

**School of Social Work
University of Wisconsin-Madison
1350 University Avenue
Madison, WI 53706**

Social Work 699/799: Anti-Racism Project; Spring 2018

Faculty: Amanda Ngola, MSW, LCSW, Clinical Assistant Professor
Angela Willits, MSW, LCSW, Clinical Assistant Professor
Class Time: Wednesdays 12:30 – 2:00pm on 1/31, 2/14, 2/28, 3/14, 4/11, 4/25 and 5/2
Location: 4th Floor, SSW
Credits: 1
Instructional Mode: Face-to-Face

Instructor Email: amanda.ngola@wisc.edu
awillits@wisc.edu

I. Course Overview

This course is a one-credit independent study for BSW, MSW and/or doctoral students focused on exploring the dynamics of racial identity, oppression and privilege to help social work students gain the knowledge and skills necessary for promoting racial justice in their personal and professional lives. This course is designed to promote exploration of the presence and effects of racism in participants' lives and engagement in critical conversations regarding anti-racism efforts. Participants will engage in journal writing outside of class and meet bi-weekly for a 90-minute class, which will be dialogue-based. Students will work collaboratively to determine readings and media for the course, which will be used as inspiration for the journal writing and dialogues. Students will be partnered with a student of a different racial identity and will share their journal writing with this partner throughout the course. A portion of the 90-minute class will be for partner dialogues, followed by a large group conversation with all participants.

II. Course Content

Class 1 (1/31): Welcome to the course! Community Guidelines; Partner and Group Reflections

If you are interested in learning about the inspiration for this course, check out this podcast and these articles:

inSocialWork, (2016, February 29). Episode 186 – Dr. Ashley Davis and Dr. Allyson Livingstone: The anti-racism project: A strategy for preparing social work educators. Retrieved from: <http://www.insocialwork.org/episode.asp?ep=186>

Garcia, B. and Swenson, C. (1992). Writing the stories of white racism. *Journal of Teaching in Social Work*, 6(2), 3-17.

Davis, A. & Livingstone, A. (2016). Sharing the stories of racism in doctoral education: The anti-racism project. *Journal of Teaching in Social Work*, 36(2), 197-215.

Class 2 (2/14): How Social Workers Talk About Race and Racism

Coates, T. (2017, October). The first white president. *The Atlantic*. Retrieved from: <https://www.theatlantic.com/magazine/archive/2017/10/the-first-white-president-ta-nehisi-coates/537909/>

Constance-Huggins, M. & Davis, A. (2017). Color-blind racial attitudes and their implications for achieving race-related grand challenges. *Urban Social Work*, 1(2), 104-116.

Jones, C. (2017, November 28). Grad school is trash for students of color and we should talk about that. Retrieved from My Student Voices, <https://mystudentvoices.com/grad-school-is-trash-for-students-of-color-and-we-should-talk-about-that-af672814b3ee>

Kegler, A. (2016, July 22). The sugarcoated language of white fragility. *Huffington Post*. Retrieved from https://www.huffingtonpost.com/anna-kegler/the-sugarcoated-language-of-white-fragility_b_10909350.html

Class 3 (2/28): The Interpersonal Effects of Anti-Racism

Delgado, D. (2017, April 3). Whites only: SURJ and the Caucasian invasion of racial justice spaces. *Huffington Post*, Retrieved from https://www.huffingtonpost.com/entry/whites-only-surj-and-the-caucasian-invasion-of-racial_us_58dd5cf7e4b04ba4a5e25209

Jackson, J. (2017, December 26). Doing the work: White people must invest in anti-racism. *Bitchmedia*. Retrieved from <https://www.bitchmedia.org/article/white-people-invest-in-anti-racism>

Oluo, I. (2017, March 16). Welcome to the anti-racism movement – Here’s what you’ve missed. From The Establishment, Retrieved from <https://theestablishment.co/welcome-to-the-anti-racism-movement-heres-what-you-ve-missed-711089cb7d34>

Class 4 (3/14): Anti-Racist Approaches to Practice

rad fag. (2016, October 17). Black people have every right to distrust you for being light skinned. Retrieved from Radical Faggot, <https://radfag.com/2016/10/17/black-people-have-every-right-to-distrust-you-for-being-light-skinned/>

O’Neal, L. (2017, September 20). Ibram Kendi, one of the nation’s leading scholars of racism, says education and love are not the answer. Retrieved from The

Undefeated, <https://theundefeated.com/features/ibram-kendi-leading-scholar-of-racism-says-education-and-love-are-not-the-answer/>

Class 5 (4/11): Student Selected Content

Class 6 (4/25): Student Selected Content

Class 7 (5/2): Course Reflections and Wrap-Up; Evaluations

III. Evaluation: Assignments, Grading and Methods

Grades for this independent study will be determined based on class attendance and engagement, as well as completion of journals.

Partner Reflection Journals

Due: 11:59pm on 1/28, 2/11, 2/25, 3/11, 4/7, 4/22 and 4/29

Students and instructors will engage in bi-weekly journal writing, which they will share with their assigned partner. Reflection journals are to be emailed to your partner by 11:59pm on the Sunday prior to class. Students will submit their journals to the course facilitators upon conclusion of the course to confirm they were completed.

Please use your reflection journals to explore your own history of developing awareness of difference, oppression and privilege.

You might also choose to reflect on the assigned readings, events in your social and professional world, personal memories and feelings as they pertain to the topic. Writing which is spontaneous and informal is most valuable, as it allows the most uncensored view of personal experiencing. It is best to write reflectively, both critically and personally, not simply reporting or describing. It is important to be attentive to the role of the respondent, and to monitor whether one's own responses are experienced as helpful or unhelpful by the partner. While responses ideally will be challenging, it is counterproductive if they are experienced as judgmental or devaluing.

- From: Garcia, B. and Swenson, C. (1992). Writing the stories of white racism.

Journal of Teaching in Social Work, 6(2), 3-17.

Beginning with your second journal entry, we ask that you include a response to the last entry of the other person, along with new content. As you read your partner's journal, please consider the following reflection questions and, perhaps, incorporate these into your reflection:

1. As you read the journal entry, what struck a chord with you? Was there a moment, expression, idea, or phrase that captured your attention?
2. What did this moment or phrase suggest to you about the individual's purposes, values, hopes, beliefs, dreams, commitments, etc.?
3. What is it about your own life that accounts for why this expression of moment caught your attention?

4. How has reading this journal made a difference in your life or situation?