



Spring 2019

<b>Course Number:</b> SOWK 600	<b>Classroom:</b> PF 4259
<b>Course Name:</b> Social Justice and Theory in Advanced Social Work Practice	
<b>Day &amp; Time:</b> Wednesdays & Fridays (May 8 to 24)- 9:00 AM - 4:00 PM	

<b>Instructor:</b> Yahya El-Lahib	<b>Office Hours:</b> By appointment
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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 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 Objectives

#### Course Level 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 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 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.

## Course Text (s)

Required and additional readings may be accessed through the University of Calgary Library system. For each session, please be sure to complete at least **TWO** readings to help you engage effectively with the class. Completing as many readings as possible is highly encouraged.

## Class schedule

### Day 1: Wednesday May 8, 2019

<p><b>Morning session</b></p>	<p><b>Topic:</b> Introduction, course overview &amp; theoretical frameworks</p> <p><b>Required reading:</b> No required readings for this session, but students are asked to listen to as much as possible of the 2018 Massey Lecture as indicated below, in preparation for the Blanket Exercise and the TRC Calls to Action</p> <p><b>Listen to as many lectures as you can:</b> Tanya Talaga (Author). (2018). <i>All Our Relations: Finding the Path Forward</i>. [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: <a href="https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007">https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-forward-1.4763007</a></p>
<p><b>Afternoon session</b></p>	<p><b>Topic:</b> Theories &amp; Approaches to Power I: Understanding the Other and Othering Process</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Adamowich, T., Kumsa, M. K., Rego, C., Stoddart, J., &amp; Vito, R. (2014). Playing hide-and-seek: Searching for the use of self in reflective social work practice. <i>Reflective Practice, 15</i>(2), 131-143.</p> <p>Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. <i>First People Child &amp; Family Review, 14</i>(1), 137-152.</p> <p>Chambon, A. (2013). Recognizing the Other, understanding the Other: A brief history of social work and otherness. <i>Nordic Social Work Research, 3</i>(2), 120-129.</p> <p>Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. <i>International Social Work, 55</i>(6), 779-793.</p> <p>Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. <i>Canadian Social Work Review, 25</i>(1), 97-106.</p> <p>Madibbo, A. I. (2007). Race, gender, language and power relations: Blacks within Francophone communities in Ontario, Canada. <i>Race, Gender &amp; Class, 14</i>(1-2), 213-226.</p> <p>Olson, C. J., Reid, C., Threadgill-Goldson, N., Riffe, A. H., &amp; Ryan, P. A. (2013). Voices from the field: Social workers define and apply social justice. <i>Journal of Progressive Human Services, 24</i>(1), 23-42.</p> <p>Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. <i>Journal of Social Work, 6</i>(1), 33-51.</p> <p><b>Activity:</b> *Joint session with the SOWK Clinical &amp; Leadership Specializations: Blanket</p>

	exercise & TRC Calls to Action, Facilitated by Elder Adrian Wolfleg, Room TBD
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**Day 2: Friday May 10, 2019**

