

 <b>FLORIDA ATLANTIC UNIVERSITY</b>	<b>NEW COURSE PROPOSAL</b> <b>Undergraduate Programs</b>		UUPC Approval <u>12-6-21</u> UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	<b>Department</b> Social Work  <b>College</b> Social Work and Criminal Justice <i>(To obtain a course number, contact erudolph@fau.edu)</i>		
<b>Prefix</b> SOW  <b>Number</b> 4284	<i>(L = Lab Course; C = Combined Lecture/Lab; add if appropriate)</i>  <b>Lab Code</b>	<b>Type of Course</b> <div style="border: 1px solid red; padding: 2px;">Lecture</div>	<b>Course Title</b> Social Justice and Social Work: Issues and Responses
<b>Credits</b> <i>(Review Provost Memorandum )</i> 3	<b>Grading</b> <i>(Select One Option)</i> <b>Regular</b> <input checked="" type="radio"/> <b>Sat/UnSat</b> <input type="radio"/>	<b>Course Description</b> <i>(Syllabus must be attached; see <a href="#">Template</a> and <a href="#">Guidelines</a>)</i> This course is designed to critically analyze social justice issues in social work and social policy.	
<b>Effective Date</b> <i>(TERM &amp; YEAR)</i> Summer 2022			
<b>Prerequisites, with minimum grade*</b> None	<b>Corequisites</b> None	<b>Registration Controls</b> <i>(Major, College, Level)</i> SOW	
<b>*Default minimum passing grade is D-. Prereqs., Coreqs. &amp; Reg. Controls are enforced for all sections of course</b>			
<b>WAC/Gordon Rule Course</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <small>WAC/Gordon Rule criteria must be indicated in syllabus and approval attached to proposal. See <a href="#">WAC Guidelines</a>.</small>		<b>Intellectual Foundations Program (General Education) Requirement</b> <i>(Select One Option)</i> None  <small>General Education criteria must be indicated in the syllabus and approval attached to the proposal. See <a href="#">GE Guidelines</a>.</small>	
<b>Minimum qualifications to teach course</b> Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)			
<b>Faculty Contact/Email/Phone</b> Precious Skinner-Osei pskinnerosei@fau.edu		<b>List/Attach comments from departments affected by new course</b> N/A	
<b>Approved by</b> Department Chair <u>X Matthew Johnson, PhD, n.c.s.w.</u> College Curriculum Chair <u>Precious Skinner-Osei, PhD, MSW</u> College Dean <u>Melissa Luna</u> UUPC Chair <u>Dan Meeroff</u> Undergraduate Studies Dean <u>Edward Pratt</u> UFS President _____ Provost _____			<b>Date</b> 11/18/2021 11/10/21 11/18/2021 12-6-21 12-6-21 _____ _____

Email this form and syllabus to [mjenning@fau.edu](mailto:mjenning@fau.edu) seven business days before the UUPC meeting.

**FLORIDA ATLANTIC UNIVERSITY**  
**PHYLLIS & HARVEY SANDLER SCHOOL OF SOCIAL WORK**  
**SOW 4284 Sec 001 CRN# (3 credits)**  
**Social Justice and Social Work: Issues and Responses**

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

**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 <https://www.fau.edu/sw-cj/documents/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.

**BSW Program Mission**

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based 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. It is an advanced policy course that examines a broad range of policy topics not covered in the basic course. The course relates to the macro level social work knowledge that is taught in the Practice with Communities and Organizations course, the third course in the practice sequence. It relates to Profession of Social Work by focusing on the social worker as agency employee and change agent in the macro environment.

### **Educational Objectives**

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

1. Examines social work's historical and current commitment to social justice as related to oppressed groups in a multicultural society.
2. The course will provide students with the knowledge, skills, and strategies required to promote social justice in an effective and ethical manner.
3. Enhances understanding of and appreciation for diversity in self and others. Addresses issues of power, inequality, privilege, and resulting oppression.
4. Analyzes oppression resulting from persistent social, educational, political, religious, economic, and legal inequalities.
5. Uses a social justice perspective for the study of and practice with oppressed groups, including those distinguished by race, ethnicity, gender, age, sexual orientation, disability, immigration status, and class.

6. Students will develop an advocacy plan that highlights leadership skills and takes aim at proposing changes to clinical practice, research, or policy.
7. 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.
8. 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:

Assignments	Points
1. Policy Brief	140
2. Social Justice Movement Paper	100
3. Policy Analysis Paper	200
4. Social Justice Advocacy Plan	100
5. Capstone Project	100
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Total =	640

1. Policy Brief: Students will identify a piece of legislation at the state or federal level that relates to a social justice issue. The assignment is to summarize that piece of legislation in the form of a two-page policy brief. An outline for the brief will be provided to you along with several sample policy briefs.
2. Social Justice Movement Paper: Students will study and summarize a social justice movement that has occurred in the last 50 years in the United States. The purpose of this assignment is to analyze the strategies that were used and to understand what worked and what didn't. Students will summarize the outcomes of the project.
3. Policy Analysis Paper: Using David Gil's policy analysis method, students will choose a social justice policy issue and analyze it in an 8–10-page paper. The outline for the paper will be given along with several sample papers. The topic can build on the same issue in the policy brief but does not have to be.
4. Social Justice Advocacy Plan: Students will take the topic from their policy analysis plan and propose an advocacy plan as if they would be implementing it at either the local, state, or federal level. 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.
5. Capstone Project: In this course, students will complete a **final capstone project** and as a requirement of the Social Justice certificate. 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.

### 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><b>DeRigne, L.,</b> Stoddard-Dare, P., Quinn, L., &amp; 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><b>DeRigne, L.,</b> Stoddard-Dare, P., &amp; 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). <a href="https://doi.org/10.1377/hlthaff.2015.0965">https://doi.org/10.1377/hlthaff.2015.0965</a></p>	Policy Brief due
Week 5	Economic Justice: Retirement Savings	Stoddard-Dare, P., <b>DeRigne, L.,</b> 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 &amp; Family</i> . <a href="https://doi.org/10.1080/13668803.2019.1677557">https://doi.org/10.1080/13668803.2019.1677557</a>	
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.	
Week 7	Racial Justice:	Reisch, (2019). Chapter 4: Social Policy and the racial regulation of people of color. Jerome H. Schiele, DSW	Social Justice Movement Paper due
Week 8	Racial Justice: Criminal Justice Reform	Stevenson, B. (2014.) Just Mercy: A story of justice & redemption. Spiegel & Grau: Penguin Publishing. Chapters 1-4	

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	
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  Capstone Project Presentations	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  Capstone Project Presentations	Reisch & Garvin, (2016). Chapter 9: Creating and Implementing Socially Just Policies  Reisch & Garvin, (2016). Chapter 10: Socially Just Research and Evaluation	Capstone Presentations