



## COURSE OUTLINE

**Spring 2020**

**Course Number: SOWK 600 S04**

**Classroom: Online**

**Course Name: Social Justice and Theory in Advanced Social Work Practice**

**Day & Time: Course dates: May 06, 2020 to June 17, 2020**

**Zoom sessions: Wednesdays 6:00 – 8:00pm (MT)**

**Instructor: Regine King, PhD**

**Office Hours: by appointment**

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## SYLLABUS STATEMENT

Examines concepts of culture, identity, oppression and "differentness" in relationship to theories of social justice, at all levels of professional practice.

## COURSE DESCRIPTION

Social justice is the unifying value of diverse forms of social work practice and is situated in the historical and moral base of the profession. This course requires students to critically examine theoretical perspectives of social justice in order to evaluate and articulate its application in their current practice. Students will identify how their assumptions and social location affect their pursuit of social justice while simultaneously examining structural and system barriers to achieving a more just society.

## COURSE LEARNING OBJECTIVES (CLOS)

At the end of this course students will be able to:

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalization in Canada and internationally.
3. Demonstrate, identify and articulate a social work identity, with an emphasis on social justice, social work values and knowledge.
4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that leads to social justice and transformation.
5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.
6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

## RELATIONSHIP TO OTHER COURSES

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing students' unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

## LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions.

Asynchronous material will be available for viewing/listening on D2L. Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chosen platform. The instructor will be available for consultation on the dates and times indicated in the course schedule.

### Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## COURSE TEXT

No textbook is required for this course. A list of required and recommended readings is provided by topic after the class schedule. As this is a graduate level seminar, students are expected to read through the material in preparation for participating in classroom and online discussions. Students are asked to do the readings of **at least two of the recommended readings** by topic. The readings are accessible through [library.ucalgary.ca](http://library.ucalgary.ca).

A list of additional recommended readings will be shared on D2L and students are encouraged to access this list and utilize them in their class engagement and assignments.

## CLASS SCHEDULE

Please note that the class schedule consists of 7 required synchronous Zoom sessions on Wednesday evenings (May 6<sup>th</sup>, May 13<sup>th</sup>, May 20<sup>th</sup>, May 27<sup>th</sup>, June 3<sup>rd</sup>, June 10<sup>th</sup>, and June 17<sup>th</sup>).

Students are also expected to attend asynchronous zoom sessions on Monday evenings (6:00 – 8:00 PM) and have the option of meeting with group members during this time. The instructor will be available for consultation during this time.

Date	Topic
May 6 6:00 – 8:00 pm (MT)	Introductions and course overview Topic 1: Theoretical frameworks
May 11 6:00 – 8:00 pm (MT)	Group work and Asynchronous Time
May 13 6:00 – 8:00 pm (MT)	Topic 2: Theories & approaches to power I: Unpacking power relations and operations for social work
May 18 6:00 – 8:00 pm (MT)	Victoria Day—Holiday
May 20 6:00 – 8:00 pm (MT)	Topic 3: Theories & approaches to power II: Unpacking power relations and operations for social work
May 25 6:00 – 8:00 pm (MT)	Group work and Asynchronous Time
May 27 6:00 – 8:00 pm (MT)	Topic 4: Intersectionalities & interlocking systems of oppression
June 01 6:00 – 8:00 pm (MT)	Group work and Asynchronous Time
June 03 6:00 – 8:00 pm (MT)	Topic 5: Critical and anti-oppressive practice, ethical tensions and social work's roles and responsibilities
June 08 6:00 – 8:00 pm (MT)	Group work and Asynchronous Time
June 10 6:00 – 8:00 pm (MT)	Topic 6: Social policies & research: The struggles for inclusion: Who is left out?
June 15 6:00 – 8:00 pm (MT)	Group work and Asynchronous Time
June 17 6:00 – 8:00 pm (MT)	<b>Poster presentations</b>

