

The Rutgers DSW Program

Module Title: Teaching Touchy Topics: Afternoon experiential

Instructor:

Residency:

Date:

Module Description: Building on the morning's readings and extending the discussion to specifics about race, class, ableism, and gender (read- power differentials), we will use instructor- and student-generated case scenarios to consider how teaching and class management may go in a variety of classroom settings. Rather than the morning's focus on over-sharing, we will discuss how controversies, identity politics, and heightened sensitivities come into play in social work classrooms.

Module Objectives:

1. Consider how current race, class, ableism, and gender are both performed and confronted in social work classrooms.
2. Address classroom management issues in social work classes where students express feelings of being offended or marginalized, and consider techniques for managing such concerns.
3. Consider how inclusion standards can be leveraged in managing touchy issues in the classroom.
4. Develop guidelines for courageous conversations and other ways of maintaining respectful yet muscular learning in classes that allow free and open discussions of social problems, and the social construction of race, class, (dis)ability, and gender.

Required Readings (3):

1. Williams, S. A. S., & Conyers, A. (2016). Race Pedagogy: Faculty preparation matters. *Administrative Theory & Praxis (M.E. Sharpe)*, 38(4), 234–250. <https://doi.org.proxy.libraries.rutgers.edu/10.1080/10841806.2016.1239396>
2. Vinjamuri, M. (2017) Using reflection and dialogue to prepare social work students for practice with LGBT populations: An emerging pedagogical model, *Journal of Gay & Lesbian Social Services*, 29(2), 144-166. <https://doi.org/10.1080/10538720.2017.1295896>
3. Supiano, B. (2022, March 29). The redefinition of rigor. *The Chronicle of Higher education*. <https://www-chronicle-com.proxy.libraries.rutgers.edu/article/the-redefinition-of-rigor>

Recommended

4. Ouellett, M. L., & Stanley, C. A. (2019). Friendship in educational development: Reflections on intersectional identities and inclusive professional practices. *New Directions for Teaching & Learning*, 158, 95-104. <https://doi-org.proxy.libraries.rutgers.edu/10.1002/tl.20342>

5. Sowbel, L.R., (2012). Gatekeeping: Why shouldn't we be ambivalent? *Journal of Social Work Education*, 48, 27- 44. <https://doi.org/10.5175/JSWE.2012.201000027>
6. Social Class Privilege video- Microtraining. (In library) https://search-alexanderstreet-com.proxy.libraries.rutgers.edu/view/work/bibliographic_entity%7Cvideo_work%7C1779160
(Do not read the transcript- transcription is quite 'off.')

Pre- Class Assignment: In one to two paragraphs, summarize a realistic classroom scenario where a “touchy topic” arises in a way that challenges the instructor (this can be something you actually experienced or something you imagine happening). Set the scene as if you were the instructor. We will use these to ask the class what we might have done as instructors in those circumstances. If you want, add a brief paragraph below saying what DID happen (if it's a real scenario).