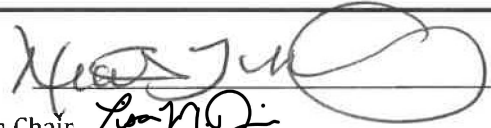
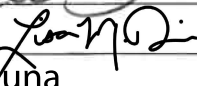


FAU FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix SOW Number xxxx	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Social Justice and Social Work: Current Issues and Responses	
Credits (Review Provost Memorandum) 3	Grading (Select One Option) Regular <input checked="" type="radio"/> Sat/UnSat <input type="radio"/>	Course Description (Syllabus must be attached; see Guidelines) This course is designed to critically analyze social justice issues in social work and social policy.		
Effective Date (TERM & YEAR) Sp 2022				
Prerequisites none		Corequisites none	Registration Controls (Major, College, Level) SOW	
Prerequisites, Corequisites and Registration Controls are enforced for all sections of course				
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here in syllabus		
Faculty Contact/Email/Phone Joy McClellan jmcclel2@fau.edu		List/Attach comments from departments affected by new course attached and included here: From: Carman Gill < gillc@fau.edu >		

Approved by Department Chair  College Curriculum Chair  College Dean Naelys Luna UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____	Date 9/24/2021 10/6/21 _____ _____ _____ _____ _____ _____
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Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

**FLORIDA ATLANTIC UNIVERSITY
PHYLLIS & HARVEY SANDLER SCHOOL OF SOCIAL WORK
SOW 6930 Sec 001 Call No. (3 credits) MSW
Social Justice and Social Work: Current Issues and Responses**

Semester:	Classroom:
Start/End Date:	Class Times:
Instructor: Dr. LeaAnne DeRigne	Office Hours:
Phone:	Office Location: SO 323
Email: lderigne@fau.edu	Web: www.fau.edu/ssw
	CANVAS: http://canvas.fau.edu

Standard Course Syllabus Policies

The material below provides information specific to this course. For policies that apply to students in all social work courses, please see <http://cdsi.fau.edu/ssw/wp-content/uploads/sites/11/standard-course-syllabus-policies.pdf>. This document provides important information related to grading, class attendance, academic integrity, expectations of professional behavior, online etiquette, social media, SafeWalk, Student Accessibility Services, discrimination or harassment, attendance, religious holidays, academic integrity, counseling, and additional student rights, responsibilities, and resources. This document is also available from the CANVAS course website (under the Syllabus heading).

MSW Program Mission

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

Course Description

This course is designed to critically analyze social justice issues in social work and social policy. A core ethical value of The National Association of Social Work's Code of Ethics is social justice and social workers are tasked with challenging social injustice. "Social workers pursue social change, particularly with and on behalf of vulnerable and oppressed individuals and groups of people. Social workers' social change efforts are focused primarily on issues of poverty, unemployment, discrimination, and other forms of social injustice. These activities seek to promote sensitivity to and knowledge about oppression and cultural and ethnic diversity. Social workers strive to ensure access to needed information, services, and resources; equality of opportunity; and meaningful participation in decision making for all people." Social injustices arise when actions are taken that infringe upon a group's rights, marginalize their opportunities, or treat them unfairly. Using a social justice lens, learners will reflect on the current challenges facing the lives of individuals, families, and communities and examine ways to advocate for needed changes. Course topics will examine issues of economic justice (living wages, paid leave,

retirement savings), environmental justice, racial justice (criminal justice reform), voting rights, school safety, health care disparities and immigration reform among others. Topics may vary from year to year in response to the trends, crises, and topics dominating the larger social environment. The issue will be examined for its historical causes, current conditions, social movements, and potential future courses of advocacy that may occur in practice, research, or policy. The course will examine social work's historical and current commitment to social justice and the role of social workers in the responses to these challenges.

Relevance to Educational Program

This course is an elective offered in both the BSW and MSW programs. It is a required course in the Social Justice Certificate. The course builds on the content in SOW 3232/6235, the Social Welfare Policy course required of all students in the BSW and MSW program. This is an advanced policy course that examines a broad range of policy topics not covered in the foundation course.

Educational Objectives

Upon successful completion of this course, students will be able to demonstrate the following competencies and practice behaviors.