**Please Submit your Practice Scenario & Sign Up for the Group Part of the Assignment**

<p><b>Morning session</b></p>	<p><b>Topic:</b> Theories &amp; Approaches to Power II: Unpacking Power Relations and Operations for Social Work</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Gibbons, J., &amp; Gray, M. (2004). Critical thinking as integral to social work practice. <i>Journal of Teaching in Social Work, 24</i>(1/2), 19-38.</p> <p>Midgley, J. (2007). Global inequality, power &amp; unipolar world: Implications for social work. <i>International Social Work, 50</i>(5), 613-626.</p> <p>Sakamoto, I., &amp; Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. <i>British Journal of Social Work, 35</i>, 435-452.</p> <p>Todd, S. (2011). "That power and privilege thing": Securing whiteness in community work. <i>Journal of Progressive Human Services, 22</i>(2), 117-134.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Akimoto, T. (2007). The unipolar world and inequality in social work: A response to James Midgley, Global inequality, power and the unipolar world: Implications for social work. <i>International Social Work, 50</i>(5), 686-690.</p> <p>Leonard, P. (1994). Knowledge/power and postmodernism: Implications for the practice of a critical social work education. <i>Canadian Social Work Review, 11</i>(1), 11-26.</p>
<p><b>Afternoon session</b></p>	<p><b>Topic:</b> Modes &amp; Operation of Power &amp; Discourse</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Hall, S. (2006). The West &amp; the rest: Discourse and power. In C. A. Maaka &amp; C. Andersen (Eds.), <i>The Indigenous experience: Global perspectives</i> (pp. 165-173). Toronto, ON: Canadian Scholar Press.</p> <p>Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. <i>International Sociology, 15</i>(2), 215-232.</p> <p>Walter, M., Taylor, S., &amp; Habibis, D. (2011). How white is social work in Australia? <i>Australian Social Work, 64</i>(1), 6-19.</p> <p>Wehbi, S., Elin, L., &amp; El-Lahib, Y. (2010). Neo-colonial discourse and disability: The case of Canadian international development NGOs. <i>Community Development Journal, 45</i>(4), 404-422.</p> <p>Young, I. M. (2014). Five faces of oppression. In N. Asumah, &amp; Mechthild Nagel (Eds.), <i>Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives</i> (pp. 3-33). New York, NY: State University of New York Press.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Costelloe, L. (2014). Discourses of sameness: Expressions of nationalism in newspaper discourse on French urban violence in 2005. <i>Discourse &amp; Society, 25</i>(3), 315-340.</p> <p>Li, P. S. (2001). The racial subtext of Canada's immigration discourse. <i>Journal of International Migration and Integration, 2</i>(1), 77-97.</p>

	<p>Millar, M. (2008). "Anti-oppressiveness": Critical comments on a discourse and its context. <i>British Journal of Social Work</i>, 38(2), 362-375.</p> <p>Razack, N. (2005). "Bodies on the move": Spatialized locations, identities, and nationality in international work. <i>Social Justice</i>, 32(4-102), 87-104.</p> <p><b>Activity:</b>  *Poster Peer-Review Session  *Joint Session with the other SOWK 600 Specializations: Clinical specialization students to attend and peer-review poster sessions for the other SOWK 600 specializations</p>
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**Day 3: Wednesday May 15, 2019**

<p><b>Morning session</b></p>	<p><b>Topic:</b> Intersectionality and Interlocking Systems of Oppression</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Bose, C. E. (2012). Intersectionality and global gender inequality. <i>Gender &amp; Society</i>, 26(1), 67-72.</p> <p>Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. <i>Affilia: Journal of Women &amp; Social Work</i>, 24(1), 44-55.</p> <p>Jordan-Zachery, J. S. (2007). Am I a Black woman or a woman who is Black? A few thoughts on the meaning of intersectionality. <i>Politics &amp; Gender</i>, 3(2), 254-263.</p> <p>Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work &amp; critical reflection. <i>Affilia: Journal of Women &amp; Social Work</i>, 29(1), 8-17.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Anthias, F. (2012). Hierarchies of social location, class and intersectionality: Towards a translocational frame. <i>International Sociology</i>, 28(1), 121-138.</p> <p>Bilge, S., &amp; Denis, A. (2010). Introduction: women, intersectionality &amp; diasporas. <i>Journal of Intercultural Studies</i>, 31(1), 1-8. .</p> <p>Cho, S., Crenshaw, K. W., &amp; McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. <i>Signs: Journal of Women in Culture and Society</i>, 38(4), 785-810.</p> <p>Joseph, A. J. (2015). Beyond intersectionalities of identity or interlocking analyses of difference: Confluence and the problematic of "anti"-oppression. <i>Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice</i>, 4(1), 15-39.</p> <p>McCall, L. (2005). The complexity of intersectionality. <i>Signs</i>, 30(3), 1771-1800.</p> <p>McDonald, K. E., Keys, C. B., &amp; Balcazar, F. E. (2007). Disability, race/ethnicity and gender: Themes of cultural oppression, acts of individual resistance. <i>American Journal of Community Psychology</i>, 39(1), 145-161.</p> <p>Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. <i>Affilia: Journal of Women and Social Work</i>, 25(4), 417-430.</p> <p>Valentine, G. (2007). Theorizing and researching intersectionality: A challenge for feminist geography. <i>The Professional Geographer</i>, 59(1), 10-21.</p>
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<p><b>Afternoon session</b></p>	<p><b>Topic:</b> The Politics of Resistance: Social Work's Role and Responsibilities</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Baines, D. (2011). Resistance as emotional work: The Australian and Canadian non-profit social services. <i>Industrial Relations Journal</i>, 42(2), 139-156.</p> <p>Benjamin, A. (2011). Doing anti-oppressive social work: The importance of resistance, history and strategy. In D. Baines (Ed.), <i>Doing anti-oppressive practice: Building transformative, politicized social work</i> (pp. 289-297). Halifax, NS: Fernwood Books.</p> <p>Ferguson, I., &amp; Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. <i>International Social Work</i>, 49(3), 309-318.</p> <p>Wehbi, S., &amp; Lakkis, S. (2010). Women with disabilities in Lebanon: From marginalization to resistance. <i>Affilia</i>, 25(1), 56-67.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Guo, W., &amp; Tsui, M. (2010). From resilience to resistance: A reconstruction of the strength perspective in social work. <i>International Social Work</i>, 53(2), 233-245.</p> <p>Razack, N. (2009). Decolonizing the pedagogy and practice of international social work. <i>International Social Work</i>, 52(1), 9-21.</p> <p>Solas, J. (2008). What kind of social justice does social work seek? <i>International Social Work</i>, 51(6), 813-822.</p> <p>Tamburro, A. (2013). Including decolonization in social work education and practice. <i>Journal of Indigenous Social Development</i>, 2(1), 1-16.</p>
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**Day 4: Friday May 17, 2019**

