

Course Number	SOWK 551.06 S01	Classroom	Online
Course Name	Tools for Social Justice and Reconciliation		
Day(s) & Time	<p>Thursdays: May 7,14,21,28 from 3:00-5:00pm and June 4,11 from 4:00-6:00PM on Zoom</p> <p>*We will open the class early by a half hour for “Community Time”, non-mandatory, for those who want to discuss current events, politics, self-care.</p> <p>*Class has been shortened to two hours to allow time students to use extra time for event planning (assignment 3)</p>		
Instructor	<p>Liza Lorenzetti, PhD, MSW, RSW</p> <p>Knowledge Keeper: Adrian Wolfleg, Siksika Nation</p>	Office Hours/Location	<p>Wednesdays May 6 to June 10 from 11-12 on Zoom</p>
E-mail	lakloren@ucalgary.ca	Phone	403 606-6949
SYLLABUS STATEMENT			
Focuses on theory and practice related to social work interventions.			
COURSE DESCRIPTION			
<p>This course provides participants with an opportunity to enhance their knowledge of and comfort with community-based social justice practice through experience, theory, stories, and reflection. The focus will be on the utilization of multiple tools or strategies to affect social change.</p> <p>This course is an extended conversation on the practice and theory of social justice work. It provides students opportunities to encounter groups and individuals who are pursuing social justice through issue-based or community-based initiatives. It also encourages students to examine their personal perspectives on social justice and social action in particular. Tools for issue analysis, group processes and awareness-raising will be demonstrated through participatory experiences. Understanding the basic values, as well as the ethical, strategic, evaluative and political issues involved in social justice work are key learnings. The course will examine community development, social action and advocacy within the context of anti-colonial and anti-oppressive social work practice steeped in an intersectionality framework. This course has no pre-requisites or co-requisites.</p>			
COURSE LEARNING OUTCOMES			
<p>This course is designed to support learners to achieve the following course-specific objectives (CLOs). By the end of this course:</p> <ol style="list-style-type: none"> 1. Students will be introduced to and involved in a process of critical self-reflection/analysis, group discussion and action related to social justice work in Calgary and beyond. 2. Students will enhance their understanding of structural injustice, intersectional oppression (racism, classism, sexism, hetero/cis-sexism, ableism, faith-based discrimination etc.) , group-work, community organizing and systems change. 3. Students will examine multiple professional social work roles as a way of integrating theory and practice related to social change. 			

4. Students will be introduced to a selection of tools utilized in social justice work as an invitation to develop their own approaches to address structural inequalities and promote human rights and social-ecological justice.
5. Students will develop their capacity to engage in experiential, participatory and popular learning processes.
6. Students will examine and develop their roles in being recognized and trusted as allies and engaging in solidarity work, thinking and feeling with compassion and building congruence between self and social work values.
7. Students will engage in social action as individuals, in groups, and in and with community.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

See class schedule. Required readings and other relevant class resources and materials can be found on D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

This course will occur online using the Zoom application. Links to the class and office hours can be found on D2L.

A laptop, desktop or mobile device with Internet access, microphone and speaker is required for Zoom access.

RELATIONSHIP TO OTHER COURSES

This course is a focused aspect of generalist social work practice. It applies a “macro” perspective although the content is deeply embedded in personal work and transformative learning. The content is complementary to community development, anti-oppression and social justice courses, and builds upon material presented in group practice, research, and social policy.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
Thursday May 7 3-5 pm (community time begins at 2:30 pm -not required)	Social Justice Practice on Traditional Blackfoot territory, Treaty 7 lands and home of Métis Nation Region 3 <ul style="list-style-type: none"> • Opening our learning space: Blackfoot teachings (Adrian Wolfleg) • Identifying ourselves and our common ground: Rivers • Course overview 	Grier, A. (2014). <i>Asitimatoom: The embodiment of Blackfoot prayer as wellness</i> (pp. 7-29). (Unpublished Master Thesis), University of Lethbridge, Alberta. Retrieved from http://opus.uleth.ca/bitstream/handle/10133/3463/GRIER_ANGELA_MED_2014.pdf?sequence=1&isAllowed=y Little Bear, L. (2016). <i>Blackfoot metaphysics 'waiting in the wings'</i> . Big Thinking Series. Retrieved from https://www.youtube.com/watch?v=o_txPA8CiA4 Gilbert, A., & Sliap, Y. (2009). Reflexivity in the practice of social action: From self to

