



<b>Course Number</b>	<b>SOWK 600</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	Social Justice and Theory in Advanced Social Work Practice		
<b>Day(s) &amp; Time</b>	<b>September 7<sup>th</sup>, 14<sup>th</sup>, 21<sup>st</sup>, 28<sup>th</sup>: 6 – 9pm.</b> <b>September 9<sup>th</sup>, 16<sup>th</sup>, and 23<sup>rd</sup>: 6 – 7:30pm</b>  <b>October 5<sup>th</sup>, 12<sup>th</sup>: 6 – 9pm</b>  <b>October 7<sup>th</sup> &amp; 14<sup>th</sup>: 6 – 7:30pm.</b>  <b>Note: All dates are on Zoom.</b>		
<b>Instructor</b>	Mohammed Nurudeen Musah		
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**SYLLABUS STATEMENT**

Examines concepts of culture, identities, oppression and social differentiation 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.

**Learning outcomes**

**Course level objectives**

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 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.

<b>Course Text(s)</b>
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McCallum, M. J. L., & Perry, A. (2018). *Structures of indifference: An indigenous life and death in a Canadian city*. Univ. of Manitoba Press.

**CORE READINGS:** All students are expected to read all the core readings, found on D2L or on-line.

1. Beresford, P. (2003). *It's our lives: A short theory of knowledge, distance, and experience*. OSP for Citizen Press.
2. Galambos, C. (2008). From the editor: A dialogue on social justice. *Journal of Social Work Education, 44*(2), 1-6.
3. McLaughlin, A.M. (2011) Exploring social justice for clinical social work practice, *Smith College Studies in Social Work, 81*:2-3, 234-251, DOI: 10.1080/00377317.2011.588551
4. Pelton, L. H. (2001). Social justice and social work. *Journal of Social Work Education, 37*(3), 433-439.
5. Scanlon, E., & Longres, J. F. (2001). Social work and social justice: A reply to Leroy Pelton. *Journal of Social Work Education, 37*(3), 441-444.
6. Walzer, M. (1983). *Spheres of justice: A defense of pluralism and equality*, (p. 4-30). Basic books.
7. Solas, J. (2008). What kind of social justice does social work seek? *International Social Work, 51*(6), 813-822.
8. Mullaly, R. P. (2010). *Challenging oppression and confronting privilege: A critical social work approach*, Ch. 3 (p.67 – 92). Oxford University Press.
9. Young, I. M. (1990). Five faces of oppression, Ch. 2 (p. 39-65) in *Justice and the Politics of Difference*. Princeton University Press.
10. Fraser, N. (2010). Injustice at intersecting scales: on 'social exclusion' and the 'global poor'. *European journal of social theory, 13*(3), 363-371.
11. Taylor, C. (1994). The politics of recognition. In A. Gutman (ed.), *Multiculturalism: Examining the Politics of Recognition* (p. 25-73). Princeton University Press.
12. Pauly, B. (2008). Harm reduction through a social justice lens. *International Journal of Drug Policy, 19*(1), 4-10.
13. Rawls, J. (1958). Justice as fairness. *The philosophical review, 67*(2), 164-194.
14. Nussbaum, M. (2000). Women's capabilities and social justice. *Journal of Human Development, 1*(2), 219-247.
15. Bancroft, K. H. (2012). Zones of exclusion: Urban spatial policies, social justice, and social services. *Journal of Sociology & Social Welfare, 39*, 63.
16. Gumz, E. J., & Grant, C. L. (2009). Restorative justice: A systematic review of the social work literature. *Families in Society, 90*(1), 119-126.

