2015 EPAS, within its curriculum.

These competences serve as program level learning goals for the BASW Program and include the following. Upon completion of their BASW education students will be able to: demonstrate ethical and professional behavior; engage in diversity and difference in practice; advance human rights and social, economic and environmental justice; engage in practice informed research and research informed practice; engage with individuals, families, groups organizations and communities; intervene with individuals, families, groups organizations and communities; and evaluate practice with individuals, families, groups, organizations and communities.

This course will use the 2022 Education Policy and Accreditation Standards (EPAS) and will assist students in developing the following competencies:

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global intersecting and ongoing injustices throughout history that result in oppression and racism, including social work’s role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person’s life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture’s structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

School of Social Work Mission Statement and School Wide Learning Goals

The mission of the Rutgers School of Social Work is to develop and disseminate knowledge through social work research, education, and training that promotes social and economic justice and strengthens individual, family, and community well-being, in this diverse and increasingly global environment of New Jersey and beyond.

School Wide Learning Goals: Upon graduation all students will be able to:

1. Demonstrate Ethical and Professional Behavior;

2. Engage Diversity and Difference in Practice; and
3. Engage, Assess, and Intervene with Individuals, Families, Groups, Organizations, and Communities

VIII. Diversity Statement

The RU SSW supports an inclusive learning environment where diversity, individual differences and identities (including race, gender, class, sexuality, religion, ability, etc.) are respected and recognized as a source of strength. Students are expected to respect differences and contribute to a learning environment that allows for a diversity of thought and worldviews. Please feel free to speak with me if you experience any concerns in this area.

VII. Academic Resources

Library Research Assistance

Julia Maxwell is the social work librarian on the New Brunswick Campus: jam1148@libraries.rutgers.edu 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: Katie.anderson@rutgers.edu 856-225-2830. They are available to meet with students.

Writing Assistance

Success in undergraduate education, and within the larger profession of social work, depends on strong writing skills. Several resources are available to help students strengthen their professional and academic writing skills. Writing assistance is available to all BASW students as described below.

New Brunswick Campus

All New Brunswick BASW students are eligible to access writing assistance at the New Brunswick Learning Center. Online tutoring may also be available.

<https://rlc.rutgers.edu/student-services/writing-tutoring>

Camden Campus

The Camden learning center provides writing assistance for BASW students on the Camden Campus: <http://learn.camden.rutgers.edu/writing-assistance>

Additional Online Resources

APA Style

All students are expected to adhere to the citation style of the *Publication Manual of the American Psychological Association*, 7th edition (2020). It can be purchased at [APA Manual 7th Edition](#). The Purdue OWL website also provides assistance with APA style

<https://owl.english.purdue.edu/owl/resource/560/01/>

Email Etiquette for Students

https://owl.purdue.edu/owl/general_writing/academic_writing/email_etiquette.html

Office on Violence Prevention and Victim Assistance:

Our school is committed to fostering a safe, productive learning environment. Title IX and our school policy prohibit discrimination on the basis of sex, which regards sexual misconduct — including harassment, domestic and dating violence, sexual assault, and stalking. We understand that sexual violence can undermine students' academic success and we encourage students who have experienced some form of sexual misconduct to talk to someone about their experience, so they can get the support they need.

Confidential support and academic advocacy are available through the Rutgers Office on Violence Prevention and Victim Assistance, **732.932.1181**, <http://vpva.rutgers.edu>. Services are free and confidential and available 24 hrs. /day, 7 days a week.

Active Shooter Resources:

It is important that you know what to do in cases there is an active shooter on campus. Please go to this site to retrieve information that will reduce your personal risk in case of an active shooting on campus- <http://rupd.rutgers.edu/shooter.php>.

Required Texts:

Baldwin, J. (1962). *The fire next time*. First Vintage International.

Oluo, I., (2018). *So you want to talk about race*. Hachette Book Group.

Rankin, R. (2014). *Citizen: An American lyric*. Graywolf Press.