<p><b>Morning session</b></p>	<p><b>Topic:</b> Reflexivity and Reflexive Practices: Navigating Power Dynamics</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Badwall, H. (2016). Critical reflexivity &amp; moral regulation. <i>Journal of Progressive Human Services</i>, 27(1), 1-20.</p> <p>Butler, A., Ford, D., &amp; Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. <i>Qualitative Social Work Practice</i>, 6(3), 281-299.</p> <p>D'cruz, H., Gillingham, P., &amp; Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. <i>British Journal of Social Work</i>, 37(1), 73-90.</p> <p>Gilbert, A., &amp; Slied, Y. (2009). Reflexivity in the practice of social action: From self-to inter-relational reflexivity. <i>South African Journal of Psychology</i>, 39(4), 468-479.</p> <p>Gray, M. (2007). The not so critical "critical reflection". <i>Australian Social Work</i>, 60(2), 131-135.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Chow, A. Y. M., Lam, D. O. B., Leung, G. S. M., Wong, D. F. K., &amp; Chan, B. F. P. (2011). Promoting reflexivity among social work students: The development and evaluation of a program. <i>Social Work Education</i>, 30(2), 141-156.</p> <p>Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities for resistance. <i>Reflective Practice</i>, 6(3), 341-351.</p> <p>Kessl, F., &amp; Maurer, S. (2012). Radical reflexivity as key dimension of a</p>
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	<p>critical scientific understanding of social work. <i>Social Work &amp; Society</i>, 10(2), 1-12.</p> <p>Kessler, F. (2009). Critical reflexivity, social work &amp; the emerging European post-welfare states. <i>European Journal of Social Work</i>, 12(3), 305-317.</p> <p>Lay, K., &amp; McGuire, L. (2010). Building a lens for critical reflection and reflexivity in social work education. <i>Social Work Education</i>, 29(5), 539-550.</p> <p>Trevelyan, C., Crath, R., &amp; Chambon, A. (2014). Promoting critical reflexivity through arts-based media: A case study. <i>British Journal of Social Work</i>, 44(1), 7-26.</p>
<p><b>Afternoon session</b></p>	<p><b>Topic:</b> Ethics &amp; Ethical Tensions: How Can We Move Forward? Unpacking Social Work's Roles &amp; Responsibilities</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. <i>First Peoples Child &amp; Family Review</i>, 6(2), 35-46.</p> <p>Corbin, J. (2012). Ethical tensions and dilemmas experienced in a Northern Ugandan social work internship. <i>Journal of Social Work Education</i>, 48(4), 817-836.</p> <p>Godden, N. J. (2017). The love ethic: A radical theory for social work practice. <i>Australian Social Work</i>, 70(4), 405-416.</p> <p>Gray, M. (2010). Moral sources and emergent ethical theories in social work. <i>British Journal of Social Work</i>, 40(6), 1794-1811.</p> <p>Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. <i>Journal of Progressive Human Services</i>, 21(1), 32-44.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Banks, S. (2008). Social work ethics. <i>British Journal of Social Work</i>, 38(6), 1238-1249.</p> <p>Congress, E., &amp; McAuliffe, D. (2006). Social work ethics: Professional codes in Australia and the United States. <i>International Social Work</i>, 49(2), 151-164.</p> <p>Freud, S., &amp; Krug, S. (2002). Beyond the Code of Ethics: Complexities of ethical decision making in social work practice. <i>Families &amp; Society: The Journal of Contemporary Human Services</i>, 83(5/6), 474-482.</p> <p>Healy, L. (2007). Universalism and cultural relativism in social work ethics. <i>International Social Work</i>, 50(1), 11-26.</p> <p>Hugman, R. (2003). Professional ethics in social work: Living with the legacy. <i>Australian Social Work</i>, 56(1), 5-15.</p>