17. McGlynn, C., & Westmarland, N. (2019). Kaleidoscopic justice: Sexual violence and victim-survivors' perceptions of justice. *Social & Legal Studies*, 28(2), 179-201.
18. Mandell, D. (2008). Power, care and vulnerability: Considering use of self in child welfare work. *Journal of Social Work Practice*, 22(2), 235-248, DOI: 10.1080/02650530802099916

**LEARNING TECHNOLOGIES AND REQUIREMENTS**

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

**Relationship to other courses**

The Advanced Social Work Practice certificate consists of 4 theme courses, SOWK 600, 602, 604, and 606, that 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 student’s unique social work perspective and strengthening their social work identity and personal practice framework

**CLASS SCHEDULE**

Schedule of Online Activities for SOWK 600:

Additional details will be provided in class or on the D2L site for the course

Date	EXPECTATIONS
September 7	<ul style="list-style-type: none"> <li>• Course overview</li> <li>• Individual ideologies, values, and conceptions of social justice.</li> <li>• “Who am I?” “Who shapes the values and ideologies that affect our lives?” Readings #1 &amp; 2.</li> </ul>
September 9	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> practice session</li> <li>• Unpacking social justice in social work practice</li> <li>• Guest speaker: (Dr. Anne-Marie McLaughlin) Readings #3, 4 &amp; 5.</li> </ul>
September 14	<ul style="list-style-type: none"> <li>• Ideologies, principles of social justice and social work values</li> <li>• Form groups Readings #6 &amp; 7</li> </ul>

September 16	<ul style="list-style-type: none"> <li>• 2<sup>nd</sup> practice session</li> <li>• Human rights and social justice in an age of global citizenship.</li> <li>• Language, power, and oppression</li> </ul> Readings #8 & 9.
<b>Learning task 1: First assignment due September 16, 2021.</b>	
September 21	<ul style="list-style-type: none"> <li>• Diversity and the politics of deficiency/difference</li> <li>• Poverty, gender, and race: Defining the “other” and the implications for social work practice</li> </ul> Readings #10 & 11
September 23	<ul style="list-style-type: none"> <li>• 3<sup>rd</sup> practice session</li> <li>• Mental health and social justice.</li> <li>• Guest speaker: Substance dependency and social justice in social work practice (Dr. Stephanie Sarabia, Ramapo College)</li> </ul> Readings #12
September 28	<ul style="list-style-type: none"> <li>• Theories of Justice: Distributive Justice and capabilities approaches.</li> <li>• Readings #13 &amp; 14</li> </ul>
September 30 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>*Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. (This is a federal holiday. University operations are closed on this day).</b></li> </ul>
October 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Theories of justice: Restorative justice, spatial justice, and kaleidoscopic justice.</li> </ul> Readings #15, 16, & 17.
<b>Learning task 3 drafts due on October 5<sup>th</sup> for timely feedback. (Post to Dropbox on D2L)</b>	
October 7 <sup>th</sup>	<ul style="list-style-type: none"> <li>• 4<sup>th</sup> practice session: <b>Group presentation</b></li> <li>• Working for change: Social work, child welfare, and the legacy of the residential school system in Canada.</li> </ul>
October 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• 5<sup>th</sup> practice session: <b>Group presentation</b></li> <li>• Working for change.</li> <li>• Social justice implications for policy: Domestic violence, homelessness, Commercial sex work, and young people in care in Canada.</li> </ul>
October 14 <sup>th</sup>	<ul style="list-style-type: none"> <li>• 6<sup>th</sup> practice session: Working for change</li> <li>• Wrap-up.</li> </ul>
<b>Assignment 3: Due October 15<sup>h</sup>, midnight. (Post to Dropbox).</b>	

## **ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

### **EQUITY, DIVERSITY AND INCLUSION**

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

### **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.

### **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.

### **ZOOM RECORDINGS OF ONLINE CLASSES**

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.

**Note: Additional guidelines will be recommended following discussions in class.**

## **ASSESSMENT COMPONENTS**

**Learning task 1: Mapping beliefs, values, and knowledge of social justice –**

**Due: September 16, 2021.**

**30% = of course mark.**

For the first learning task, you are invited to explore your conceptions, beliefs, and values, focusing on the origin of your 'sense of social justice' to find out the people, relationships, experiences, and meanings attached to them and the forms they have taken. Who am I? Who or what shapes the values, norms, and ideologies that affect my life? What role do these values and beliefs play in (re)producing ways of thinking, being, and doing? With that foundation, why do you believe in (or not) in justice and should it be pursued? More specifically, for this assignment, you are invited to reflect on what social justice mean to you as a person and why it is (or not) important for your personal and professional growth. What are your (grounded, shifting, emerging) beliefs about justice and its role in society? Some further questions you might consider are: Is social justice important to you or your community? Where does it come from and what say do you or your community have in shaping the views around it? What assumptions, expectations and desires do you bring into the discussion? Is it possible that your

conception of justice is (seen as) unjust? How do you position yourself within ongoing social discourses of social justice?