### Topic 1: Theoretical frameworks

Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. *Canadian Social Work Review*, 25(1), 97-106. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41669885>

McIntosh, P. (1989). White Privilege: Unpacking the invisible knapsack. *Peace and Freedom*, 1-2. <https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack>

Olson, C. J., Reid, C., Threadgill-Goldson, N., Riffe, A. H., & Ryan, P. A. (2013). Voices from the field: Social workers define and apply social justice. *Journal of Progressive Human Services*, 24(1), 23-42. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2013.740407>

Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0268580900015002005>

Todd, S. (2011). "That power and privilege thing": Securing whiteness in community work. *Journal of Progressive Human Services*, 22(2), 117-134. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2011.606528>

Young, I. M. (2014). Five faces of oppression. In N. Asumah, & Mechthild Nagel (Eds.), *Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives* (pp. 3-33). New York, NY: State University of New York Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=26&docID=3408886&tm=1512429534081>

## **Topic 2: Theories & approaches to power I - Understanding self, the other and othering process**

Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work*, 55(6), 779-793. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872811414038>

DiAngelo, R. (2006). My class didn't trump my race: Using oppression to face privilege. *Multicultural Perspectives*, 8(1), 51-56. [https://doi-org.ezproxy.lib.ucalgary.ca/10.1207/s15327892mcp0801\\_9](https://doi-org.ezproxy.lib.ucalgary.ca/10.1207/s15327892mcp0801_9)

Gilbert, A., & Slied, Y. (2009). Reflexivity in the practice of social action: From self-to inter-relational reflexivity. *South African Journal of Psychology*, 39(4), 468-479. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/008124630903900408>

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work*, 51(6), 813-822. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0020872808095252>

Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work*, 6(1), 33-51. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1468017306062222>

## **Topic 3: Theories & approaches to power II - Unpacking power relations and operations for social work**

Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal Peoples and social work. *First People Child & Family review*, 14(1), 137-152. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=135787816&site=ehost-live>

Hall, S. (2006). The West & the rest: Discourse and power. In C. A. Maaka & C. Andersen (Eds.), *The Indigenous experience: Global perspectives* (pp. 165-173). Toronto, ON: Canadian Scholar Press. <https://read-dukeupress-edu.ezproxy.lib.ucalgary.ca/books/book/2555/chapter->

[standard/1360482/The-West-and-the-Rest-Discourse-and-Power-1992](https://doi.org/10.1177/1360482/2019/857123)

LeFrancois, B. (2013). The psychiatrization of our children, or, an autoethnographic narrative of perpetuating First Nations genocide through 'benevolent' institutions. *Decolonization: Indigeneity, Education & Society*, 2(1), 108-123. <https://jps.library.utoronto.ca/index.php/des/article/view/18687>

Li, P. S. (2001). The racial subtext of Canada's immigration discourse. *Journal of International Migration and Integration*, 2(1), 77-97. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12134-001-1020-1>

Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0268580900015002005>

**\* Please listen to as many lectures as possible in the following series. *The Talaga series is a required listening for everyone.***

Talaga, T. (Author). (2018). *All our relations: Finding the path forward*. [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from <https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-%20forward-1.4763007>

Walter, M., Taylor, S., & Habibis, D. (2011). How white is social work in Australia? *Australian Social Work*, 64(1), 6-19. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2010.510892>

#### **Topics 4: Intersectionalities & interlocking systems of oppression**

Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & Society*, 26(1), 67-72. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0891243211426722>

Ferrer, I., Grenier, A., & Brotman, S., & Koehn, S. (2017). Understanding the experiences of racialized older people through an intersectional life course perspective. *Journal of Aging Studies*, 41, 10-17. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0890406516303905>

Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of Women & Social Work*, 24(1), 44-55. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886109908326814>

Jordan-Zachery, J. S. (2007). Am I a Black woman or a woman who is Black? A few thoughts on the meaning of intersectionality. *Politics & Gender*, 3(2), 254-263. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1743923X07000074>