Other required readings are available through the Rutgers University Library “Reading List” that is integrated into your Canvas course. To find your readings:

Click on the “Reading List” tab in the Canvas navigation bar to the left-hand side of the course. Please note: this list contains links to articles and other required readings separate from the textbooks (if applicable). Please follow the syllabus and/or Canvas Readings and Resources page in each module for more specific required readings and resources for each week (including textbook/media).

For further instructions [please click here for a video tutorial](#)

Course Requirements:

This class is a reading and discussion intensive class. Students are expected to complete all assigned readings, videos, journaling assignments, meta-cognition activities, and discussion posts. Journals will be submitted weekly. Students will also be expected to complete the social action aimed at eliminating anti-Black racism. The weekly journals contribute to class participation.

Late Work

The final grade will be lowered for failure to meet the weekly assignments requirement each week. Students missing three weekly assignments on time will have their final grade reduced by ½ letter grade. Students missing four weekly assignments on time will have their final grade reduced by a full letter grade (for example, a B becomes a C). Students missing five or more weekly assignments on time will receive a failing grade (F) for the course.

All assignments are due on or before 11:59 P.M. on the required dates.

Assignments:

1. Reading & Journaling (25%) due the night before class at 11:59 p.m.
 - a. Confirmation of reading will be made evident through participation in discussions and weekly journaling.
 - b. Weekly journaling will be expected as part of this class and should be completed the night before class. This is to ensure students read assigned texts ahead of time and to engage students in metacognition, reflection, and critical thinking around the readings, how they relate to understanding anti-Black racism, previous readings or videos, their field (major) and its research. Journals must be ½-1 page single spaced written to receive full credit.
 - c. Journaling will look different for each student (stream of consciousness, bullet lists, mapping, questions they'd like to go over in class) and must be submitted by 11:59 p.m. before class to receive full credit.

2. Discussion Participation and Leading (25%)
 - a. Each week students will be expected to actively participate in the discussion during class. Full credit will be given to students who participate in the discussions either in breakout rooms, the full class, and/or the chat. It is important that students stay engaged and respect the netiquette rules of discussion (gone over in class and uploaded on Canvas).
 - i. Discussions can include ways you agree and disagree with what was shared/read, new ideas connected to the readings, challenges or affirms the readings, and/or links to confronting anti-Black racism.
 - b. Beginning week 3, 1-2 students will lead a class discussion about our assigned readings.
 - i. Weekly discussion leaders will submit 4-5 guiding questions for that week's class discussion **3 days before class is held at 11:59 p.m.**
 - ii. To receive full credit leaders will be expected to provide a brief overview of the readings, connect readings to previous readings/themes, and facilitate the discussion between students for an hour.

3. Three Monthly Discussion Vlogs (September – November) (25%)
 - a. Monthly discussion vlogs will be due the last Sunday of every month at 11:59 p.m. Vlogs will push students to synthesize the readings/videos and apply them to a social problem, their major, and ways to confront ongoing anti-Black racism.
 - i. Vlogs will receive full credit if they are turned in on-time, 5-6 minutes in length, discuss the ways in which the reading challenged their identity, and understandings of Blackness, and if the connection to an intersecting social problem and/or their major is clearly articulated.

Vlog 1 due on September 26th at 11:59 p.m.
 Vlog 2 due on October 31st at 11:59 p.m.
 Vlog 3 due on November 29th at 11:59 p.m.

4. Experiential Learning: Student-Led Social Action (25%) Due 11:59 PM before last class.
 - a. Each student will choose an organizing effort to plan and implement.
 - b. Through the use of the Liberatory Consciousness framework and metacognition, students will learn the steps to engaging in grassroots organizing and other forms of social action, students will get approval from the instructor for their social action

activity. Opportunities for racial justice awareness, analysis, action, advocacy, and allyship will be presented from the class readings and resources. Students will identify the steps taken to plan, implement, complete, and reflect on the action.