### **Technical details**

Maximum 600 words, APA 7<sup>th</sup> edition.

### **Assessment Criteria of learning task 1**

- Explicit, sustained, and critical engagement and analyses of self, relationships, and experiences that informs your beliefs. Include various identities and communities (places and interests) relevant for you and their influences on your beliefs about what you consider to be social justice or issues relevant to it.
- Clear, succinct, and engaging personal writing [dig into the vulnerable, allow yourself to be challenged in this assignment]
- Substantive employment of the course readings and discussions

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### **Learning task 2: Concept mapping.**

**Due date: Will be determined in class.**

**40% of course mark (Group assignment)**

For the second learning task, each group (to be formed in class) will be responsible for animating the core ideas underpinning ONE theory/perspective of social justice. In preparing for this, the group will be responsible for identifying key theorists, philosophical, ontological, epistemological, and axiological foundations, as well as highlight the key areas more commonly engaged. After mapping the terrain of the methodology, as a group, you will decide on a particular social issue (child welfare, homelessness, domestic violence, etc.) and delve deeply into how that comes to be enacted within the broader social justice perspective selected frame for part B. It might be helpful to consider various kinds of materials (texts, audiovisuals, etc.) to tease out these aspects of the perspective: those that explains or talk about the approach and its methods and those that are examples of studies engaging those views to see how they are taken up in practice.

We will work on this in class, and I will show you some examples. There are many resources on the web about concept mapping. The learning task includes the concept map and a two page write up that explain the foci, rationale, and the components of the integrative product, your inclusion and exclusion criteria, how consensus was developed, and the key learnings from the exercise. You can talk about how your views have been strengthened or shifted, and what you will apply (or not) going forward.

### **Technical Details:**

**Part A:** This should summarize the overarching features of the perspective. Who are the key players in the field? What are the organizing features of the perspective? How applicable is the perspective and what are its underlying ideologies/values? Think of it as a reference guide to introduce others to the theory/perspective and provide a sense of where to go to learn more.  
20% of course grade.

**Part B:** Share your understanding and research of the theory/perspective and its application. You should plan this to take 20 minutes. You can use whatever format you want, to carry out this exercise. After each presentation, we will have an open discussion, from which you might make some changes

and additions to your concept map before the final submission. Also, I am happy to join your group discussions during preparations when invited.

You are encouraged to use D2L to engage and share additional relevant information (comments, texts, audio-visual materials) that may be helpful for continuous learning and relevant for your concept map and presentation. You may also use D2L to engage the class in open discussion, from which you might make some changes/additions to the concept map for final submission.

Presentation date will be determined in class. 20% of course grade.

### **Technical Aspects**

- 3-4 pages in total (1-2 on the concept map and 2 on the write up)
- APA 7<sup>th</sup> Edition
- Class presentation

To prepare the concept map, consider:

- What kinds of questions does the methodology lend itself to?
- What are the core features of the theory/perspective?
- Who are known scholars guiding the field, in other words, who should one look out for as they begin reading into the literature on the perspective?
- What counts as a social issue/injustice, where does power reside, and subsequently, how does that relate to the beneficiaries (who benefits) of justice?
- How are the individual and society positioned in the approach? How does the key scholars analyse or interpret justice?
- What ideological relations are considered?
- Where / how does it fit in the broader landscape of society? Think politically, historically, economically, socio-culturally etc.

As in all other assignments, you need to use and cite explicitly course concepts, readings, and activities. This can occur within the map/other type of integrative product, in the narrative short paper, or in both, in different ways.

***NB: This is an opportunity to be creative and incorporate your own goals and interests.***

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### **Learning Task 3: Social Justice, Social Location and Social Work Practice**

**Weight 30% (Individual learning task)**

**Due Date: October 15, 2021.**

With reference to the Mandel article, (recommended reading #18) and other literature on critical reflection, students should **critically reflect** on their own social location(s), and the potential impact social location has on your practice, your social work identity, your ability, and desire to pursue social justice. Students are asked to apply these reflections to a critical incident or an injustice your client or group of clients experienced.

