

	School of Health, Education, and Human Services
	SW350
	Anti-Oppressive Practice
	Term: Spring/Summer 2026 Number of Credits: 3
Course Outline	

INSTRUCTOR: Jordan Aslett, MSW, PhD Candidate

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Phone: 867-456-8535 **Office Number – A2511**

Room: Roddy’s Camp/Various Classrooms

COURSE DESCRIPTION

The aim of this course is to unravel the underlying threads of multiple oppressions and the intersection of various sources and forms of oppression. The course will focus on anti-oppressive perspectives, laws, actions, advocacy, social work ethics and their application to social work practice and policy.

COURSE REQUIREMENTS

Prerequisite(s): *SW200 and Enrolment in the Bachelor of Social Work Program*

Corequisite: *SW390*

EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

LEARNING OUTCOMES

By the end of the course, students will be able to:

- 1) explain various forms of oppression and their intersections as manifested in society
- 2) describe the nature of structural oppression
- 3) reflect on personal awareness of family history, power differentials, and roles as oppressor and oppressed
- 4) demonstrate the ability to critically analyse oppression in diverse populations relevant to the
 1. Yukon [e.g., First Nations, immigrant, children, youth, women, seniors, unemployed,
 2. those with health issues or disabilities, etc.]
- 5) articulate an understanding of laws, actions and advocacy related to anti-oppressive practice
- 6) state the relevance and apply the CASW Code of Ethics to anti-oppressive practice
- 7) integrate anti-oppressive perspectives with social work practice
- 8) engage in public education in at least one field of anti-oppressive social work practice

COURSE FORMAT

Delivery format

This course is offered in a blended format. Three 2-to-3-hour classes will be held online (Zoom) early in the semester while an in-person intensive course will be held from Monday to Friday 9:30am to 4:30pm on a single week.

This course will be held outdoors at Roddy's Camp on the Ayamdigut Campus. In dry weather we will be at the campfire circle, in wet weather we will be in the heated cabin. In case of online guest speakers or extreme cold we will use an indoor classroom. Please check the weather and dress accordingly.

Breakdown of instructional hours

Given the blended format of this course, the activity and time breakdown below represents the amount of time expected 'per week' would the class have been held in a traditional 13-week format.

Activity	Estimated Time (all times are approximate and will vary)
Synchronous In Person Activities & Discussion	170 minutes
Weekly Readings (2 to 3 per week)	150 minutes
Assignments (varies week to week)	120 minutes
Total	440 minutes (approx. 7.5 hours)

EVALUATION

Oppression/Privilege Narrative	15 %	In Person w/ Written Component	06/15 - Written Narrative 06/16 - In Person Activity
Policy/Program Critique	25 %	In Person w/ Written Component	06/18 - In Person Activity 06/21- 29 - Written Reflection
Discussion/Conversation Leadership	25 %	In Person w/ Written Component	06/19 - In Person Activity 06/21 - 29 - Written Reflection
Choice 1. One-Hour Discussion 2. 12-Page Final Paper	35 %	Choices 1. In-Person or Online w/ Written Component 2. Written Paper	Choices 1. Oral Discussion Between 06/29 - 07/14 2. Final Paper 07/02
Total	100%		

ASSIGNMENT DESCRIPTIONS

Assignment 1. Oppression/Privilege Narrative - In Person w/ Written Component.

Due: 06/15 - Written Narrative (2-3 Pages) | 06/16 - In Person Activity

Students will reflect on readings and activities regarding oppression and privilege. The day before our first full day of class Students will submit a written narrative that describes their relationships with Oppression and Privilege. This should make links to some of the literature but should primarily be personal and informal. Each student (and the instructor) will then discuss their narrative at our first class.

Assignment 2. Policy/Program Critique - In Person w/ Written Component

Due: 06/18 – In Person Activity | 06/22-29 – Written Reflection (2-3 pages)

In groups students will be assigned a critical social work theory from the text. On the third class the students will participate in a mock workshop with a facilitator from Mental Wellness and Substance Use Services. Students will provide a critique of the workshop from the lens of their theoretical perspective. A short, written reflection with references to the text will be due the following week.

Assignment 3: Discussion/Conversation Leadership: In Person w/ Written Component

Due: 06/19 – In Person Activity | 06/22-29 – Written Reflection (2-3 Pages)

In pairs students will lead an in-class discussion for the other students that relates to one of the topics in the latter section of the textbook. A short, written reflection on the experience with references to the text on the experience will be due the following week.