- c. After students implement what they self-identify as their social action to confront anti-Black racism, they will write a 3-5 page double-spaced reflection describing how and why this action aids in the movement to confront anti-Black racism.

Confronting Anti-Black Racism Assignment Rubrics

Assignment	Score 9-10	Score 6-8	Score 3-5	Score 0-2	Score
Student-Led Advocacy	Student consistently participates in class discussions and shares ideas for different social justice and advocacy actions to confront anti-Black racism. Student comes up with their social action and implemented their action. Using the liberatory consciousness framework, student actively shares how the social action will positively impact awareness of anti-Black racism and dismantle it in their write up. In the write up they share how the activity made them feel, things they would do differently in the next round, and what they learned.	Student often participates in class discussions and shares ideas for different social justice and advocacy actions to confront anti-Black racism. Student generated their social action idea and implemented an action. Student submitted a write up, understands how it can impact and increase awareness for anti-Black racism, but failed to share how it made them feel, what they would do different, and what they learned.	Student seldom participated in class discussions and shared ideas for different social justice and advocacy actions to confront anti-Black racism. Student struggled to identify and implement the social action on their own. Student completed an action. Student submitted a write up, did not convey how it can impact and increase awareness for anti-Black racism, nor did they share how it made them feel, what they would do different, etc.	Student did not participate in class discussions and shares ideas for different social justice and advocacy actions to confront anti-Black racism. Student did not submit a write up.	
Monthly Discussion/Vlogs	Student submitted 3 monthly discussion post/vlogs on time. Student made connections between readings, and shared how the readings challenged their identity, understandings of Blackness and Black culture, and how the readings apply to intersecting social problems and/or their major.	Student submitted 2 monthly discussion posts/vlogs on time however the discussion only served as a summary of readings and failed to apply the readings to other ideas as listed in instructions. Student responded to at least 2 other students' posts in a thoughtful and	Student submitted 1 of discussion posts/vlogs on time. Student responded to 1-2 other students' posts with vague responses such as "I agree," or "great point." Responses and submissions were late.	Student did not submit any vlogs. Student did not respond to peers.	

	Student responded to at least 2 other students' posts in a thoughtful and engaging way by the deadline (5 days after vlogs were due).	engaging way by the deadline (3 days after vlogs were due).			
Leading Discussions	Student submits 2-3 discussion questions per reading 3 days before class is held. Student facilitates a discussion for 45-60 minutes with class using guiding questions—ensuring all students have a chance to speak (voice or chat). Student created a short agenda for the discussion and presented it to the class before getting into the discussion (does not need to be submitted ahead of time). Student engaged students in a creative way using small groups, breakout rooms (cannot last longer than 10 minutes), or other technology to keep students engaged.	Student submits 2-3 discussion questions per reading 3 days before class is held. Student facilitates a discussion for 45-60 minutes with class using guiding questions—though struggled to ensure all had a chance to speak (voice or chat). Student created a short agenda for the discussion and presented it to the class before getting into the discussion (does not need to be submitted ahead of time).	Student submits 2-3 discussion questions per reading after the deadline of 3 days before class is held. Student did not keep the class engaged in a discussion for at least 45 minutes. Student created a short agenda for the discussion and presented it to the class before getting into the discussion (does not need to be submitted ahead of time).	Student did not submit discussion questions and/or was not present for the discussion.	
Monthly Discussion/Vlogs	Student submitted 3 monthly discussion post/vlogs on time. Student made connections between readings, and shared how the readings challenged their identity, understandings of Blackness and Black culture, and how the readings apply to intersecting social problems and/or their major. Student responded to at least 2 other students' posts in a	Student submitted 2 monthly discussion posts/vlogs on time however the discussion only served as a summary of readings and failed to apply the readings to other ideas as listed in instructions. Student responded to at least 2 other students' posts in a thoughtful and engaging way by the deadline (3 days	Student submitted 1 of discussion posts/vlogs on time. Student responded to 1-2 other students' posts with vague responses such as "I agree," or "great point." Responses and submissions were late.	Student did not submit any vlogs. Student did not respond to peers.	