### **Questions to ponder:**

- Consider this exercise as an extension of learning task 1: have your views of social justice changed, have they been challenged or strengthened?
- Based on your present understanding, describe a critical incident or injustice you have encountered and how this issue resonated with you. How do you connect with it?

- How has your personal and professional experiences and family history influenced your thinking about social injustice?
- How has your social location influenced your values, biases, and beliefs and the way you live your life?
- What might be the impact of these identities on your approach to social justice as a clinical social worker?
- What have been your experiences with power and privilege thus far? How do these experiences inform your social work identity and social justice conception?
- How might the above impact you as you as a social work practitioner?
- Is there tension for you between your social justice ideals and your professional self?
- What do you believe to be challenges and strengths that may impact your professional life?

#### **Suggestions:**

- Choose a social issue or topic you are interested in and not because of their currency.
- Choose a social justice perspective you are feeling drawn to.
- If you are unsure, you are encouraged to consult members of the class, including the instructor
- Finally, I will encourage you to keep an informal journal for this course to track and record your thoughts and reactions - partly for yourself to see recurring themes and growth through the semester. Such a record will also be vital for your analytic reflections for your final assignment. Pay particular attention to areas of excitement, tensions, defensiveness, and anger. They may help you discover your values, biases, preferences, and growth.

#### **Technical Details**

- 6 – 8 pages, APA 7<sup>th</sup> edition

#### **Criteria for assessment of learning task 3:**

- Overall, this learning task opens a space for you to articulate your learning and understanding as they relate to social justice and your emerging views.
- Social justice/injustice issue and purpose is clearly articulated and positioned  
Reflective analysis of your social location and social justice and how that impacts your approach to social work.
- Reflective analysis of your emerging view of social justice: learnings, possibilities and advantages do your emerging view present for a socially just society?

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### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

#### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to attend all zoom sessions and actively contribute. If you are unable to attend a Zoom session, please contact your instructor prior to class (if possible) to discuss alternative means of engagement. During class time, I engage you in activities that extend and augment the readings and topics we are studying. Our group discussions and class exercises will extend beyond the course readings. If you find the class time or other course components unuseful, ***I expect you to tell me that and work with me to improve it.*** On days learning tasks are due, I would rather you come to class and participate even if it is not done; you can get it to me later. **Ultimately, I am more interested in what you know at the end of the course than how you perform on your first try. I am willing to allow you to redo/add to a learning task if you are unhappy with your first attempt or wish to raise your grade.**



## **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Due to your learning interests or goals, you may want to propose assignment modifications to suit your needs better. Several options are available if you tell me what you want or need. However, we should discuss these ahead of time to ensure that what you propose is consistent with the course objectives and offers fair consideration to all course criteria. Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All assignments are due by 11:59pm 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.

## **LATE ASSIGNMENTS**

Late assignments will be accepted at the discretion of the instructor - please contact the instructor prior to the assignment due date to discuss extensions. Late assignments may not receive substantive feedback from the instructor.

## **EXPECTATIONS FOR WRITING**

For written assignments, writing skills will be a factor in grading. 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 7<sup>th</sup> edition format ( [Click here for information on APA 7<sup>th</sup> edition](#)). 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 will be used.

<b>University of Calgary</b> Faculty of Social Work, Central and Northern Alberta Region MSW Grading System 2019-2020			
<b>Grade</b>	<b>Grade Point</b>	<b>Description</b>	<b>Percentage</b>
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

<b>Course evaluation</b>
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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.

<b>ADDITIONAL SUGGESTED READINGS</b>
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**Capabilities Approach**

Carlson, J., Nguyen, H., & Reinardy, J. (2016). Social justice and the capabilities approach: Seeking a global blueprint for the EPAS. *Journal of Social Work Education, 52*(3), 269-282.

McGrath Morris, P. (2002). The capabilities perspective: A framework for social justice. *Families in Society: The Journal of Contemporary Human Services, 83*(4), 365-373.

Morris, P. M. (2002). The capabilities perspective: A framework for social justice. *Families in Society, 83*(4), 365-373.