Mattsson, T. (2104). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. *Affilia: Journal of Women & Social Work*, 29(1), 8-17. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886109913510659>

Wehbi, S., Elin, L., & El-Lahib, Y. (2010). Neo-colonial discourse and disability: The case of Canadian international development NGOs. *Community Development Journal*, 45(4), 404-422. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/cdj/bsp035>

Westbrook, L. & Schilt, K. (2014). Doing gender, determining gender: Transgender people, gender panics, and the maintenance of the sex/gender/sexuality system. *Gender & Society*, 28(1), 32-57. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/43669855>

### **Topic 5: Critical and anti-oppressive practice, ethical tensions and social work's roles and responsibilities**

Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. *First Peoples Child Family Review*, 6(2), 35-46. <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/114/178>

Baines, D. (2011). Resistance as emotional work: The Australian and Canadian non-profit social services. *Industrial Relations Journal*, 42(2), 139-156. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1468-2338.2011.00616.x>

Benjamin, A. (2011). Doing anti-oppressive social work: The importance of resistance, history and strategy. In D. Baines (Ed.), *Doing anti-oppressive practice: Building transformative, politicized social work* (pp. 289-297). Halifax, NS: Fernwood Books.

Godden, N. J. (2017). The love ethic: A radical theory for social work practice. *Australia Social Work*, 70(4), 405-416. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2017.1301506>

Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. *Journal of Progressive Human Services*, 20(1), 59-71. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428230902871173>

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work*, 35, 435-452. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106521512&site=ehost-live>

Wehbi, S., Elin, L., & El-Lahib, Y. (2010). Neo-colonial discourse and disability: The case of Canadian international development NGOs. *Community Development Journal*, 45(4), 404-422. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/cdj/article/45/4/404/277639>

### **Topic 6: Social policies & research: The struggles for inclusion: Who is left out?**

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review*, 14(1), 74-87. <https://fpcfr.com/index.php/FPCFR/article/view/95>

Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research. *Journal of Social Work Education*, 49(2), 277-291. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2013.768477>

Blackstock, C. (2012). Jordan's Principle: Canada's broken promise to First Nation Children? *Pediatrics & Child Health*, 17(7), 368-370. <https://academic-oupcom.ezproxy.lib.ucalgary.ca/pch/article/17/7/368/2647016>

Blackstock, C. (2016). Toward the full and proper implementation of Jordan's Principle: An elusive goal to date. *Pediatric & Child Health*, 21(5), 245-246. <https://academic-oup-com.ezproxy.lib.ucalgary.ca/pch/article/21/5/245/2647378>

Chouinard, V., & Crooks, V. A. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society*, 20(1), 19-32. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0968759042000283610>

El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services*, 26(3), 209-228. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2015.1063355>

Kovach, M. (2019). Conversational methods in Indigenous Research. *First People Child & Family Review*, 14(1), 40-48. <https://fpcfr.com/index.php/FPCFR/article/view/172>

Palmer, M. (2014). Beyond madness: Ways to foster nonviolence in human systems. *Social Alternatives*, 33(3), 60-64. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=100606699&site=ehost-live>

Silva, D. S., Smith, M. J., & Upshur, R. E. G. (2013). Disadvantaging the disadvantaged: When public health policies and practices negatively affect marginalized populations. *Canadian Journal of Public Health*, 104(5), 410-412. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/canajpublheal.104.5.e410>

Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services*, 21(1), 32-44. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428231003781774>

## ASSIGNMENTS

Please note that throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria. Please note the following criteria for all assignments:

- All submitted work **must follow proper APA format (7<sup>th</sup> edition) within the text and in the reference list, and written in 12-point font, Arial or New Times Roman, double-spaced**. Failure to do so will result in significant deduction of grades.
- All assignments must be submitted in a **word document** to facilitate comments from instructor.
- Readings & in class reflections are to be submitted in class and no late submissions will be accepted.
- Assignments and papers are to be submitted on time (**before 11:00PM of the due date**),
- There is a **seven-day** maximum limit by which to accept late assignments when students have not asked for extensions. No assignments will be accepted beyond this seven-day limit.
- In normal circumstances, assignments will be graded and returned to students within three weeks from the day they are submitted.
- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.