	thoughtful and engaging way by the deadline (5 days after vlogs were due).	after vlogs were due).			
Weekly Journals	Student's journal included notes on each assigned text to demonstrate proof of reading. The journal responds to the guiding questions. Student shared how the readings made them feel, other ideas/experiences that came up, and how the readings apply to their major or a social problem of interest. Journal was at least ½ to 1 page single spaced in length.	Student's journal included notes some of the assigned texts, but not all, to demonstrate proof of reading. The journal responds to the guiding questions. Student shared how the readings made them feel, other ideas/experiences that came up, and how the readings apply to their major or a social problem of interest. Journal was at least ½ to 1 page single spaced in length.	It is unclear if the student read this week's readings though the student did write a journal. The journal responds to the guiding questions. Student shared vague descriptions (such as <i>the reading was good, the reading was challenging</i>) and did not specifically note any text. Journal was less than ½ page single spaced.	The journal was not completed.	
Weekly Class Discussion *Note evidence of some participation can happen through the chat, though for full credit must also contribute by unmuting self.	Student consistently contributes to class by offering new ideas or pointed and thoughtful questions. Student actively responds to other students and invites other speakers to engage in the conversation. Student shows evidence of reading by referencing the text. Student challenges the text and pushes the discussion beyond the text by connecting it to assignments, social work, real-time events, and advocacy.	Student often contributes to class by offering ideas and asking questions. The student often engages others in the class discussion. Student shows evidence of reading by referencing the text. Student can summarize main points of readings.	Student occasionally contributes to the discussion by offering ideas or asking questions. They sometimes engage others in the discussion. Students often doesn't display evidence of the reading, rather shares more broad or vague comments. The student occasionally summarizes some of the main points.	The student rarely if at all contributes to the class discussion.	
Weekly Discussion Post	Student response demonstrates they read and understood the assigned readings. Their comprehension was substantiated by their reference to specific parts of the text. Their answer	Student response demonstrates they read and understood some, but not all of the assigned readings. The student focused on some assigned texts but did not connect	Student response demonstrates they did not finish any of the assigned readings. The student broadly referenced the texts, though not	Student did not participate in the weekly discussion or respond to their peers.	

	incorporated the prompt. They met the minimum word requirement of 125 words per post. Student applied all netiquette rules in the posting. Student responded to at least two peer posts using full sentences and responded directly to their ideas.	to other assigned readings. Their answer incorporated the prompt, but at times got off topic. They met the minimum word requirement of 125 words per post. Student applied some of the netiquette rules in the posting. Student responded to less than two peer posts using full sentences or responses used broad statements, not directly responding to their peer's post.	the week's assigned text. The response did not respond to the prompt. They did not meet the minimum word requirement of 125 words per post. Student applied some of the netiquette rules in the posting. Student responded to less than two peer posts but did not use full sentences and did not directly responding to their peer's post.		
--	---	--	---	--	--

Grading Standards:

A = Exceptional or outstanding work; student demonstrates full understanding of material, displays unusual analytical and/or creative ability; extremely thorough work; must be well organized and conform to accepted standards of writing including correct grammar, accurate spelling, etc.; cites material correctly. Work is completed by the due date.

B+ = Above average work in terms of understanding material and ability to apply material from lectures and readings to own proposed project. Work must be organized and conform to accepted standards of writing; cites material correctly. Work is completed by the due date.

B = Good work; demonstrates understanding of material; written materials well organized and conforms to accepted standards of grammar, spelling punctuation, etc.; cites material correctly. Work is completed by the due date.

C+=More acceptable work. Some problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

C = Acceptable work, similar to C+ but reveals greater problems in applying the concepts and techniques to own work, fails to cover some important point(s). Some problems in organizing and presenting written materials; cites material incorrectly; too many direct quotes; fails to paraphrase and cite appropriately.

