



Fall 2019

Course Number: SOWK 600 S01	Classroom: Blended
Course Name: Social Justice and Theory in Advanced Social Work Practice	
Day & Time: Online Zoom sessions: Tuesdays September 10, 17, 24, October 1, 8, 15 (6:30-8:30PM MST) On-campus Residency: September 20 (6-9PM MST), September 21 (9AM-4PM MST) & September 22 (9AM-4PM MST)	

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COURSE OUTLINE

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 you to critically examine theoretical perspectives of social justice in order to evaluate and articulate its application in their current practice. You will identify how your assumptions and social location affect your pursuit of social justice while simultaneously examining structural and system barriers to achieving a more just society.

Course Level Objectives (CLOs)

At the end of this course, you 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 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 lead 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 Social Work Practice Certificate consists of four courses (SOWK 600, 602, 604, and 606) which will explore core elements of social work knowledge and practice. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing your unique social work perspective and strengthening their social work identity and personal practice framework.

Course Text (s)

Antony, W., Antony, J., & Samuelson, L. (Eds.). (2017) *Power and resistance: Critical thinking about Canadian social issues* (6th ed.). Black Point, NS & Winnipeg, MB: Fernwood Publishing.

University of Calgary. (2018). *ii' taa'poh'to'p – Together in a good way: A journey of transformation and renewal*. Calgary, AB: Author.

NOTES: Antony, Antony, & Samuelson (2017) is available for purchase in the University of Calgary Bookstore and online. ii' taa'poh'to'p is available online at https://www.ucalgary.ca/indigenous-strategy/files/indigenous-strategy/17-unv-001-indigenous-strategy_publication_digital_jan2018.pdf

Other readings may be assigned as needed.

Class schedule

Date	Readings CH = Chapters from Antony, Antony, & Samuelson	Assignments & Important Notes
September 10	CH 1 – Social problems and social power: Individual dysfunction or social injustice? CH 2 – Matters of the state still matter: Political power and social problems CH 8 – Occupy democracy: Exploring democracy as a relationship	Zoom Session Introductory Post due
September 17	CH 4 – Keeping Canada White: Immigration enforcement in Canada CH 10 – Power, participation and state legitimacy in the Alberta tar sands: The rise and fall of a democratic mirage CH 13 – Hidden rainbows in plain sight: Human rights discourse and gender and sexual minority youth	Zoom Session Social Justice Issue (Part I) due
September 20 - 22	ii' taa'poh'to'p	Residency
September 24		Zoom Session Residency Reflections due
October 1	CH 9 – Corporatizing public universities: The transformation of higher education in Canada CH 11 – Making universities safe for women: Sexual assault on campus	Zoom Session

	CH 12 – Resisting conformity: Women talk about their tattoos CH 16 – “Twitter revolution” or human revolution?: Social media and social justice activism	
October 8	CH 5 - Crime as a social problem: Social inequality and justice CH 7 – Embodied oppression: The social determinants of health CH 14 – Making drug use into a problem: The politics of drug policy in Canada	Zoom Session Social Justice Issue (Part II) due
October 15	CH 3 – Death by poverty: The lethal impacts of colonialism CH 6 – Persistent poverty: A matter of political will CH 15 – It begins with food: Food as inspiration and imperative for social change	Zoom Session
October 17		No Zoom Session; Social Justice Issue (Part III) due

You are required to be present at each of the live Zoom meetings, on time, and for the entire duration of the meeting. You will be expected to contribute to the discussion orally (a working microphone and reliable internet connection will be essential, and a working video camera is strongly encouraged), and will hold yourself responsible to ensure that you actively and intentionally participate in each session.

A detailed schedule of the on-campus residency (September 20 – 22) will be provided in D2L on the first day of class. Attendance and participation is required September 20 from 6–9PM MST, September 21 from 9AM – 4:00PM, and September 22 from 9AM – 4PM.

Assignments

1. Introductory Post (5%)

Due: September 10, 11:59PM MST

This assignment aligns with course objective 3.

You will create a post in the discussion board on D2L of approximately 750 words that includes all of the following elements:

Brief introduction of self: Including your name, pronouns, where you currently live, where you call home, one thing that sustains you (physically, emotionally, spiritually, etc.), and anything else about yourself that you would like to share.

Your social work practice: A brief overview of your experience as a social worker, including (if applicable) where you currently work and/or volunteer. If you are currently engaged in social work practice with an agency, please also describe the mission of the agency, how it is funded, who works there, what type of clients/communities/issues you work with, and a link to the agency’s website (if possible).