Students are encouraged to email or communicate with the instructor throughout the seminar. Please note that email communication is a form of professional communication and reflects a culture of respect and professional mannerism. ***Students are expected to adhere*** to professional codes of conduct when communicating via email with their peers as well as their instructors. As per the university policy, please note that all communication with the instructor ***must be done through the U of C email address***, and the instructor maintains the rights ***not to*** respond to communications through personal email addresses. Please allow up to **48 hours** for response time to your email communications.

## DESCRIPTION OF ASSIGNMENTS

### **Assignment 1: Zoom and D2L Participation and Engagement**

**Value: 10%**

**Due Date: ongoing**

The purpose of this assignment is to engage students in active participation during synchronous and asynchronous sessions, and to develop their facilitation, active listening and reflections of critical conversations. Grades will be based on the student's ongoing and active participation in the synchronous and asynchronous activities. In particular, students will be expected to contribute new insights, content and critique, as well as connections to their field of practice. Students will be asked to facilitate classroom discussions in groups of 2-3 students, for 20 minutes between May 13 and June 10. Students will be assigned the readings during the first class.

### **Assignment 2: Poster and Policy Analysis from a Social Justice Lens**

**Value 50%**

**Due Dates: See below**

This assignment consists of developing and presenting a poster on a critical analysis of a social policy related to a social justice theme by examining the tensions associated with knowledge production and consumption. Students are encouraged to become active participants of knowledge production, evaluation and dissemination in ways that are consistent with social justice values and principles discussed in the course. Students are also asked to interrogate the tensions and contradictions that emerge for them as they unpack the theoretical, epistemological and practice assumptions guiding the course through the analysis of a social policy. The purpose of this assignment is to help students not only trace their own learnings, but also engage with how such learnings can be disseminated theoretically in ways that legitimize their own interpretations and analysis of the issues and ideas they examine. Particular emphasis will be placed on how students integrate their learnings from the course into all parts of this assignment.

During the first class, the instructor will provide the list of policy areas from which to choose a topic of interest and self-assign to a group. Groups of 4-5 students will be formed. Once groups are formed, a dedicated group page will be created on D2L for each group. Please ensure to apply your teamwork skills to collaborate with others and support one another in each of the following part. Dedicated asynchronous times are put in place so that students will have opportunities to meet with group members and consult with the instructor in support of this poster assignments.

This assignment will comprise of three parts: (1) Identifying and developing a poster on a social policy, and providing a clear rationale and literature review on their chosen issue; (2) Presentation of poster; and (3) Offering poster feedback to colleagues. Students are encouraged to collaborate with the colleagues in the same group to critically engage and analyze the selected social policy.



<b>Part I: Development and rationale of the selected social policy</b>	<b>Value 20%</b>
<b>a) Selection of policy + rationale</b>	<b>Due Date: May 13<sup>th</sup></b>

For Part I, students will engage with how their course learnings inform their critical analysis lens through a poster presentation. Presenters will be expected to integrate classroom material (lectures, discussions, readings and classroom activities) into their presentation. Specific attention will be paid to presenters' chosen policy and how they ground their analysis within critical theoretical frameworks we discuss in class.

The poster is assumed to be a scholarly presentation and students are expected to demonstrate academic rigor in the ways they develop their poster and engage with the learnings as they unfold. Students are also encouraged to critically examine ethics and ethical tensions as they shape social work practice approaches when working with diverse and marginalized individuals and social groups in their chosen areas of practice and communities. Students are expected to apply and critically engage and reflexively apply their own learning from the course to inform their practice approaches with diverse and marginalized individuals and social groups. The content should trace their own learnings from the course and about own and systemic assumptions and interrogate the tension and contradictions that emerge from the unpacking of the theoretical, epistemological and practice assumptions. Students are encouraged to legitimize their own interpretations and analysis of the policy at hand from a social justice lens and through a consolidated poster.