Grading Criteria:

Grade Percent

- A 90-100
- B+ 85-89
- B 80-84

C+	75-79
C	70-74
D	60-69
F	0-59

*Scores to be rounded up at .5

Course Evaluation:

There will be an anonymous evaluation to be completed by all students on or about the next to last week of class. The instructor might also choose to conduct a mid-point evaluation.

Academic Integrity Policy

As per Rutgers University Academic Integrity Policy, “Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University. Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.” All SSW students are expected to review and familiarize themselves with the [RU Academic Integrity Policy](#) in its’ entirety.

As per Rutgers University Academic Integrity Policy, “The principles of academic integrity require that a student: make sure that all work submitted in a course, academic research, or other activity is the student’s own and created without the aid of impermissible technologies, materials, or collaborations; properly acknowledge and cite all use of the ideas, results, images, or words of others; properly acknowledge all contributors to a given piece of work; obtain all data or results by ethical means and report them accurately without suppressing any results inconsistent with the student’s interpretation or conclusions; treat all other students ethically, respecting their integrity and right to pursue their educational goals without interference. This principle requires that a student neither facilitate academic ^{[[SEP]]}dishonesty by others nor obstruct their academic progress; uphold the ethical standards and professional code of conduct in the field for which the student is preparing.” ^{[[SEP]]}

Students should review all types of Academic Integrity Violations per the RU Academic Integrity Policy. Below are some of the more common violations, as articulated in Rutgers University Academic Integrity Policy:

“Plagiarism: Plagiarism is the use of another person’s words, ideas, images, or results, no matter the form or media, without giving that person appropriate credit. To avoid plagiarism, a student must identify every direct quotation using quotation marks or appropriate indentation and cite both direct quotation and paraphrasing properly according to the accepted format for the particular discipline or as required by the instructor in a course. Some common examples of plagiarism are: Copying word for word (i.e. quoting directly) from an oral, printed, or electronic source without proper attribution; Paraphrasing without proper attribution, i.e., presenting in one’s own words another person’s written words or ideas as if they were one’s own, regardless of the nature of the assignment; Incorporating into one’s work graphs, drawings, photographs, diagrams, tables, spreadsheets, computer programs, or other non-textual material from other sources, regardless of format, without proper attribution.” ^{[[SEP]]}

“Cheating: Cheating is the use or possession of inappropriate or prohibited materials, information, sources, or aids in any academic exercise. Cheating also includes submitting papers, research results or reports, analyses, and other textual or visual material and media as one’s own work when others prepared

them. Some common examples are: Prohibited collaboration: receiving research, programming, data collection, or analytical assistance from others or working with another student on an assignment where such help is not permitted; Copying another student's work or answers on a quiz or examination; Using or having access to books, notes, calculators, cell phones, technology, or other prohibited devices or materials during a quiz or examination; Submitting the same work or major portions thereof to satisfy the requirements of more than one course without permission from the instructors involved; Preprogramming a calculator or other device to contain answers, formulas, or other unauthorized information for use during a quiz or examination.; Acquiring a copy of an examination from an unauthorized source before the examination; Having a substitute take an examination in one's place; Submitting a purchased or downloaded term paper or other materials to satisfy a course requirement; Submitting as one's own work a term paper or other assignment prepared, in whole or in part, by someone else." [1] [SEP]

Any faculty member or academic administrator who becomes aware of a possible academic integrity violation must initiate a formal complaint with the Office of Student Conduct and the SSW's Academic Integrity Facilitator (Patricia Findley at pfindley@ssw.rutgers.edu). The AIF deciding the case (the "adjudicator") shall notify the accused student of the allegation in writing or by electronic communication within fifteen working days of the time the faculty member becomes aware of the alleged violation.