1. Describe social work's historical and current commitment to social justice as related to oppressed groups in a multicultural society.
2. Apply the knowledge, skills, and strategies required to promote social justice in an effective and ethical manner.
3. Express an understanding of and appreciation for diversity in self and others. Addresses issues of power, inequality, privilege, and resulting oppression.
4. Analyze oppression resulting from persistent social, educational, political, religious, economic, and legal inequalities.
5. Summarize the social justice perspective for the study of and practice with oppressed groups, including those distinguished by race, ethnicity, gender, gender identity, age, sexual orientation, disability, immigration status, sovereign tribal status, and class.
6. Write a fully developed policy analysis paper.
7. Compose an advocacy plan that highlights advocacy strategies and takes aim at proposing changes to clinical practice, research, or policy.
8. Demonstrate an advanced level understanding of US social policies and programs in economic justice, environmental justice, racial justice, voting rights, health care disparities, immigration reform, and school safety.
9. Identify and build advanced level policy practice skills that social workers use to expand social justice, equality, and equity for all.

Teaching Methodologies:

Teaching methods include lecture notes, power points, discussions, reading and writing assignments, and videos.

Course Assignments and Grading:

Grading summary:

<u>Assignments</u>	<u>Points</u>
1. Social Injustice Historical Presentation	100
2. Policy Analysis Paper	200
3. Social Justice Advocacy Plan	100
4. MSW Non-Fiction Book Review	50
5. Capstone Project	100
Total =	550

1. **Social Injustice Historical Presentation:** Students will describe, define, summarize and analyze an example of a social injustice (segregation, voting suppression, race and the death penalty, police violence, etc.) experienced by people in the United States. The purpose of this assignment is to analyze the impact these unjust policies had on people and their communities. Did we overcome these injustices? If so, how? Are we still dealing with them today? Students will present a 15-20-minute presentation on the topic chosen. Students can work in groups of no more than 4 on this assignment. MSW students will act as group leaders on these projects.
2. **Policy Analysis Paper:** Using David Gil's policy analysis method, students will choose a policy that relates to the injustice presented in the historical presentation and write an 8-10-page paper. The outline for the paper will be given along with several sample papers. Pick a policy that was proposed to correct the injustices. How was the policy designed to correct the injustices? Evaluate the policy. Reflect on the policy.
3. **Social Justice Advocacy Plan:** Students will take the topic from their policy analysis paper and propose further action that will continue to work towards a more socially just world. Based on evidence and research, tell us what still needs to be done? The focus of your advocacy can be clinical (program launch at an agency), community level, proposed research (such that a policy organization might complete), or a policy project (local, state or federal level). Students will design an advocacy plan as if you would implement it. The plan will be no longer than 4 pages in length and include specific details on the targets of advocacy and the strategies for gaining traction on the issue.
4. **MSW Book Review-**The MSW students in this course will read a current non-fiction book on the same or related topic as their other assignments for this course and then write a 2-3-page review of the book. The book review should highlight the topics and main discussion points in the book. The MSW students may choose their own book with the approval of the instructor. A brief and informal presentation will be made to the class.
5. **Capstone Project:** In this course, students will complete a **final capstone project**. This capstone completes the requirements of the Social Justice certificate too. The project may be community-engaged, participatory, and based on projects in their field education

agencies, course work, or participation in extracurricular activities such as the “Legislative Education and Advocacy Days” sponsored by the National Association of Social Workers. Students will present their project to their peers, social work faculty, and/or other designated community forums determined by the professor each year in consultation with the students. The project will build on the previous assignments in this course and will be developed in consultation with the instructor. Projects will vary based on student’s interests and the action plan developed to implement the advocacy plan. Students are allowed to work in groups on this project.

Textbook

1. Reisch & Garvin. (2016). *Social Work and Social Justice: Concepts, Challenges, and Strategies*
ISBN-13: 978-0199893010
ISBN-10: 0199893012
2. Reisch, M. (2019). *Social Policy & Social Justice: Meeting the Challenges of a Diverse Society*. Cognella.
ISBN13: 9781516534814
ISBN10: 1516534816

Supplemental readings from current policy journals will also be assigned weekly. It is the expectation that students will read a national level newspaper several times a week too.