Assignment 4 – Choice (PICK ONE OPTION)

Choice 1. One-Hour 1-on-1 Praxis/Practice Discussion – In Person or Online

06/29 – 07-14 (student sign-up)

Each student will schedule an 80-minute appointment to meet the with the instructor in-person or online between June 29th and July 14th. Students will come to this appointment prepared with a 30-minute presentation that details their learnings from the course. Students will then spend the next 30 minutes in conversation with the instructor about their presentation and the course material. The final 20 minutes will be a conversation about the student's grade for the assignment.

Choice 2. 12-Page Praxis 'Final Essay' – Written

Due: 07/02

Students may request to complete a 12-page written paper instead of preparing a presentation. Students will still be required to make an appointment with the instructor for a conversation about the student's grade on the assignment.

COURSE WITHDRAWAL INFORMATION

Last day to withdraw with full refund: May 8, 2026

Last day to withdraw without academic penalty (YU): June 16, 2026

Last day to withdraw without academic penalty (UR): June 4, 2026

Late withdrawals are highly restricted and will be approved by the Dean of Social Work (UR) only in extenuating circumstances

Requests for an 'Incomplete' grade will only be provided if requested at least 3 days prior to the final day of classes. Students must request this directly to the Dean of Social Work (UR). The instructor and facilitator can provide guidance

LEARNING MATERIALS

Shaikh, S. S., LeFrançois, B. A., & Macías, T. (2022). *Critical social work praxis*. Fernwood Publishing.

ABOUT THE BOOK & THE PUBLISHER – PLEASE READ!

Critical Social Work Praxis was conceived and edited by three community activist social work academics who receive no financial compensation for its creation or any its sales.

This is not a textbook; it is an edited book on critical social work praxis. It contains multiple short chapters by various authors on AOP and other critical social work approaches.

The contributors themselves are a group of critical social workers and social work researchers from diverse backgrounds who represent racialized, queer, Indigenous, disabled and other minoritized perspectives. As with the editors, the contributors receive no payment for their work.

Fernwood is an independent, non-profit, Canadian publisher.

In their words:

“Our books analyze exploitation and oppression while amplifying struggles seeking to transform a harmful status quo. [...] Fernwood is politically driven, not profit driven, which means we can take risks in publishing radical analysis and underheard voices. We make decisions about what we publish based on its political integrity and relevance”.

The text is available for \$70.00 at Fernwood Publishing (Halifax/Winnipeg)

<https://fernwoodpublishing.ca/book/critical-social-work-praxis>.

In supporting this publisher by purchasing or borrowing this textbook you create new opportunities to uphold critical research and writing, the aim of which is to combat oppression and work towards the liberation of all people.

As students and faculty, it is our ethical responsibility to support our colleagues who are making change in our communities. This is especially so because this type of change work is usually un(der)paid, un(der)valued, and un(der)represented in mainstream social work research and practice.

Please do not pirate or download free copies of this book. If purchasing the textbook is a barrier for you, the instructor can discuss alternative ways for you to access the content. If you need to purchase a bookstore copy to fulfill funding requirements, please contact the instructor as soon as possible.

For more information on Fernwood, their Values, and their Ethos please visit:

<https://fernwoodpublishing.ca/about/our-ethos>

ACADEMIC INTEGRITY

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures at both the University of Regina and Yukon University for further details about academic standing and student rights and responsibilities. UR policies and regulations take precedence in cases where the policies and regulations of UR and YU differ.

ACCESSIBILITY AND ACADEMIC ACCOMMODATION

Yukon University is committed to providing a positive, supportive, and barrier-free academic environment for all its students. Students experiencing barriers to full participation due to a visible or hidden disability (including hearing, vision, mobility, learning disability, mental health, chronic or temporary medical condition), should contact [Accessibility Services](#) for resources or to arrange academic accommodations: access@yukonu.ca.

TOPIC OUTLINES

Theme 1 – Understanding, Critiquing, and Decolonizing Western Political Traditions in Critical and Radical Social Work
(Online Classes – May 6, 14, & June 4)

Online Class 1 – May 6

1. Introduction to the Class

We will spend the first part of the class introducing ourselves and reviewing the course outline

Required Reading/Viewing: Please watch the video first as it will help you understand the chapter.

Critical Social Work Praxis (CSWP): Ch 1. Introduction – LeFrançois, Shaikh, & Macias (pp 1 – 10)

CSWP: Ch. 11 – AOP Theory – Baines et al.

Online Class 2 – May 20

2. Marxist Theory: Capitalism and Collective Action

Activity: TBD

Required Reading/Viewing: Please watch the video first as it will help you understand the chapter.