Once the student has been notified of the allegation, the student may not drop the course or withdraw from the school until the adjudication process is complete. A TZ or incomplete grade shall be assigned until the case is resolved. For more information, see [RU Academic Integrity Policy and Procedures for Adjudicating Academic Integrity Violations](#)

To promote a strong culture of academic integrity, Rutgers has adopted the following honor pledge to be written and signed on examinations and major course assignments submitted for grading: ***On my honor, I have neither received nor given any unauthorized assistance on this examination/assignment.***

Disability Accommodation

"Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation: <https://ods.rutgers.edu/students/documentation-guidelines>. If the documentation supports your request for reasonable accommodations, your campus's disability services office will provide you with a Letter of Accommodations. Please share this letter with your instructors and discuss the accommodations with them as early in your courses as possible. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>."

Attendance

Consistent attendance and thoughtful participation are crucial to your success in this class. This is an in-person or on-the-ground class, and students are expected to attend all classes and complete all required assignments.

If you expect to miss one or two classes, please use the University absence reporting website <https://sims.rutgers.edu/ssra/> to indicate the date and reason for your absence. An email is automatically sent to me. If you miss more than two classes you will automatically be dropped ½ letter grade.

Please note: The policy for late or missing work and exams is included in the Course Requirements section above.

Participation

This class is a discussion heavy class. Students will be expected to actively contribute to class discussion-posts, turn in weekly reflections, and monthly discussion posts/vlogs.

Course Outline:

All assigned readings, videos, sound clips are expected to be read/watched/listened to before class unless otherwise noted.

*indicates reading it is written by a social worker

Week 1: “Black History, Black Freedom, and Black Love”

Course Overview
Virtual Introduction

Before Class Read/Listen/Watch:

Oluo, I. (2018). *So you want to talk about race*. Hachette Book Group. - Preface, Introduction, and Chapter 1.

Love, B. J. (2010). Developing a liberatory consciousness. In M. Adams, W. J. Blumenfeld, C. Casteneda, H. W. Hackman, M. L. Peters, & X. Zuniga, (Eds.), *Readings for diversity and social justice*. (pp. 533 -540). Routledge.

*Davis, M., & Fields, L. (2021). [*Perspective: Are you a social worker guilty of performative allyship for black lives matter?*](#) Socialworker.com

During Class Read/Listen/Watch:

West, C. (2022) “Black love: A love like no other” and “Extraordinary Black voices.” In Black history, Black freedom, and Black love, Season 1, Episodes 2 and 16.

Week 2: Defining Racism and Black

Journal
Introduction to grassroots organizing, how-tos, applications to the class and assignment

Before Class Read/Listen/Watch:

Council on Social Work Education. (2022). 2022 Educational Policy and Accreditation Standards (EPAS). Commission on Accreditation (COA) and Commission on Educational Policy (COEP). <https://www.csw.org/getmedia/8d7dade5-2683-4940-9587-5675f6ef5426/2022-EPAS.pdf>

Eligon, J. (2020, June 26). *A Debate Over Identity and Race Asks, Are African Americans ‘Black’ or ‘black’?* New York Times. www.nytimes.com

Oluo, I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 2.

National Association of Social Workers. (2022). Racial equity. Washington, DC: NASW. [Racial Equity](#)

National Association of Social Workers. (2021). Code of ethics. Washington, DC: NASW Press. <https://www.socialworkers.org/about/ethics/code-of-ethics>

National Association of Social Workers. (2007). Institutional racism & the social work profession: A call to action. Washington, DC: NASW. [Institutional Racism & The Social Work Profession: A Call to Action](#)

Treitler, V. B. (2014). Introduction: Race Is a Fiction... Coloring Children and Parents Nonetheless. In *Race in transnational and transracial adoption* (pp. 1-29). Palgrave Macmillan, London.

Week 3: Challenging Anti-Black Racism

Journal

Vlog/discussion Due End of Week, Sunday at 11:59 p.m. on Canvas

Vlog 1 due on September 26th at 11:59 p.m.

Before Class Read/Listen/Watch:

Baldwin, J. (1962). *The fire next time*. (Prologue) The Dial Press.