		inter-relational reflexivity. <i>South African Journal of Psychology</i> , 39(4), 468-479.
Thursday May 14 3-5 pm (community time begins at 2:30 pm -not required)	Locating Ourselves in the work of Social Justice <ul style="list-style-type: none"> Establishing a positive and ethical learning community What does reconciliation mean to me? (Guest: Lemlem Haile) 	<p>Choudhury, S. (2015). <i>Deep diversity: Overcoming us vs them</i> (Emotions: Understanding ourselves and others, pp. 21-45) . Toronto, ON: Between the Lines.</p> <p>Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. <i>Insights, Differently Knowings Speaker Series</i>. Retrieved from https://www.youtube.com/watch?v=85PPdUE8Mb0</p> <p>Lorenzetti, L. (2017). <i>Introduction to social action</i>. Voicethread link to be provided on D2L.</p>
Thursday May 21 3-5 pm (community time begins at 2:30 pm -not required)	Organizing for Power Guest: Cesar Cala Self-care/Community Care	<p>Lorenzetti, L. (2013). Developing a cohesive emancipatory social work identity: Risking an act of love. <i>Critical Social Work</i>. 14(2), 47-59.</p> <p>Momin (2004). Multi-communitarianism in a fragmented world. <i>Asia Europe Journal</i>, 2(3), 445-459.</p> <p>Samuel, J. (2002). What is people-centered advocacy? <i>PLA Notes</i>, 43, 9-12. Retrieved from http://pubs.iied.org/pdfs/G01974.pdf</p>
Thursday May 28 3-5 pm (community time begins at 2:30 pm -not required)	Mobilizing for Change <ul style="list-style-type: none"> Assembly of Social Workers (guests) What Does Reconciliation Mean to Me? (planning in our virtual reality) 	<p>Torjman, S. (2009). <i>Community roles in policy</i>. Caledon Institute of Social Policy. Ottawa, ON. Retrieved from https://maytree.com/wp-content/uploads/738ENG.pdf</p> <p>Calgary Chamber of Voluntary Organizations. (2019). <i>Reflections on civil society: The state of the Alberta nonprofit Sector 2019</i>. Retrieve from https://static1.squarespace.com/static/5aef5b46cef3728571e6c46c/t/5dc47a0ee502072495755d94/1573157395255/State+of+the+Alberta+Nonprofit+Sector+2019.pdf</p> <p>Browse these three sites:</p>

		<p>Facebook. (2020). Alberta Assembly of Social Workers. Retrieve from https://www.facebook.com/AssemblyofSW/?tn=%2Cd%2CP-R&eid=ARB_veiT0cz72vfvYRdHb16MWt0-IWCjc9NAdKA-jnOQJ9bPsaSkEjNmahY7XnFacYjynxj9XPtCheZF</p> <p>Center for Community Health and Development. (2018). <i>Community toolbox</i>. Retrieved from (http://ctb.ku.edu/en/help-taking-action)</p> <p>Incite! (2015). <i>Women of color against violence</i>. (Browse website – particularly resources for organizing). Retrieved from http://incite-national.org/index.php?s=35</p>
<p>Thursday June 4 4-6 pm (community time begins at 2:30 pm -not required)</p>	<p>What Does Reconciliation Mean to me?</p> <ul style="list-style-type: none"> • Online community event 	<p>Hudson, K.D. & Mountz, S.E (2016). Teaching note—Third space caucusing: Borderland praxis in the social work classroom. <i>Journal of Social Work Education, 52</i>(3), 379-384.</p> <p>DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy 3</i>(3), 54-70.</p> <p>University of Calgary. (2015). ii' taa'poh'to'p (<i>a place to rejuvenate and re-energize during a journey</i>): <i>Together in a good way: A journey of transformation and renewal</i>. Retrieved from: https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/136/Indigenou s%20Strategy Publication digital Sep2019.pdf</p>
<p>Thursday June 11 4-6 pm</p>	<p>Building Community</p>	<p>Review website: www.albertamen.com Read two key reports on the site:</p>

(community time begins at 2:30 pm -not required)	<ul style="list-style-type: none"> Community Encounter: Alberta Men's Network Closing Round: Adrian Wolfleg 	
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ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. Students will be advised by the instructor when they are expected to turn on their webcam (for group work, presentations, etc.). Students are expected to join class in a quiet space that will allow them to be fully present and engaged in the Zoom sessions, and to behave in a professional manner during the session.

CLASS RECORDINGS

This class includes sharing Indigenous knowledge and personal reflections of participants, therefore will not be recorded.