**Day 5: Wednesday May 22, 2019**

**Analysing and Unpacking Practice Scenario assignment- Acting, Enacting and Reacting**

<p><b>Morning session</b></p>	<p><b>Topic:</b> Social Work, Research &amp; Resistance: Troubling Knowledge Production &amp; Reclaiming Other ways of Knowing &amp; Being.</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. <i>First People Child &amp; Family Review</i>, 14(1), 74-87.</p> <p>Anderson-Nathe, B., Gringeri, C., &amp; Wahab, S. (2013). Nurturing "critical</p>
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	<p>hope” in teaching feminist social work research. <i>Journal of Social Work Education</i>, 49(2), 277-291.</p> <p>Blackstock, C. (2007). The breath of life versus the embodiment of life: Indigenous knowledge and western social work. <i>World Indigenous Nation's Higher Education Consortium Journal</i>. 2007, 76-79.</p> <p>Boxall, K., &amp; Beresford, P. (2013). Service user research in social work and disability studies in the United Kingdom. <i>Disability &amp; Society</i>, 28(5), 587-600.</p> <p>Kovach, M. (2019). Conversational methods in Indigenous Research. <i>First People Child &amp; Family Review</i>, 14(1), 40-48.</p> <p>Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. <i>Social Work Education</i>, 31(7), 866-879.</p> <p>Rowe, S., Baldry, E., &amp; Earles, W. (2015). Decolonising social work: Learning from critical Indigenous approaches. <i>Australian Social Work</i>, 68(3), 296-308.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Brockenbrough. E. (2016). Introduction to the special issue: Queer of color and anti-oppressive knowledge production. <i>Curriculum Inquiry</i>, 43(4), 426-440.</p> <p>Lavallee, L. (2009). Practical application of an Indigenous research framework and Indigenous Research methods: Sharing circles and Anishnaabe symbol-based reflection. <i>International Journal of Qualitative Methods</i>, 8(1), 21-40.</p> <p>McLaughlin, H. (2012). Research and anti-oppressive practice. In H. McLaughlin (Ed.), <i>Understanding social work research</i> (2<sup>nd</sup> ed., pp. 73-95). Thousand Oaks, CA: Sage.</p> <p>Nuwagaba, E. L., &amp; Rule, P. (2015). Navigating the ethical maze in disability research: Ethical contestations in an African context. <i>Disability &amp; Society</i>, 30(2), 255-269.</p> <p>Shaw, J. (2013). Abortion as a social justice issue in contemporary Canada. <i>Critical Social Work</i>, 14(2), 2-17.</p> <p>Strier, R. (2006). Anti-oppressive research in social work: A preliminary definition. <i>British Journal of Social Work</i>, 37(5), 857-871.</p> <p>Woelders, S., Abma, T., Visser, T., &amp; Schipper, K. (2015). The power of difference in inclusive research. <i>Disability &amp; Society</i>, 30(4), 528-542.</p>
<p><b>Afternoon session</b></p>	<p><b>Topic:</b> Social Work &amp; Social Policies: Navigating Practice Landscape- Social Policies &amp; the Struggles for Inclusion: Who is Left Out?</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Blackstock, C. (2012). Jordan's Principle: Canada's broken promise to First Nation Children? <i>Pediatrics &amp; Child Health</i>, 17(7), 368-370.</p> <p>Blackstock, C. (2016). Toward the full and proper implementation of Jordan's Principle: An elusive goal to date. <i>Pediatric &amp; Child Health</i>, 21(5), 245-246.</p> <p>Baines, D. (2008). Race, resistance and restructuring: Emerging skills in the new social services. <i>Social Work</i>, 53(2), 123-131.</p> <p>Chouinard, V., &amp; 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. <i>Disability &amp; Society</i>, 20(1), 19-32.</p> <p>DeSantis, G. (2010). Voices for the margins: Policy advocacy and</p>