Curran, L., Battle, D., & Jones, S. (2022). Challenging anti-Black racism across the curriculum: Situating the social work legacy and moving forward. *Journal of Teaching in Social Work*, 42(2-3), 102-119. [Challenging Anti-Black Racism](#)

*McCoy, H. (2020). Black Lives Matter, and Yes, You are Racist: The Parallelism of the Twentieth and Twenty-First Centuries. *Child & Adolescent Social Work Journal*, 37(5), 463-475. <https://doi.org/10.1007/s10560-020-00690-4>

Oluo, I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 3.

During Class Read/Listen/Watch:

Hannah-Jones, N. (2022) "What they didn't teach you about the end of the Civil War." In *Black history, Black freedom, and Black love*, Season 1, Episode 8.

Suggested Readings:

Battle, D., Curran, L., & Jones, S. (2022). (Guest Eds). Challenging anti-Black racism across the social work curriculum. [Special Issue] *The Journal of Teaching in Social Work*, 42(2/3). <https://www.tandfonline.com/toc/wtsw20/42/2-3?nav=tocList>

Week 4: Check your privilege

Journal

List various ways to engage in advocacy for Anti-Black justice

Before Class Read/Listen/Watch:

Baldwin, J. (1962). *The fire next time*. The Dial Press. (Continue reading pages 11-34)

*Cherry, L. (2021). [Confessions of a Social Work Leader: I Didn't Realize Many Social Workers Weren't Aware of Their Own Racism](#). *Socialworker.com*

Oluo, I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 4.

Listen to: [America's Caste System](#)—40 minutes (interview)

Week 5: So you think you understand intersectionality?

Journal

Intersectionality meme creation (bring to class)

Before Class Read/Listen/Watch:

Baldwin, J. (1962). *The fire next time*. The Dial Press. (Continue reading pages 35-56)

Oluo, I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 5.

*Schiele, J. H. (2007). Implications of the equality-of-oppressions paradigm for curriculum content on people of color. *Journal of Social Work Education*, 43(1), 83.
<https://doi.org/10.5175/JSWE.2007.200400478>

During Class Read/Listen/Watch:

Crenshaw, K. W. (2022) “Intersectionality: Where race meets gender” and “Critical Race Theory: The origin.” In *Black history, Black freedom, and Black love*, Season 2, Episodes 13 and 17.

Week 6: Is Police Brutality Really About Race?

Journal

Black film is literature too: watch “Do the Right Thing” or “The Hate U Give”

Take notes during movie

Before Class Read/Listen/Watch:

Oluo, I. (2018). *So you want to talk about race*. Hachette Book Group. – Chapters 6

Feuer, A. (2016). [Fatal Police Shooting in Bronx Echoes One from 32 Years Ago](#). *The New York Times*.

Wilkerson, I. *Caste: The origins of our discontents*. Random House. – Chapter 3

Baldwin, J. (1962). *The fire next time*. The Dial Press. (Continue reading 57-78)

During Class Read/Listen/Watch:

Cobb, J. (2022) “White supremacy and policy.” In *Black history, Black freedom, and Black love*, Season 2, Episode 15.

Week 7: What is the school-to-prison pipeline?

Journal

Next steps for class-action

Before Class Read/Listen/Watch:

Baldwin, J. (1962). *The fire next time*. The Dial Press. (Finish reading 79-end of book)

*Longres, J. (1972). The impact of racism on social work education. *Journal of Education for Social Work*, 8(1), 31–41. <https://doi.org/10.1080/00220612.1972.10671900>

Oluo. I. (2018). *So you want to talk about race*. Hachette Book Group. – Chapter 7 & 8.

Listen to: ‘Doin the Work’ Podcast: [Black power, Black liberation, & social work: Back to the beginning of the national association of Black social workers.](#)

During Class Read/Listen/Watch:

Davis, A. (2022) “Race, crime, and punishment.” In *Black history, Black freedom, and Black love*, Season 2, Episode 16.

Week 8: Cultural appropriation—are you doing it right now? Does your music taste mean you’re doing it?