Media recording for assessment of student learning

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ASSIGNMENTS

Late assignments will be deducted by 5% per day. Please discuss the need for extensions with your instructor in advance of due dates. Extensions will be provided for students who experience unforeseen circumstances or challenges.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1 Take Action: Write a letter to your elected representative	Choose an area of social inequity or injustice that you would like to see changed or addressed. Conduct some background research to deepen your knowledge on the issue and document what actions can and should be taken to improve or remediate the issue. Find out if your topic is a municipal,	Letter posted to the discussion board by May 24 at 11:59PM Provide feedback to your 2 letters by your peers by May 27 at 11:59PM	30%	2, 3, 4, 5

	<p>provincial or federal concern, and find the name, role and email address of the designated elected official to whom you should address your letter.</p> <p>In this letter, you should include the following:</p> <ul style="list-style-type: none"> -Identify yourself (including your name, address, email address and date) - Include name and official title of the person that you are addressing in your letter -Identify the issue that you are writing about -Provide a brief overview of your views and concerns -Suggest alternative approaches that you believe should be taken <ul style="list-style-type: none"> -Request that your elected representative respond to your letter in writing <p>Letters should be approximately 1-2 pages (2 is a maximum!). Follow the instructions on letter-writing found in D2L and review the examples before you begin. Send a letter (by email) to your selected representative and also post it on the discussion board on D2L.</p> <p>Provide feedback to two letters by your peers</p>			
<p>Assignment 2: Inspirational Conversations</p>	<p>The purpose of this assignment is to introduce learners to community organizers who have demonstrated abilities in advancing progressive social change. Through an online interview, learners will identify skills, personal qualities and challenges faced by change makers and formulate new understandings of social issues.</p> <p>Step One – Conversation At the beginning of this course,</p>	<p>Choose a presentation time on D2L. Presentations will happen through Zoom</p>	<p>30%</p>	<p>1,2,3,4,5,6,7</p>

	<p>each learner will be presented with the name, profile and contact information of a community organizer/activist. You will interview your contact using an interview guide found on D2L and some of your own questions. Guiding questions include: “Who inspired or mentored you to get involved in social justice work?” “What areas or issues are you working on?” “What challenges do you face?” “What have been your most important accomplishments?”</p> <p>Step Two - Oral Presentation: Learners will choose a presentation time to share the key content, learning and reflections from their conversations to the instructor and their “presentation pods” (approx. 5 students per pod). Presentation formats are flexible. Presentation time is approximately 10 minutes per presentation. Presentation times and grading guide to be posted on D2L and discussed in class.</p>			
<p>Assignment 3: What Does Reconciliation Mean to Me: Virtual Learning Booths</p>	<p>Students will demonstrate organizing and social justice principles to host in an event, establish a website, video etc. on reconciliation: What Does Reconciliation Mean to Me? Community members will be invited to attend/view/participate. Students will establish groups through D2L (also to be discussed in class). Groups of 5 or 6 will prepare “Virtual Learning Booths” on one of the following topics:</p> <ul style="list-style-type: none"> • History of the Land: Blackfoot Territory and Treaty 7? • What is colonialism? 	<p>June 4th During class</p>	<p>40%</p>	<p>1, 2, 3, 6</p>

	<ul style="list-style-type: none"> • What is Reconciliation and what is my role? • What can I do about the “Calls to Action”? • Indigenous student led topic • Open topic to be decided by group <p>Students are asked to work together to prepare the activities for their “Virtual Booth”. Further discussion about the event to occur in class.</p>		
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- We look forward to everyone’s participation in creating an engaging learning experience. Describe any guidelines you wish to include re: attendance and participation. We are fortunate to have our Knowledge Keeper Adrian Wolfleg with us for some sessions and other valued guests. Please assure that you are on time for class and participate with interest in order to honour their time.
- Students are asked to attend all classes. Please contact the instructor if you have extenuating circumstances and have to miss a class. Students will be asked to submit a 2 page reflection on the class readings to make up for a missed class.
- We realize that many students have caregiving roles and may be juggling these roles while also attending class and preparing assignments. Please reach out if there is anything that we can do to support you.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- Assignment 1 will be submitted to the Discussion Board on D2L, allowing other students a to view it and provide feedback.
- Assignment 2 will be an oral presentation and graded using the rubric on D2L
- Assignment 3: Students are asked to complete a one page summary of their participation based on the points of the rubric. Point form is acceptable.

EXPECTATIONS FOR WRITING AND PRESENTATIONS

- It is expected that all work submitted in assignments is the student’s own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>
- If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought throughout and at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings are posted on D2L.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**