Nussbaum, M. (2000). Women's capabilities and social justice. *Journal of Human Development, 1*(2), 219-247.

Sen, A. (1999). *Development as freedom*. Anchor Books

**Decolonization**

Hart, M.A. (2009). Anti-colonial Indigenous social work: Reflections on an Aboriginal approach. In R. Sinclair, M. A. Hart, G. Bruyere (Eds), *Wicihitowin: Aboriginal Social Work in Canada*. Fernwood Publishing.

Tamburro, A. (2013). Including Decolonization in social work education. *Journal of Indigenous Social Development, 2*(1), 1-16.

Wa Thiong'o, N. (1992). *Decolonizing the mind: The politics of language in African literature*. East African Publishers.

**Distributive justice**

- Banerjee, M. (2011). Social work scholars' representation of Rawls: A critique. *Journal of Social Work Education, 47*(2), 189-211.
- Mills, C. W. (2014). *The racial contract*. Cornell University Press.
- Rawls, J. (1971). Justice as fairness, Ch. 1, (pp.3-30, 47-59, 73-86). *A theory of justice*. Oxford University Press.

### **Equity and Equality**

- Morton, B., & Fasching-Varner, K. (2015). Equity. In S. Thomson (Ed.), *Encyclopedia of Diversity and Social Justice* (pp. 303-304) (Vol. 1). Rowman & Littlefield.

### **Human rights**

- Ife, J (2001). Local and global practice: Relocating social work as a human rights profession in the new global order. *European Journal of Social Work, 4*(1), 5-15.
- Reisch, M. (2014). The boundaries of social justice: Addressing the conflict between human rights and multiculturalism in social work education. In K. R. Libal, S.M. Berthold, R.L. Thomas, & L.M. Healy (Eds), *Advancing Human Rights in Social Work Education* (pp. 193-212). CSWE Press.
- Sen, A. (2003). Foreword. In: P. Farmer (2003), *Pathologies of power: Health, human rights, and the new war on the poor* (pp. xi-xvii). University of California Press.
- Sen, A. (2005). Human rights and capabilities. *Journal of human development, 6*(2), 151-166.
- Wronks, J. (2014). Human rights as the bedrock of social justice: Implication for Advanced Generalist Practice. In K. R. Libal, S.M. Berthold, R.L. Thomas, & L.M. Healy (Eds), *Advancing Human Rights in Social Work Education* (p.19-38). CSWE Press.

### **Oppression**

- DeSantis, G. (2010). Voices for the margins: Policy advocacy and marginalized communities. *Canadian Journal of Nonprofit and social Economy Research, 1*(1), 23-45.
- Goodman, D. J. (2015). Oppression and privilege: Two sides of the same coin. *Journal of Intercultural Communication, 18*(1), 1-14.

### **Politics of Recognition**

- Fraser, N. (1998). Social justice in the age of identity politics: Redistribution, recognition, participation. WZB Discussion Paper, No. FS I 98-108.
- Dotolo, D., Lindhorst, T., Kemp, S.P., & Engelberg, R. (2018). Expanding conceptualizations of social justice across all levels of social work practice: Recognition theory and its contributions. *Social Service Review, 92*(2), 142-170.

### **Socialization and Social Construction**

- Berger, P., & Luckmann, T. (1966). *The Social Construction of Reality: A treatise in the sociology of knowledge*. Doubleday.
- Sensoy, O. & DiAngelo, R. (2012). *Is everyone really equal?* (pp. 14-25). Teachers College Press.

### **Social justice**

- Hayek, F. A. (2012). *Law, legislation and liberty: The mirage of social justice* (pp. 169 - 195) (Vol. 2). University of Chicago Press.
- Fraser, N. (2010). Who counts? Dilemmas of justice in a postwestphalian world. *Antipode, 41*, 281-297.
- McLaughlin, A. M. (2006). Liberal interpretations of social justice for social work. *Currents: Scholarship in the Human Services, 5*(1), 1-18.

Morgaine, K. (2014). Conceptualizing social justice in social work: Are social workers “too bogged down in the trees? *Journal of Social Justice*, 4(1), 1-18.

## 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.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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.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/legal-services/sites/default/files/teams/1/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**