Impressions of social justice: A short statement that responds to the question, what does social justice mean to you?

2. Understanding and Advocating for an Issue of Social Justice (50%)

This assignment is divided into three parts, and aligns with all course level objectives.

In this assignment, you will identify a social justice issue that is relevant to your social work practice, describe some of the main controversies that surround it, explain why it is an important issue for social workers to understand, and create and implement an action plan to address the issue. It is expected that all postings and responses will be presented in a manner that ensures the respect, dignity, and confidentiality for your classmates and for those with whom we work and serve.

a) Part I: Identify a Social Justice Issue (20%)

Due: September 17, 11:59PM MST

You will choose a social justice issue that is relevant to you personally or professionally, and create a discussion thread on that topic. In Part I of this assignment, you will identify the issue, describe who it affects and why it is relevant to your professional practice, and analyze the issue as it relates to individual, institutional, and systemic levels of oppression. Your main post will be approximately 1000 words and will incorporate at least five academic references, including at least one reference to a relevant theoretical orientation.

b) Part II: Positive Disruption Plan (20%)

Due: October 8, 11:59PM MST

In Part II of this assignment, you will devise a plan to disrupt some of the issues of oppression that are relevant to your identified social justice issue. You will identify specific activities that you will take to challenge power dynamics and influence change at either/all individual, institutional, and systemic levels. You will clearly identify your role as an agent of change, and will identify a plan for consultation and collaboration with (other) people who are affected by the issue. Your plan will be approximately 1000 words, and will include at least five references, of which 1-2 may be from activist literature (e.g., blogs, zines, training manuals). While the temporal confines of this course will likely not allow you to fully implement your plan, you are expected to devise a plan that you could realistically enact in your personal or professional life, and will be highly encouraged to do so.

c) Part III: Reply and Respond (10%)

Due: October 17, 11:59PM MST

Replies (5%): You will offer resourceful consultation and feedback to your peers by responding to at least **two other** threads. Each reply should be approximately **250 words**. Replies will be assessed based on length and depth. Beyond affirming a peer's experience or positive disruption plan, a quality reply will demonstrate critical reflection and add a resource or new perspective to the discussion.

Responses to Peer Replies (5%): You will demonstrate that you have monitored your own discussion thread by adding individual or summary comments to replies made to your post. At least **two responses** are required, each approximately **250 words**.

2. Integrating Theory and Practice: Residency Reflections (45%) Due: September 24, 11:59PM MST

This assignment aligns with course learning objectives 2, 3, 7.

A major objective of the course is to increase your own self-awareness about diversity, oppression, and social justice issues, including their role in your personal life and how they impact your professional work. By encouraging you to engage in deep reflexivity, this assignment gives you an opportunity to explore and interrogate your thoughts, feelings, and observations, and to consider how your residency experiences may influence your social work identity.

You are expected to contribute at least five reflections of 500 – 750 words each; one for each morning and afternoon of residency. In each entry, the majority of your writing will focus on one significant learning, where you describe what it was and how you envision that it will influence your future practice. While you are encouraged to bring a notebook with you to residency, there will be some activities where notetaking would be culturally inappropriate. Rather than being expected to write verbatim accounts of your learnings, your reflections are meant to be of a personal nature, where you reflect on issues at a deeper level.

Reflections where you attempt to critically deconstruct preconceived notions or experiences of power and privilege are highly encouraged.

Assessment: You will be guided through a process of self-assessment and will be asked to write and submit a brief self-evaluation (250 words) in which you assess your participation and contribution to residency activities. I will take your self-evaluation into consideration, and will assign a grade for your critical reflection entries on the basis of demonstration of self-reflection, critical thinking, number of entries, and length.

Recommended Resources

Truth and Reconciliation Calls to Action

Truth and Reconciliation Commission of Canada. (2015). *Truth and Reconciliation Commission of Canada: Calls to action*. Ottawa, ON: Author. Retrieved from <https://nctr.ca/reports.php>

Creating a Community of Practice

Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice. In L. M. Landreman (Ed.), *The art of effective facilitation: Reflections from social justice educators* (pp. 135-150). Sterling, VA: Stylus.

Lorenzetti, L., Azulai, A., & Walsh, C. (2016). Addressing power in conversation: Enhancing the transformative learning capacities of the World Café. *Journal of Transformative Education, 14*(3), 200-2019. doi: 10.1177/1541344616634889

Profitt, N. J. (2008). Who cares for us? Opening paths to a critical, collective notion of self-care. *Canadian Social Work Review, 25*(2), 147-168.