	<p>marginalized communities. <i>Canadian Journal of Non-Profit and Social Economy Research</i>, 1(1), 23-45.</p> <p>El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. <i>Journal of Progressive Human Services</i>, 26(3), 209-228.</p> <p>Lombe, M., &amp; Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. <i>Journal of Policy Practice</i>, 7(2-3), 199-213.</p> <p>Macfarlane, K. (2010). Social inclusion policy: Producing justice of retribution? <i>Journal of Social Inclusion</i>, 1(2), 133-150.</p> <p>Silva, D. S., Smith, M. J., &amp; Upshur, R. E. G. (2013). Disadvantaging the disadvantaged: When public health policies and practices negatively affect marginalized populations. <i>Canadian Journal of Public Health</i>, 104(5), 410-412.</p> <p>Wilson, T. (2011). Embodied liability: The usefulness of "at-risk youth." <i>Canadian Social Work Review</i>, 28(1), 49-68.</p>
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**Day 6: Friday May 24, 2019**

**Finalizing the Practice Scenario Assignment- Acting, Enacting & Reacting**

<p><b>Morning session</b></p>	<p><b>Topic:</b> Social Work Practice with Diverse &amp; Marginalized Social Groups: Critical &amp; Anti-Opressive Practice Tensions &amp; Guiding Principles</p> <p><b>Required reading:</b></p> <p><b><u>Select TWO readings from the following:</u></b></p> <p>Carneau, S., &amp; Steriopoulos, V. (2012). More than being against it: Anti-racism &amp; anti-oppression in mental health services. <i>Transcultural Psychiatry</i>, 49(2), 261-282.</p> <p>McLaughlin, H. (2009). What's in a name: 'Client', 'patient', 'customer', 'consumer', 'expert by experience', 'service user': What's next? <i>British Journal of Social Work</i>, 39(6), 1101-1117.</p> <p>Meekosha, H., &amp; Dowse, L. (2007). Integrating critical disability studies into social work education and practice. An Australian perspective. <i>Practice</i>, 19(3), 169-183.</p> <p>Pon, G. (2007). A labour of love or of response? Anti-racism education and responsibility. <i>Canadian Social Work Review</i>, 24(2), 141-153.</p> <p>Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. <i>Journal of Progressive Human Services</i>, 20(1), 59-71.</p> <p>Pyne, J. (2011). Unsuitable bodies: Trans people and cisnormativity in shelter services. <i>Canadian Social Work Review</i>, 28(1), 129-137.</p> <p>Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. <i>Canadian Social Work Review</i>, 24(1), 105-114.</p> <p>Yee, J. Y., &amp; Wagner, A. E. (2013). Is anti-oppression teaching in Canadian social work classrooms a form of neoliberalism? <i>Social Work Education</i>, 32(3), 331-348.</p> <p><b><u>Recommended Additional Readings</u></b></p> <p>Brown, C. G. (2012). 'Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. <i>Critical Social Work</i>, 13(1), 34-65.</p> <p>Galambos, C. M. (2004). Social work practice with people with disabilities: Are we doing enough? <i>Health &amp; Social Work</i>, 29(3), 163-165.</p> <p>Guru, S. (2010). Social work and the 'War on Terror'. <i>British Journal of Social Work</i>, 40, 272-289.</p> <p>Humphries, B. (2004). An unacceptable role for social work: Implementing immigration policy. <i>British Journal of Social Work</i>, 34(1), 93-107.</p>
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	<p>McLaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. <i>Critical Social Policy</i>, 25(3), 283-305.</p> <p>McLaughlin, K. (2008). Politicising social work. In K. McLaughlin (Ed.), <i>Social work, politics &amp; society: From radicalism to orthodoxy</i> (pp. 23-41). Bristol, UK: The Policy Press.</p> <p>Pollack, S. (2004). Anti-oppressive social work practice with women in prison: Discursive reconstructions and alternative practices. <i>British Journal of Social Work</i>, 34(5), 693-707.</p>
<b>Afternoon session</b>	<p><b>Topic:</b> Course Wrap-Up &amp; Moving Forward</p> <p><b>Required reading:</b> none</p> <p><b>Activity:</b> *Presenting your own &amp; peer-reviewing each other's posters</p>