Video: PBS Political Theory Episode 6 - Who Was Karl Marx? And Why is Everyone Still talking about Him? - <https://www.pbs.org/video/who-was-karl-marx-and-why-is-everyone-still-talking-about-him-yztklg/>

CSWP: Section I: Marxist Social Work (pp. 13 – 46)

3. Structural Theory: Social Work, Societies, and the State

Activity: TBD

Required Reading/Viewing: Please watch the video first as it will help you understand the chapter.

Video: Revolution and Ideology - C. Wright Mills - The Sociological Imagination - Troubles vs. Issues - https://youtu.be/Y5lcrT_d-CQ?si=BY2HFNg1OFKVR8j

CSWP – Section 2 – Structural Social Work (pp. 48 – pp. 84)

4. Poststructural Thought: Language, Discourse, and Power

Required Viewing: No required reading for this module. For optional info on topic see CSWP Section 7

Online Class 3 – June 3

5. Feminisms: Matriarchy, Patriarchy, and Liberation

Activity: TBD

Required Reading/Viewing:

CSWP – Section 5 – Feminisms (pp 146 – 180)

6. Anti-Oppression Theory: Privilege and Intersectionality

Activity: TBD

Required Reading/Viewing:

CSWP Section 5 – Anti-Oppressive Practice (AOP) (pp 116 – 145)

7. Preparing for our Intensive Week

No Required Reading

Theme 2 – Social Change, Social Work, and Spirituality (Day 1)

Day 1 – June 15 - Morning Session (9:30 – 12:30)

8. Opening the Week

Campfire, Prayer, Land Acknowledgement, Breakfast, Time with Elder, Individual Narratives

No Required Reading

Day 1 – June 15 - Afternoon Session (1:30 – 4:30)

9. The Roles of Spirituality and Spiritual Beliefs in Helping Work and Social Change

Activity 1: TBD

Activity 2: TBD

Required Reading/Viewing

CSWP – Section 11 – Spirituality in Social Work (pp. 369 – 400)

Theme 3 – Anti-Colonialism, Indigenization, and Decolonization (Days 2 & 3)

Day 2 – June 16 - Morning Session (9:30 – 12:30)

10. Theories of Colonialism in a Global Context

Activity 1: TBD

Activity 2: TBD

Required Reading/Viewing:

CSWP – Section 10 – Theories of Colonialism, Colonization, and Coloniality (pp. 369 – 400)

Day 2 – June 15 - Afternoon Session (1:30 – 4:30)

11. Settler Colonialism in Canada

Activity 1: TBD

Activity 2: TBD

Required Reading/Viewing:

Coulthard, G.S. (2014) Red Skin White Masks: Rejecting the Politics of Recognition – Introduction: Subjects of Empire (pp. 1 – 15)

MacDonald D., & Grafton, E. (2025) Introduction: Critical Engagements with Canadian Settler Colonialism: Colonization, Land Theft, Gender Violence, Imperialism, and Genocide (pp. 1- 15)

Day 3 – June 17 - Morning Session (9:30 – 12:30)

12. Critiquing Social Work Practice Through an AOP Lens: *Activity with MWSU*

No Required Reading

Day 3 – June 17 - Afternoon Session (1:30 – 4:30)

13. Reclamation, Resurgence & Indigenous Social Work

Activity 1: TBD

Activity 2: TBD

Required Reading/Viewing: Please watch the video first as it will help you understand the chapter.

CSWP – Section 6 – Indigenous Social Work – pp. 183 - 217

Theme 4 – Race, Racisms, & Whiteness

Day 4 – June 18 – Morning Session (9:30 – 12:30)

14. Critical Race Theory & Anti-Black racism

Activity 1: TBD

Activity 2: TBD

Required Reading/Viewing: Please watch the video first as it will help you understand the chapter.

CSWP – Section 8 – Critical Race Theory – pp. 252 - 289

Day 4 – June 18 - Afternoon Session (1:30 – 4:30)

15. Whiteness, Allyship, and Performativity

Activity 1: TBD

Activity 2: TBD

Required Reading/Viewing: Please watch the video first as it will help you understand the chapter.

Video:

Video:

CSWP – Section 11 – Critical Whiteness Studies – pp. 292 - 328

Theme 5 – 'Diversity' and Social Work

Day 5 – June 19 – Morning Session (9:30 – 12:30)

16. AOP in Diverse Practice Contexts – Student Led Conversations

Required Reading

CSWP – Determined by Individual or Group Choice

Day 5 – June 19 - Afternoon Session (1:30 – 4:30)

17. Closing the Week

Lunch, Closing Prayers, Individual Narratives, Time with Elder, Processing and Integrating our Experiences

Activity 1: TBD

Activity 2: TBD