Reynolds, V. (2009). Collective ethics as a path to resisting burnout. *Insights: BC's Clinical Counsellor's Magazine and News, 6-7*. Retrieved from <http://www.vikkireynolds.ca>

Theories and Approaches to Power

Abrams, L. S., & Molo, J. A. (2009). Critical race theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 45*(2), 245-261.

Chambon, A. (2013). Recognizing the Other, understanding the Other: A brief history of social work and otherness. *Nordic Social Work Research, 3*(2), 120-129.

Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work, 55*(6), 779-793

DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy, 3*(3), 54-70.

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: Canadian Scholar Press.

Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. *Canadian Social Work Review, 25* (1), 97-106.

Pon, G. (2009). Cultural competency as New Racism: An ontology of forgetting. *Journal of Progressive Human Services, 20*(1), 59-71. <https://doi.org/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. doi: 10.1093/bjsw/bch190

Tew, J. (2006). Understanding power and powerlessness: towards a framework for emancipatory practice in social work. *Journal of social work, 6*(1), 33-51.

Intersectionality and Interlocking Systems of Oppression

Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & Society, 26*(1), 67-72.

Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of women & Social Work, 24*(1), 44-55.

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.

Mattsson, T. (2104). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. *Affilia: Journal of Women & Social Work, 29*(1), 8-17.

Reflexive Approaches to Practical Learning

- Gibbons, J & Gray, M (2004). Critical thinking as integral to social work practice. *Journal of Teaching in Social Work, 24*(1/2), 19-38.
- Morris, C. D. (2010). Why misogynists make great informants: How gender violence on the left enables state violence in radical movements. Retrieved from www.inciteblog.wordpress.com
- Morgaine, K. (2014). Conceptualizing social justice in social work: Are social workers too bagged down in the trees? *Journal of Social Justice 4*, 1-18.
- Gray, M. (2007). The not so critical "critical reflection". *Australian Social Work 60*(2)131-135.

Social Work Practice with Diverse and Marginalized Populations

- Li, P. S. (2001). The racial subtext of Canada's immigration discourse. *Journal of International Migration and Integration, 2*(1), 77-97.
- 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.
- Pyne, J. (2011). Unsuitable bodies: Trans people and cisnormativity in shelter services. *Canadian Social Work Review, 28*(1), 129-137.
- 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
- Yee, J., Y. & Wagner, A. E. (2013). Is anti-oppression teaching in Canadian social work classrooms a form of neoliberalism? *Social Work Education, 32*(3), 331-348.

Knowledge(s) and Research for Social Justice

- 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.
- Brockenbrough, E. (2016). Introduction to the special issue: Queer of color and anti-oppressive knowledge production. *Curriculum Inquiry, 43*(4), 426-440.
- Boxall, K., & Beresford, P. (2013). Service user research in social work and disability studies in the United Kingdom. *Disability & Society, 28*(5), 587-600.
- Hartman, E. (2017). The queer utility of narrative case studies for clinical social work research. *Clinical Social Work Journal, 45*(3), 227-237.
- Lavallee, L. (2009). Practical application of an Indigenous research framework and Indigenous research methods: Sharing circles and Anishnaabe symbol-based reflection. *International Journal of Qualitative Methods, 8*(1), 21-40.

Oppressive and Emancipatory Social Policy

- Barnoff, L. & Moffatt, K. (2007). Contradictory tensions in anti-oppression practice in feminist social services. *Affilia: Journal of Women & Social Work, 22*(1), 56-70.
- DeSantis, G. (2010). Voices for the margins: Policy advocacy and marginalized communities. *Canadian Journal of Nonprofit and social Economy Research, 1*(1), 23-45.
- Lombe, M., & Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. *Journal of Policy Practice, 7*(2-3), 199-213.
- Tamburro, A. (2013). Including decolonization in social work education and practice. *Journal of Indigenous Social Development, 2*(1)1-16