Course Outline

Week/Date	Topic	Reading	Assignments
Week 1	Introduction to Course Syllabus Overview Getting to know one another	Reisch, M., & Garvin, C. (2016). Chapter 1: Introduction: Background, Themes, and Goals Reisch & Garvin (2016). Chapter 2: Alternative concepts of justice. In <i>Social work and social justice: Concepts, challenges, and strategies</i> (pp. 26-72). New York, NY: Oxford University Press.	
Week 2	Social Justice & Social Work	Finn, J.L. (2016). Imagining social work and social justice. In <i>Just practice: A social justice approach to social work</i> (pp. 1-44). New York, NY: Oxford University Press. Reisch & Garvin (2016). Chapter 3: Social Justice and the Social Work Profession	

		Reisch & Garvin (2016). Chapter 4: Theories and Concepts Underlying Socially Just Practice	
Week 3	Economic Justice: Wages	Reisch, (2019). Chapter 12: Poverty, Unemployment, and Work: The Unsafe safety net, inadequate wages and possible policy solutions. Roberta Rehner Iversen, PhD	
Week 4	Economic Justice: Benefits	<p>DeRigne, L., Stoddard-Dare, P., Quinn, L., & Collins, C. (2018). How many paid sick days are enough? <i>Journal of Occupational and Environmental Medicine</i>, 60(6), 481-489. doi: 10.1097/JOM.0000000000001300</p> <p>DeRigne, L., Stoddard-Dare, P., & Quinn, L. (2016). Workers without paid sick leave less likely to time off work for illness or injury compared to those with paid sick leave benefits and foregone, delayed, and high cost medical care. <i>Health Affairs</i>, 35(3). https://doi.org/10.1377/hlthaff.2015.0965</p>	
Week 5	Economic Justice: Retirement Savings	Stoddard-Dare, P., DeRigne, L., Collins, C., & Quinn, L. (2019). Retirement savings among U.S. older adult male workers by paid sick leave, flexible work, and vacation benefit status. Published online. <i>Community, Work & Family</i> . https://doi.org/10.1080/13668803.2019.1677557	
Week 6	Environmental Justice	Banzhaf, Spencer, Lala Ma, and Christopher Timmins. 2019. "Environmental Justice: The Economics of Race, Place, and Pollution." <i>Journal of Economic Perspectives</i> , 33 (1): 185-208.	Student presentations
Week 7	Racial Justice:	Reisch, (2019). Chapter 4: Social Policy and the racial regulation of people of color. Jerome H. Schiele, DSW	Student Presentations

Week 8	Racial Justice: Criminal Justice Reform	Stevenson, B. (2014.) Just Mercy: A story of justice & redemption. Spiegel & Grau: Penguin Publishing. Chapters 1-4	Student Presentations
Week 9	Racial Justice	Stevenson, B. (2014.) Just Mercy: A story of justice & redemption. Chapters 1-4	Policy Analysis Paper due
Week 10	Voting Rights Reforms: Voter Suppression & Participation	Epperly, B., Witko, C., Strickler, R., & White, P. (2020). Rule by Violence, Rule by Law: Lynching, Jim Crow, and the Continuing Evolution of Voter Suppression in the U.S. Perspectives on Politics, 18(3), 756-769. Doi: 10.1017/S1537592718003584	
Week 11	Women & Social Justice	Reisch (2019). Chapter 5: Women and Social Policy. Susan J. Roll, PhD	Social Justice Advocacy Plan due
Week 12	Health Care Disparities: Access & Outcomes	Reisch (2019). Chapter 14. Health and Mental Health Policy: Past, present, and future. Stephen Gorin, PhD, and Cynthia Moniz, PhD	MSW Book Review Due
Week 13	Immigration Reform	Reisch (2019). Chapter 15: Human services in the U.S.: Safety net programs for racial and ethnic minorities and immigrant families. Julian Chun-Chung Chow, PhD, Catherine M. Vu, PhD, Isabel García, and Michael Reisch, PhD	
Week 14	Social Justice Practice in Organizations & Communities	Reisch & Garvin, (2016).Chapter 7: Socially Just Organizational Practice Reisch & Garvin, (2016). Chapter 8: Working with Communities to Promote Social Justice	Final Capstone Project due Capstone Presentations
Week 15	Policy Practice & Research	Reisch & Garvin, (2016). Chapter 9: Creating and Implementing Socially Just Policies Reisch & Garvin, (2016). Chapter 10: Socially Just Research and Evaluation	Capstone Presentations

From: Joy McClellan JMCCL2@fau.edu
Subject: Re: Certificate in Social Justice and Anti Oppressive Social Work
Date: March 23, 2021 at 2:22 PM
To: Carman Gill gillc@fau.edu, Paul Peluso ppeluso@fau.edu, Manny Gonzalez mannygonzalez@fau.edu



Thank you!!

Joy

...

