



Required Texts

Freire, P. (2006 - originally 1970). *Pedagogy of the Oppressed*, New York: Continuum Books \$14.95 ISBN 0-8264-1276-9 **SEE SYLLABUS TAB IN CANVAS FOR PDF download**

Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work (3rd ed.)*. Oxford University Press, USA. ISBN-13: 978-0190059507, ISBN-10: 0190059508

Recommended Texts

Thomas, A.J. & Schwarzbaum, S.E. (2016). *Culture and identity: Life stories for counselors and therapists(3rd ed.)*. Thousand Oaks, CA: SAGE Publications.

Solomon, A. (2013). *Far from the tree: Parents, Children and the Search for Identity*. New York: Scribner. \$17.00 ISBN 978-0-7432-3672-0

ADDITIONAL READINGS MAY BE ASSIGNED THROUGHOUT THE COURSE.

COURSE REQUIREMENTS

Assignment Descriptions

Starring: Richard Jenkins, Maggie Moore, Hiam Abbass, Amir Arison
Directed by: Thomas McCarthy

FILM ANALYSIS: The Visitor - Reflection through Film (Due Session 7)

This assignment requires that you watch the film - The Visitor - and respond to a series of questions. You are responsible for finding a way to watch this film. You may be able to rent the film through online sources such as Amazon Prime or iTunes. Please reach out to your instructor promptly if you have difficulties finding a way to view the film.

In the film, there is a social conflict that offers you an opportunity to explore and reflect on an experience that may be different from your usual family, work, or community.

After watching the film, respond to the questions below in essay format. This should **not** be written in a question-and-answer response since it is a paper. Support your insights

Preparation.

STEP 3: ANALYZE INTERVIEW CONTENT

Analyze your interview information. The paper cannot include everything you learned from the interview, so you must select the ideas, information, and quotations to make an interesting and coherent paper.

Note: Do not provide a transcript of the interview, just an analysis. Your paper should be comprehensive and not in question/answer format. Like any paper, you should have an introduction/overview, a descriptive narrative, and a summary that includes a personal reflection.

STEP 4: WRITE THE FINAL PAPER

Your final paper should include the following sections:

INTRODUCTION/OVERVIEW

Introduce your reader to the person you interviewed and provide your reader with a general overview of what you did to prepare for the interview. Some questions to

Requirements

To successfully complete this assignment, you need to meet the following requirements:

Your paper should be at least 6 and at most 8 written pages, plus a reference page.

- You must use at least two references, which may include the text, readings, and/or additional scholarly articles.
- Your paper must be in APA 7 format.
- Your paper must be a comprehensive essay and not written in question/answer format.

Include the list of the questions you planned to ask in the interview, noting which ones you actually ended up asking (and adding in any others that you included impromptu during the interview).

Notes about writing and format:

- As you work on this assignment, you can reference this tutorial on [APA Basics for Social Work \[Video\]](#)
- You may also wish to get to know the Writing Center. You can book your appointment with [WSSW Writing Consultants](#)

It is recommended that you schedule your meeting ahead of time.

OFFICE OF DISABILITIES SERVICES (ODS) collaborates with students, faculty and staff to provide reasonable accommodations and services to students with disabilities. The purpose of reasonable academic accommodations is to assure that there is equal access to and the opportunity to benefit from your ^â~ &œĭ } ĄeÁ ~ !: , ^ā!ÉoŃ Á@ Á ċ ā^} q Ą^•] [] • āāċ Ą Ą^} ċ Ą Ą himself/herself to the Office of Disabilities Services (ODS) and to provide documentation of a disability. <http://www.yu.edu/Student-Life/Resources-and-Services/Disability-Services/>

E-RESERVES

Access full text copies of most of the "on reserve" articles for a course from your home computer. You will need Adobe Acrobat to use this service. Your professor will provide you with a password. The link for e-reserves is <http://yulib002.mc.yu.edu:2262/er.php>. M

ACCESSING E-RESERVES

FROM CANVAS

1. Go to your class Canvas page.
- 2.

INCOMPLETE POLICY

It is expected that all work must be submitted no later than the final day of this class unless otherwise specified by the instructor. Incomplete grades are only given in exceptional circumstances at the discretion of the instructor. In order for an instructor to issue a grade of "incomplete," the student must be passing this course.

Reflection Discussion

You will be asked in this module to complete an online discussion question exploring social privileges. You will also be asked to self-reflect on your biases, assumptions, experiences, strengths, and weaknesses in the professional relationship and explore the skills and knowledge needed to address these factors with your clients. Discussion details can be found in Canvas.

UNIT III. UNDERSTANDING ETHNICITY, RACE & RACISM: SESSIONS 5 & 6

Learning Themes

Racism continues to "rear its ugly head" in contemporary American society. As American citizens and as professional social workers, we cannot ignore the devastating effects that racism has on our society and on the lives of the clients we seek to empower. This unit will explore the effects of institutionalized racism, individual prejudice, as well as class privilege in the helping process.

Assigned Readings

Marsiglia, F. F., Kulis, S. S., & Lechuga-Peña, S. (2021). *Diversity, Oppression, & Change: Culturally Grounded Social Work* (3rd ed.). Oxford University Press, USA.

- Chapter 3
- Chapter 8

Wu, F. H. (2002). *Yellow: Race in America beyond black and white* (p. 39). New York: Basic Books.

- Chapter 2 [Wu_2002.pdf](#)

Franco, D. (2021). [Revisiting cultural diversity in social work education through Latino critical race theory teW*7ion through](#)

Reflection Discussion

You will be asked in this module to complete an online discussion question exploring forms of oppression, their harmful impact, and the implications for contemporary social work practice. Discussion details can be found in Canvas.



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VII. UNDERSTANDING DISABILITIES, AGING & AGEISM: SESSIONS 13 & 14

Learning Themes

In this

Recommended Readings

Aging

Goldberg, C. (2002). [A place to call their own:](#)

USEFUL WEB PAGES (Many contain links to other related pages)

[Amnesty International](#)

<http://www.amnesty.org>

Anti-Defamation League (ADL) <http://www.adl.org/>

Association for Asian Pacific Community Health Organizations

<http://www.aapcho.org/>

FEDSTATS - Federal Interagency Council on Statistical Policy

<http://www.fedstats.gov/>

Feminist Majority Foundation

<http://www.feminist.org/>

Foundation for Ethnic Understanding

<http://www.ffeu.org/>

Gerontological Society of America

<http://www.geron.org/>

Gay and Lesbian Alliance Against Defamation (GLAAD)

<http://www.glaad.org/>

[Human Rights](#)

[Campaign](#)

<http://www.hrc.org/>

[g/](#)

Institute on Independent Living

<http://www.independentliving.org/>

National Asian Pacific American Legal Consortium

<http://www.napalc.org/>

National Association for the Advancement of Colored People (NAACP)

<http://www.naacp.org/>

National Coalition of Hispanic Health and Human Services Organization

<http://www.cossmho.org/>

National Gay and Lesbian Task Force (NGLTF)

<http://www.nglft.org/>

National Low Income Housing Coalition

<http://www.nlihc.org/>

National Urban League

<https://nul.org/>

Native American Rights Fund (NARF)
<http://www.narf.org/>

National Organization for Women (NOW) <http://www.now.org/>

Simon Wiesenthal Center
<http://www.wiesenthal.com/>

[Y \[{ ^ } Equality in Access to Care and Treatment www.we-actx](http://www.we-actx.org/)