**Assignments**

**1. Poster Review, Development, Presentation & Reflection (40%) Due: Ongoing until May 24, 2019**

This experiential learning assignment consists of a total of **four** components to help students critically engage with examining the tensions associated with knowledge production and consumption. In this assignment, 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. Particular attention will be placed on how students integrate their learnings from the course into all parts of this assignment. This assignment aligns with all course level objectives.

**a) Offering Peer-Review of Students' Posters: (5%) Due: May 10, In afternoon session**

In this part of the assignment, students are encouraged to offer a peer-review of posters presented by students from the Clinical and Leadership specializations who already started their programs on May 6, 2019. In this part of their assignments, students are invited to complete a total of **five** peer-reviews of posters presented by other students. Reviewers are expected to critically engage with posters and their peers to develop necessary skills to offer theoretically and epistemologically sound peer-review of their selected posters. Reviewers also should incorporate critical analysis of the content presented and offer concrete examination of the knowledge presented, arguments advanced and findings discussed. Reviewers also should provide some feedback on the presentation style and aesthetics of the posters as a way to connect to the ideas and arguments in these posters. The purpose of this part of this assignment is two folds: First, it would help students actively engage with peer-review process as a way to develop their own posters and offer some concrete directions to peers to help improve their posters.

**b) Development of your own poster (5%) Due: Ongoing until May 24<sup>th</sup>, 2019**

The second part of this assignment starts on the first day of class. Students are invited to develop a poster presentation documenting their learnings as the course progress. Students are encouraged to actively engage with the development of the poster content to trace their own learnings from the course and examine their own assumptions about working with diverse and marginalized social groups. Students are also asked to interrogate the tension and contradictions that emerge for them as they unpack the theoretical, epistemological and practice assumptions guiding the course. 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. The poster is assumed to be a scholarly presentation and students are expected to demonstrate academic rigor in the ways to 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 clinical practice approaches when working with diverse and marginalized individuals and social groups. Students are also 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 within and through

clinical practice settings.

**c) Poster Presentation Session (10%)**

**Due: May 24 in afternoon session**

On May 24, the class will hold the afternoon session to show case the posters that were produced in the course. A review panel consists of volunteer faculty members and peer-reviewers will be circulating during the poster presentation session. Students are expected to stand by their posters during the review process and engage with their audience in scholarly ways. Students are encouraged to also attend their peers' posters to engage with each other's material and offer each other collegial support. The reviewers are tasked to ask questions that would help students demonstrate how they integrate their learnings from the course into practice settings. In addition, students are expected to demonstrate scholarly theoretical rigor that show their ways of examining the issues presented and illustrate their practice approaches with diverse and marginalized individuals and social groups. Students also are encouraged to highlight the role social work knowledge base play 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. Grades will be assigned by a review panel and peer-reviewers.