In Part I, students in each formed group are asked to identify and agree on a local, national or international social welfare policy. Students must develop and share a list of 5 online resources (e.g. videos, resources, policy briefs, podcasts, etc.) that they will actively engage with to critically analyze and develop their posters. Students are expected to share this list on D2L along with a 2-3 page rationale for why they have selected the policy and related sources, and offer a short discussion on why and how each source informs their theoretical and epistemological understandings of their chosen social policy. The rationale must include proper APA 7<sup>th</sup> edition formatting and referencing.

<b>Part II: Poster submission and presentation</b>	<b>Value 20%</b>
<b>a) Poster submission</b>	<b>Due date: June 13</b>
<b>b) Presentation</b>	<b>Due date: June 17</b>

The poster developed in Part I will be submitted on June 13<sup>th</sup> to allow the panel of reviewers to have time to review the detailed poster. On June 17<sup>th</sup>, groups will present their posters to the class. Each group will be given 20 minutes (10 minutes to present and 10 minutes to answer questions). Students are expected to integrate Assignment 2: Part I into their presentations by highlighting the important points of their poster. Following each presentation, group members will be asked a series of questions from peers and the instructor.

The questions should be related to the presented topic to help presenters articulate how they have integrated their learnings from the course into practice settings. In addition, students are expected to demonstrate scholarly theoretical rigor that shows their ways of examining the issues presented and illustrates their practice approaches with diverse and marginalized individuals and social groups. Students also are encouraged to highlight the role social work knowledge base plays in shaping their responses to issues of marginality. Students are encouraged to position their approaches within critical

anti-oppressive and social justice oriented social work practice. Some guiding questions that students might integrate into their poster include: *what perspectives drive policy development and application? And how would such policy respond to the needs it is set to address?*

Key expectations in this assignment include the groups' abilities to respond to, engage with and critically interrogate the following points:

- Sharing your poster resources (Assignment 1: Part 2)
- Analysis of the chosen policy
- Relevance to advancing experiences of diversity
- Key stakeholders informing and affecting this policy
- Responses to the policy by activist groups and affected communities
- Current trends and debates affecting the policy and its reach
- Ability to challenge oppression and marginalization of affected social groups
- Applicability to social work practice
- Examination of the flows, the tensions or contradictions inherent between policy text and its application (e.g. tensions between policy texts and how they are applied)

All presenters are encouraged to use their creativity to enhance the curiosity of other students and engage critical discussions. In addition, attention will be paid to teamwork, flow of ideas and the active engagement of other students on the presented topic. Students are expected to submit their poster and a complete list of reference by June 13<sup>th</sup> and be prepared to present their poster on June 17<sup>th</sup>. Grades are assigned to the entire group.

<b>Part III: Offering Feedback to Colleagues</b>	<b>Value: 10%</b>	<b>Due Date: June 18</b>
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Each student will be assigned to an evaluation panel of 4-5 students. The instructor will designate the panel members before the date of the poster submission. Panel members will be asked to review the submitted poster, prepare questions for clarification, evaluate the poster and its presentation and provide written feedback to the presenting group on June 18<sup>th</sup>. The instructor must be copied on the feedback. The reviewers should incorporate critical analysis of the content presented and offer concrete examination of the knowledge presented, and arguments advanced and findings discussed in a 1-page feedback. Reviews also should provide some feedback on the presentation style and aesthetics of the poster as a way to connect to the ideas and arguments in each poster. Reviewers' forms and guiding instructions will be distributed before the due date of the poster submission (June 13<sup>th</sup>).