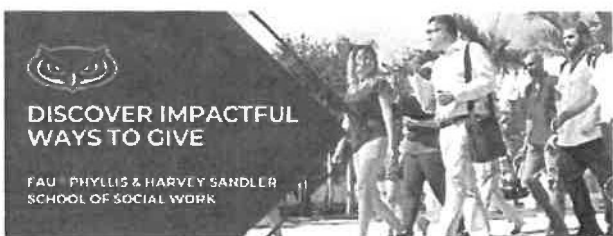
Joy McClellan, DSW, LCSW-QS

MSW Program Coordinator and Senior Instructor
Phyllis & Harvey Sandler School of Social Work
FAU College of Social Work & Criminal Justice
Pronouns: She, Her, Hers

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From: Carman Gill <gillc@fau.edu>
Date: Tuesday, March 23, 2021 at 2:16 PM
To: Joy McClellan <JMCCL2@fau.edu>, Paul Peluso <ppeluso@fau.edu>, Manny Gonzalez <mannygonzalez@fau.edu>
Subject: Re: Certificate in Social Justice and Anti Oppressive Social Work

Hi Joy,

I hope you are well! I have reviewed the syllabi and agree with Paul, interesting and timely! Counselor Ed has no issues. Thanks,
Carman

From: Joy McClellan <JMCCL2@fau.edu>
Sent: Tuesday, March 23, 2021 12:13 PM
To: Paul Peluso <ppeluso@fau.edu>; Carman Gill <gillc@fau.edu>; Manny Gonzalez <mannygonzalez@fau.edu>
Subject: Re: Certificate in Social Justice and Anti Oppressive Social Work

Thank you Paul- I will update my records.

Thanks very much in advance Dr. Gill

THANKS VERY MUCH IN ADVANCE DR. GILL.

Joy

...

Joy McClellan, DSW, LCSW-QS

MSW Program Coordinator and Senior Instructor

Phyllis & Harvey Sandler School of Social Work

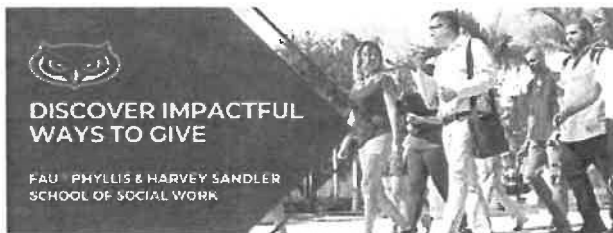
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From: Paul Peluso <ppeluso@fau.edu>

Date: Tuesday, March 23, 2021 at 12:08 PM

To: Joy McClellan <JMCCLEL2@fau.edu>, Carman Gill <gillc@fau.edu>

Subject: Re: Certificate in Social Justice and Anti Oppressive Social Work

Hi Joy,

First, this looks really good (and timely). However (second), I am no longer the chair of Counselor Ed, so I am copying my colleague, Dr. Carman Gill.

I will also forward the syllabi that you sent as well.

Be well,

-Paul

Paul R. Peluso, Ph.D., LMHC, LMFT

Senior Associate Dean

College of Education

Interim Chair

Department of Teaching and Learning

Professor

Department of Counselor Education

ACA Governing Council Representative, International Association of Marriage and Family Counselors (IAMFC)

Editor Emeritus, *Measurement and Evaluation in Counseling and Development*

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From: Joy McClellan <JMCCLEL2@fau.edu>

Sent: Tuesday, March 23, 2021 11:58 AM

To: Paul Peluso <ppeluso@fau.edu>; Joy Longo <JLONGO5@health.fau.edu>; Robert Stackman <rstackma@fau.edu>; Kelly Shannon <shannonk@fau.edu>

Cc: Danielle Groton <dgroton@fau.edu>; LeaAnne DeRigne <lderigne@fau.edu>; Manny Gonzalez <mannygonzalez@fau.edu>; Precious Skinner-Osei <pskinnerosei@fau.edu>; Heather Thompson <hthompson@fau.edu>

Subject: Certificate in Social Justice and Anti Oppressive Social Work

Good morning Drs. Peluso, Longo, Stackman, and Shannon,

The School of Social Work has spent much of the last academic year preparing for the submission of a proposed Certificate in Social Justice and Anti Oppressive Social Work, including two new related courses (syllabi attached). I am writing in this email to respectfully request that you ***please review the Certificate and communicate any concerns or conflicts you foresee with your College and/or your School curriculum or course delivery.*** Our goal is to work to finalize this proposal this Spring, so that we can bring to the UGPC in the Fall of 2021.

In preparation to submitting this to Dr. Gonzalez as our school and college's UGPC representative, I am asking for your review and support.

Thanks very much. You can expect to see two additional emails, one for each syllabus, so that I can track each separately through the UGPC Process.

...

Joy McClellan, DSW, LCSW-QS

MSW Program Coordinator and Senior Instructor

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