**d) Reflection, Reaction & Interaction with Poster Development Process (20%)**

**Due: May 31**

This final part of the poster presentation is due one week after the course is over. Students are encouraged to engage with a critical reflection process with the entire process of this assignment. Specifically, students are invited to submit a maximum of 4-6 page paper reflecting on their own ways of unpacking the poster development process. Students are encouraged to analyze what inform their choices to develop their posters and how they navigated the entire process as they unfolded for them. Questions to consider include what are the issues you need to unpack in this poster presentation? How do you navigate the tensions between presenting the "other" and representing them? What knowledge inform your practice approaches presented and how you reconcile with the ethical and professional tensions they present for you in your practice? Students are invited to trace their own process of active participation of knowledge production and critically examine their own assumptions on what counts as legitimate knowledge for them. This reflection will allow students to integrate and critically reflect the key themes, concepts, and theories discussed in the course and offer them an opportunity to critically engage with these learnings to inform their understandings of issues and experiences of marginalization and oppression as they shape their own practice approaches. The assignment will be graded based on the quality of the work, originality of the ideas presented, depth of analysis of the issues examined and integrated, theoretical compatibility and consistency, ability to apply learnings from the course and align them theoretically, APA mechanics, organization and clarity.

**2. Analyzing & Unpacking Clinical Case Study: Theoretical Application & Integration (60%)**

In this experiential learning assignment, students are encouraged to apply their learnings to a process of co-constructing a clinical practice scenario that speak to issues of marginalized identities and their lived realities. This assignment consists of three major components, each will help in integrating the learnings in particular ways and inform their own understanding of the practice scenarios and informing their approaches to the issues and tensions presented. Using principles of theatre of the oppressed, forum theatre, and other applied theatre practices, students are invited to submit a practice scenario, develop and co-construct an amalgam of multiple practice scenarios, act these scenarios and offer the class an opportunity to examine and interrogate the scenarios presented, and finally write an analysis of the entire process in an academic paper. This assignment consists of the following **four** key parts which align with all course level objectives:

**a) Submit your own practice scenario (10%)**

**Due: May 10**

The first part of this assignment is considered a guaranteed participation grade. Students are to submit a practice scenario that they have been part with or witnessed in their professional capacities as social workers. Students are invited to submit a description of practice scenarios that have intersectional implications on them or their own understandings of their roles as social work practitioners. These scenarios are meant to help students apply their learnings from the course in ways that help them analyses these practice scenarios and respond to the tensions and contradictions that shape these scenarios. These

scenarios are expected to provide a detailed and concrete context of the scenario, identify key players and define their relation to the issues presented and their ways of influencing the outcomes of the scenario. Students are encouraged to briefly include their interpretation of the issues presented and examine the ways power dynamics and relations contribute to shaping the context. Students also are invited to provide a brief statement on their position on the issues and discuss some of the ethical and professional tensions they faced during and after the scenario unfolded. Students are expected to maintain a commitment to confidentiality and anonymity of all those involved as a form of ethics of care of all those involved. Similar practice scenario will be provided in class with a concrete framework to help analyze and examine the process and outcomes of this part of the assignment.

**b) Group Co-Construction of a Combined Practice Scenario (10%)      Due: Ongoing until the day of your skit enactment**

The second part of this assignment is a group-oriented process. Students are to form groups of 4-5 and collectively co-construct a maximum of 5-7 minute skit composed of an amalgam of all their shared practice scenarios from part one of the assignment. The purpose of this skit is to help students co-create and recreate the contexts that allow them to examine the similarities and differences of their scenarios and inform how they would collectively present the key issues that emerge for them as the assignment unfolds. Every day of class, there will be time designated for groups to co-create their scenario and engage in a rehearsal process of their acting and enacting of the scenarios. This would allow for an opportunity to refine these scenarios and concretely engage with analyzing their implications for social work practice. In addition, this will help develop necessary skills to engage in real life practice scenarios and help each other's feed into informing responses to practice in creative and concrete ways.