Raising and Addressing Ethical Tensions

- Dumbrill, G. (2003). Child Welfare: AOP's Nemesis? In W. Shera (Ed.) *Emerging Perspectives on Anti-Oppression Practice*, (pp. 101-119). Toronto: Canadian Scholars' Press Inc.
- Gibson, M. (2014). Social worker shame in child and family social work: Inadequacy, failure, and the struggle to practice humanely. *Journal of Social Work Practice, 28*(4), 417-431.
- Reitmanova, S., & Henderson, R. (2016). Aboriginal women and the Canadian criminal justice system: Examining the Aboriginal Justice Strategy through the lens of structural social work. *Critical Social Justice, 17*(2). Retrieved from www.uwindsor.ca/criticalsocialwork
- Weinberg, M., & Taylor, S. (2014). "Rogue" social workers: The problem with rules for ethical behaviour. *Critical Social Work, 15*(1), 74-86

The Politics of Resistance

- Baines, D. (2011). Resistance as emotional work: The Australian and Canadian non-profit social services. *Industrial Relations Journal*, 42(2), 139-156.
- Ferguson, I., & Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. *International Social Work*, 49(3), 309-318.
- Guo, W., & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strength perspective in social work. *International Social Work*, 53(2), 233-245.
- Mandell, D. & Hundert, A. (2015). Social justice and social work: Convergence and divergence in the wake of the Toronto G20 Summit. In N. Yu & D. Mandell (Eds.), *Subversive action: Extralegal practices for social justice*. Waterloo, ON: Wilfred Laurier University Press.
- McDonald, K. E., Keys, C. B., & Balcazar, F. E. (2007). Disability, race/ethnicity and gender: Themes of cultural oppression, acts of individual resistance. *American Journal of Community Psychology*, 39(1), 145-161.
- Shaw, J. (2019). Conscientious affirmations: A response to conscientious objections to abortion. *Women's Reproductive Health*, 5(4).

Theatre of the Oppressed & Creative Justice

- Boal, A. (1985). *Theatre of the oppressed*. New York, NY: Theater Communication Group.
- Burroughs, L., & Muzuva, B. (2019). Decrypting cultural nuances: Using drama techniques from the theatre of the oppressed to strengthen cross cultural communication in social work students. *Social Work Education*. Published on line first: <https://www.tandfonline.com/doi/full/10.1080/02615479.2019.1597039>
- Dutta, U., Shroll, T., Engelsen, J., Prickett, S., Hajjar, L., & Green, J. (2016). The "messiness" of teaching/learning social (in)justice: Performing a pedagogy of discomfort. *Qualitative Inquiry*, 22(5), 245-352.
- Fox, H., & Leeder, A. (2018). Combining theatre of the oppressed, playback theatre, and autobiographical theatre for social action in higher education. *Theatre Topics*, 28(2), 101-111.
- Gallagher, K., Freeman, B., & Wessells, A. (2010). "It could have been so much better": The aesthetic and social work of theatre. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 15(1), 5-27.
- Giesler, M. (2017). Teaching note-Theatre of the oppressed and social work education: Radicalizing the practice classroom. *Journal of Social Work Education*, 53(2), 347-353.
- Halperin, D. (2002). The play's thing: How social group work and theatre transformed a group into a community. *Social Work with Groups*, 24(2), 27-46.
- Ignagni, E., & Fudge Schormans, A. (2016). Reimagining parenting possibilities: Towards intimate justice. *Studies in Social Justice*, 10(2), 238-260.
- McKinney, J., O'Connor, V., & Pruitt, D. (2018). Experiential learning through group work and theatre. *Social Work with Groups*, 41(1-2), 49-59.
- Proctor, K., Perlesz, A., Moloney, B., Mcilwaine, F., & O'Neill, I. (2008). Exploring theatre of the oppressed in family therapy clinical work and supervision. *Counselling & Psychotherapy Research*, 8(1), 43-52.
- Ramos, N. C., & Bellerin, M. M. (2019). Social work and applied theatre: Creative experiences with group of homeless people in city of Seville. *European Journal of Social Work*, 22(3), 485-498.
- Ranta-Tyrkko, S. (2010). Theatre as social work in Orissa, India: Natya Chetana's Theatre for Awareness. *Social Work Education*, 29(8), 923-927.
- Shelton, N. R., & McDermott, M. (2010). Using literature and drama to understand social justice. *Teacher Development*, 14(1), 123-135.
- Snyder-Young, D. (2011). Rehearsals for revolution? Theatre of the oppressed, dominant discourses and democratic tensions. *The Journal of Applied Theatre and Performance*, 16(1), 29-45.
- Wooten, J., & Cahnmann-Taylor, M. (2014). Black, White, and rainbow [of desire]: The colour of race-talk of pre-service world language educators in Boalian theatre workshop. *Pedagogies: An International Journal*, 9(3), 179-195.