Journal

Next steps for class-action

Before Class Read/Listen/Watch:

Oluo. I. (2018). *So you want to talk about race*. Hachette Book Group. – Chapter 9 &10.

Rankine, C. (2014). *Citizen: An American lyric*. Graywolf Press. – Part I

During Class Read/Listen/Watch:

Hannah-Jones, N. (2022) “What is owed: The case for reparations.” In *Black history, Black freedom, and Black love*, Season 3, Episode 4.

Week 9: The objectification of Black bodies

Journal and Discussion Post

Vlog 2 due on October 31st at 11:59 p.m.

Next steps for class-action

In class-video

Before Class Read/Listen/Watch:

Oluo. I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 11.

Rankine, C. (2014). *Citizen: An American lyric*. Graywolf Press. – Parts II

Listen to: [The Gurls Talk Podcast: Serena Williams Episode](#)

During Class Read/Listen/Watch:

Crenshaw, K. (2022) “The myth of colorblindness.” In Black history, Black freedom, and Black love, Season 2, Episode 19.

Week 10: What did you just say?

Journal and Discussion Post
Next steps for class-action

Before Class Read/Listen/Watch:

Chude-Sokei, L. (2021). *Floating in a most peculiar way*. Houghton Mifflin Harcourt.– Chapters 4 & 5

Oluo. I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 12.

Rankine, C. (2014). *Citizen: An American lyric*. Graywolf Press. – Parts III & IV.

Week 11: Divide and Conquer: A white Supremacist Tool

Journal and Discussion Post (in class reading/video)
Next steps for class-action

Before Class Read/Listen/Watch:

Chude-Sokei, L. (2021). *Floating in a most peculiar way*. Houghton Mifflin Harcourt.– Chapter 6

Oluo. I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 13 & 14.

Rankine, C. (2014). *Citizen: An American lyric*. Graywolf Press. – Parts V.

Week 12: Listen, you’re still racist, and you’re going to make mistakes

Black film is literature too: watch class chosen film (choices provided by instructor)
Take notes during movie
In class Discussion Post

Before Class Read/Listen/Watch:

Oluo. I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 15 & 16

Rankine, C. (2014). *Citizen: An American lyric*. Graywolf Press. – Parts VI.

Suggested Reading: *Bent-Goodley, T., Snell, C. L., & Carlton-LaNey, I. (2017). Black perspectives and social work practice. *Journal of Human Behavior in the Social Environment*, 27(1), 27–35.
<https://doi.org/10.1080/10911359.2016.1252604>

During Class Read/Listen/Watch:

Ifill, S. (2022) “Why we need to memorialize sites of racial violence.” In Black history, Black freedom, and Black love, Season 3, Episode 7.

Week 13: Daily disruption because Black Lives Matter

Journal and Discussion Post

Final steps for class action

Vlog 3 due on November 29th at 11:59 p.m.

Before Class Read/Listen/Watch:

Oluo, I. (2018). *So you want to talk about race*. Hachette Book Group. - Chapter 17.

Rankine, C. (2014). *Citizen: An American lyric*. Graywolf Press. – Parts VII.

Suggested: *Ortega-Williams, A., Crutchfield, J., & Hall, J. (2019). The colorist-historical trauma framework: Implications for culturally responsive practice with African Americans. *Journal of Social Work : JSW*, 146801731989008–. <https://doi.org/10.1177/1468017319890083>

During Class Read/Listen/Watch:

Hannah-Jones, N. (2022) “Become an example of the thing you’re fighting for.” In Black history, Black freedom, and Black love, Season 3, Episode 14.

Week 14: Confronting Anti-Black Racism: Advocacy, Action, Accountability, & Allyship

Journal and Discussion Post

Summary of Student-led-Actions

Vlog/Discussion Post Due End of Week, Sunday at 11:59 p.m. on Canvas About Organizing Reflections

Before Class Read/Listen/Watch:

WeWhorter, J., et al (2022) “What to do now.” In Black history, Black freedom, and Black love, Season 3, Episode 15.