

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

**09:910:222:02:** Confronting Anti-Black Racism Synchronous Remote

**Instructor:**

**Class Time:**

**Office Hours:**

**Email:**

**Term:** Fall 2021

**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*. Using Black writers from various disciplines, including social work, we will explore ways to actively and daily disrupt anti-Black racism. Guided by the authors, and those who came before us, as a class we 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 in writings and discussion posts with your classmates. Let us get used to the sound of your voice, words, and thought—*because it matters* 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 book(s) make you think of, feel, remember, wonder about? Are you uncomfortable yet? *Good, that means we’re doing this right*.

**Course Learning Goals**

Upon completion of the course students will be able to:

1. Explain 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 and system's level. (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](http://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 assist students in developing the following competencies:

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

Social workers understand how diversity and difference characterize and shape the human experience and are critical to the formation of identity. The dimensions of diversity are understood as the intersectionality

of multiple factors including but not limited to age, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, immigration status, marital status, political ideology, race, religion/spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim. Social workers also understand the forms and mechanisms of oppression and discrimination and recognize the extent to which a culture's structures and values, including social, economic, political, and cultural exclusions, may oppress, marginalize, alienate, or create privilege and power. Social workers: (1) apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels; (2) present themselves as learners and engage clients and constituencies as experts of their own experiences; and (3) apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies.

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

Social workers understand that every person regardless of position in society has fundamental human rights such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers understand the global interconnections of oppression and human rights violations, and are knowledgeable about theories of human need and social justice and strategies to promote social and economic justice and human rights. Social workers understand strategies designed to eliminate oppressive structural barriers to ensure that social goods, rights, and responsibilities are distributed equitably and that civil, political, environmental, economic, social, and cultural human rights are protected. Social workers: (1) apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels; and (2) engage in practices that advance social, economic, and environmental justice.

**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**

**Meredith Parker** is the social work librarian on the New Brunswick Campus. Her email is: [meredith.parker@rutgers.edu](mailto:meredith.parker@rutgers.edu) 848-932-6124; **Katie Anderson** is at Camden, Robeson Library: [Katie.anderson@rutgers.edu](mailto: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 MSW 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-info/group-and-individual-academic-support/writing-coaching>

### **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*, 7<sup>th</sup> 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](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. In-class journals will be submitted weekly. Students will also be expected to contribute to the class-social-action aimed at eliminating anti-Black racism. The weekly journals count for class attendance.

### **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 synchronous class. Full credit will be given to students who participate in the Zoom discussion either in breakout rooms, the full class, and/or the chat. It is important 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 synchronous 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 75 minutes.
  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 it to a social problem, their major, and ways to dismantle 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 26<sup>th</sup> at 11:59 p.m.  
 Vlog 2 due on October 31<sup>st</sup> at 11:59 p.m.  
 Vlog 3 due on November 29<sup>th</sup> at 11:59 p.m.
  4. Experiential Learning: Class-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 choose their action (from a list of actions given from the instructor and co-created from the class), plan the steps taken to implementation, and complete the action.
    - c. After students implement what they self-identify as their social action to confront anti-Black racism, they will write a 1-2-page single-spaced reflection describing how and why this action aids in the movement to confront anti-Black racism.

### 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 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."

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.”

**“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.”

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 (Laura Curran at [lacurran@ssw.rutgers.edu](mailto:lacurran@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** (Created for Asynchronous and Synchronous Work)

Consistent attendance and thoughtful participation are crucial to your success in this class. This online class has synchronous and asynchronous components. For synchronous weekly meetings, students are expected to attend all classes.

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 synchronous classes you will automatically be dropped ½ letter grade.

Rutgers Social Work Online Policy now states that all videos must be on during synchronous class time. Failure to do so will count as an absence.

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.

**Changes** to the schedule may be made at my discretion and if circumstances require. It is your responsibility to note these changes when announced (although I will do my best to ensure that you receive the changes with as much advanced notice as possible). All course events will be virtual.

\*indicates reading it is written by a social worker

**DAILY PRACTICE**  
Read at least 30 minutes every day.

### **Week 1: ‘Citizen: An American lyric?’**

Course Overview  
Virtual Introduction

#### **Before Class Read/Listen/Watch:**

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

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

West, C. (1993). *Race Matters*. Beacon Press. - Preface, Introduction, and Chapter 1.

### **Week 2: Defining Racism and Black**

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

#### **Before Class Read/Listen/Watch:**

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

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

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: How to talk about race without \$%\*#&@ up—we all mess up**

Journal  
Vlog/discussion Due End of Week, Sunday at 11:59 p.m. on Canvas  
Vlog 1 due on September 26<sup>th</sup> at 11:59 p.m.

#### **Before Class Read/Listen/Watch:**

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

\*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.

### **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>

### **Week 6: Is Police Brutality Really About Race?**

Journal

Black film is literature too: watch “Do The Right Thing”

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)

### **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.](#)

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

Journal

Next steps for class-action

#### **Before Class Read/Listen/Watch:**

Hannah-Jones, N. (202). [‘It is time for reparations.’](#) – Listen to this piece. (audio is linked after 2<sup>nd</sup> paragraph)

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

### **Week 9: The objectification of Black bodies**

Journal and Discussion Post

Vlog 2 due on October 31<sup>st</sup> 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). *So you want to talk about race*. Graywolf Press. – Parts II

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

### **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>

**Week 13: Daily disruption because Black Lives Matter**

Journal and Discussion Post  
Final steps for class action  
Vlog 3 due on November 29<sup>th</sup> 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>

**Week 14: Celebrating and Honoring James Baldwin**

Journal and Discussion Post

Summary of Class-Action

James Baldwin Everything (videos, excerpts, chants) synchronous virtual party-scheduled by instructor  
Vlog/Discussion Post Due End of Week, Sunday at 11:59 p.m. on Canvas About Organizing Reflections

**Before Class Read/Listen/Watch:**

I Am Not Your Negro

Find one piece of writing (excerpt from any of his books) by Baldwin that you want to share with the class