**c) Acting and Re-Enacting of Group Practice Scenario (10%)      Due: May 22 & 24**

In this part of the assignment, students are to present their skit to the class and engage their audience with a process of analyzing the scenario and examining their reaction or interaction to the issues presented. The presenting group is to facilitate a class conversation on the issues examined and offer an opportunity for the class to utilize theatre of the oppressed, and forum theatre principles to engage with collective responses to the issues presented. The audience are to participate in ways that would help the class collectively engage with a learning process that help examine the issues presented and offer alternative perspectives to the issues discussed. This form of co-constructing knowledge and co-creation of social work responses to the issues presented would help students concretely apply their learnings from the class and integrate their practice approaches in real life scenarios. Students are invited to be mindful of how to unpack issues that might be triggering to others as a form of applying ethics of care to the entire process. Each group will have about an hour to present their scenario and invite the class to engage with the response and re-enactment of their responses. Below is list of resources on the use of applied theatre methodologies as a form of co-learnings that students can consult to develop their knowledge and skills in these pedagogical approaches.

**d) Write a Final Theoretical and Analytical Paper (30%)      Due: June 7**

The final part of this experiential learning assignment is a written component. Students are encouraged to build on the theories, and knowledge learned throughout the class to develop their own theoretical and practice frameworks. Specifically, using concepts from course readings and class discussions related to theories of power, issues of diversity and oppression, ways of resistance, students are expected to apply their own understanding of these concepts to analyse their experiences during this assignment. The focus of this part of the assignment is to engage in an analysis of power dynamics of their experiences and discuss how they shape their interactions within and between diverse social groups in clinical practice settings. Also important to highlight is their chosen methods and strategies of resistance and how they can shape their social work practice, especially when addressing issues of diversity and oppression. The paper also needs to include a critical reflection of their own roles as social workers engaged in advocacy, activism and/or resistance efforts at individual or broader societal levels, as demonstrated and enacted in the skit scenario. Examples of these reflections should include students' thoughts on the challenges, opportunities as well as the ethical and professional tensions and the considerations that shape their interventions and inform their practice. Papers will be graded based on integration of course readings and classroom content, critical analysis, originality of ideas, abilities to apply theories into practice, APA mechanics, organization and clarity. **The paper should: 1) not exceed 8-10 double spaced pages, 2) use Times New Roman**

font, and 3) correctly use APA referencing style.

### **Recommended Resources & Readings for the Theatre of The Oppressed Assignment**

- 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>
- Christensen, M. C. (2013). Using theatre of the oppressed to prevent sexual violence on college campuses. *Trauma, Violence and Abuse*, 14(4), 282-294.
- Duffy, P., & Powers, B. (2018). Blind to what's in front of them: Theatre of the oppressed and teacher reflexive practice, embodying culturally relevant pedagogies with pre-service teachers. *Youth Theatre Journal*, 32(1), 45-59.
- Dutta, U., Shroll, T., Engelsens, 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.
- Erel, U., Reynolds, T., & Kaptani, E. (2017). Participatory theatre for transformative social research. *Qualitative Research*, 17(3), 302-312.
- 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.
- Perry, A. (2012). A silent revolution: "Image Theatre" as a system of decolonization. *Research in Drama Education: The Journal of Applied Theatre and Performance*, 17(1), 103-119.
- 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.

### **Important Notes for All Assignments**

- ✓ Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- ✓ All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.

- ✓ Assignments and papers are to be submitted on time, absolutely **NO** extensions, unless legitimate reasons are provided and supported by official documentation.
- ✓ Late assignments will be **downgraded by 2%** of the assignment grade **per day** including weekends, holidays and study week days.
- ✓ There is a **seven-day** maximum limit to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.
- ✓ Under normal circumstances, assignments will be graded and returned to students within three weeks from the day they are submitted.

### **Email Communication**

- ✓ 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 of Calgary 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.
- ✓ The instructor will **not respond** to email communications during weekends or official holidays.