<b>Assignment 3: Social justice application</b>	<b>Value: 40%</b>
<b>Due Dates: See below</b>	

The objective of this assignment is to reflect on and critically examine injustices that are committed in our circles of influence. Moreover, the final paper is meant to demonstrate student reflection and integration of course material. This assignment is comprised of two main parts: (1) a letter explaining a social (in)justice, and (2) an application for how to intervene/resist informed by one's learnings of theoretical frameworks from the course. The selection of the injustice can be a completely independent topic or identified as part of Assignment 2. However, this is an individual assignment and is to be completed individually.

<b>Part 1: The letter</b>	<b>Value: 10%</b>	<b>Due: May 20<sup>th</sup></b>
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Part I asks students to identify and name a social injustice they observed and the context in which it occurred (the time injustice was realized, the persons or material objects involved, their positions and roles at the time), the initial reactions of the observer, and their understanding of the presenting injustice at the time. This can range from forms of micro-aggressions (language, attitudes, behaviours), to policies or procedures in organizations/workplaces. The injustice might also be a practice or intervention model or a research activity in which students may have and/or been involved in. Students are advised to identify an injustice in their circle of influence where they can engage in resistance and change. Students have the option to identify their starting point (i.e. Part I) in a written letter (maximum 2-3pages, double-spaced), or audio-recorded format (3-4 minutes), or a combination of a visual, such as a picture or a short video (1-2 minutes).

The letter will be evaluated according to the following criteria:

- **Reflection skills (5%)** – the extent to which the social justice issue is contextualized.
- **Integration (5%)** – the extent to which relevant material is integrated into the conceptualization and application of the response to the identified injustice along with the self-reflection on your own attitudes/thoughts on the topic and relevance to practice.

<b>Part 2: Putting theory into action</b>	<b>Value: 30%</b>	<b>Due Date: June 20<sup>th</sup></b>
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Part II asks students to draw course materials, zoom sessions, discussions with colleagues, previous assignments, etc. to integrate learnings into their social justice application. Using scholarly literature, students are asked to explain their social (in)justice (identified in Part I), its potential functions and impacts on the persons/communities oppressed. Students must then discuss a theoretical approach most suitable in addressing the injustice and the reasoning for this chosen approach. Students might consider the potential risks, challenges, and opportunities for transformation when connecting their theoretical approaches to their social (in)justice. Students will then be asked to describe practical steps they will take to respond or address the identified injustice (time, place, tactics, etc.). Students must also discuss their thoughts and feelings in relation to the action they are choosing to take (5-7 pages maximum, double-spaced). This assignment will be submitted and shared on D2L.

The final paper will be evaluated according to the following criteria:

- **Incorporation of related literature (5%)** – the extent to which reference material is incorporated (at least 5 required/recommended readings) and relevant to your topic.
- **Concept mastery (10%)** – the extent to which knowledge, application, critical analysis and evaluation of relevant issues is demonstrated.
- **Integration (10%)** – the extent to which relevant material is integrated into the conceptualization and application of the response to the identified injustice along with the self-reflection on your own attitudes/thoughts on the topic and relevance to practice.
- **Clarity and organization (5%)** – of the overall project, including writing style, grammar and spelling, and the extent to which APA style is adhered to in the references section.

<b>ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION</b>
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**GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox in D2L. Please submit your assignment in a Word format (except the poster). Assignments should have a file name as follows: “Full

last and first names and assignment number” (e.g., Smith-Jane-Assignment 1). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

**EXPECTATIONS FOR WRITING**

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

**ACADEMIC MISCONDUCT**

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>

**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 **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. <b>Note:</b> Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59

D	1.00		50-54
F	0.00		Below 50

### **COURSE EVALUATION**

Student feedback will be sought 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**

Please see D2L for additional readings.

### **UNIVERSITY OF CALGARY POLICIES AND SUPPORTS**

#### **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/](http://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](http://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**