



Spring 2019

Course Number: SOWK 600	Classroom: Residency located in PF 4261
Course Name: Social Justice and Theory in Advanced Social Work Practice Clinical Stream: Trauma Specialization	
Day & Time:	Residency week: Face-to-face sessions May 7 - 10, 2019, 9:00AM – 4:30PM Online Zoom sessions May 24, May 31 and June 7, 6:00 – 8:00PM

Instructor: Ilyan Ferrer	Office Hours: by appointment
Telephone: (403) 220-6037	Email: ilyan.ferrer@ucalgary.ca

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.

Course Learning Objectives (CLOs)

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

No textbook is required for this course. A list of required and recommended readings is provided by topic after the class schedule. These readings are accessible through the Internet and/or the Taylor Digital Library. Students are asked to do the readings of **at least two of the recommended readings** by topic.

Class Schedule

Residency Week: May 7 to May 10, 2019

Date	Time	Topic
May 7	Morning Session: 9:00AM - 12:00PM	Introductions and course overview Topic 1: Theoretical frameworks
	Afternoon Session: 1:00 – 4:00PM	Topic 2: Theories & approaches to power I: Understanding self, the Other and Othering process
May 8	Morning Session: 9:00AM - 12:00PM	Topic 3: Theories & approaches to power II: Unpacking power relations and operations for social work
	Afternoon Session: 1:00 – 4:00PM	Topic 4: Theories & approaches to power III: Unpacking power relations and operations for social work <i>Blanket exercise by Adrian Wolfleg</i>
May 9	Morning Session: 9:00AM - 12:00PM	Topic 5: Intersectionalities & interlocking systems of oppression
	Afternoon Session 1:00 – 4:00PM	Topic 6: Critical and anti-oppressive practice
May 10	Morning Session: 9:00AM - 12:00PM	Topic 7: Ethics & ethical tensions: Unpacking social work's roles & responsibilities
	Afternoon Session: 1:00 – 4:00PM	<i>Poster presentations</i>

Online Zoom Sessions

Date	Time	Topic
May 24	6:00 – 8:00 PM	Topic 8: Social Policies & the Struggles for Inclusion: Who is Left Out?
May 31	6:00 – 8:00 PM	Check-in
June 7	6:00 – 8:00 PM	Topic 9: Social Work, Research & Resistance: Troubling Knowledge Production & Reclaiming Other ways of Knowing & Being.

Required Readings and Viewings:

There is no required textbook for this course. As this is a graduate level seminar, students are expected to read through the material in preparation for participating in classroom and online discussions. Students are expected to read at least two of the articles for every topic.

Topic 1: Theoretical frameworks

- Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice, 21*(4), 472-486.
- DeJong, K., & Love, B. J. (2015). Youth oppression as technology of colonialism: Conceptual frameworks and possibilities for social justice education praxis. *Equity & Excellence in Education, 48*(3), 489-508.
- Madibbo, A. I. (2007). Race, gender, language and power relations: Blacks within Francophone communities in Ontario, Canada. *Race, Gender & Class, 14*(1-2), 213-226.
- McIntosh, P. (1989). White Privilege: Unpacking the invisible knapsack. *Peace and Freedom, 1*-2.
- 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.
- Todd, S. (2011). "That power and privilege thing": Securing whiteness in community work. *Journal of Progressive Human Services, 22*(2), 117-134.

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

- Adamowich, T., Kumsa, M. K., Rego, C., Stoddart, J., & Vito, R. (2014). Playing hide-and-seek: Searching for the use of self in reflective social work practice. *Reflective Practice, 15*(2), 131-143.
- 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. (2006). My class didn't trump my race: Using oppression to face privilege. *Multicultural Perspectives, 8*(1), 51-56.
- Gilbert, A., & Slied, Y. (2009). Reflexivity in the practice of social action: From self-to inter-relational reflexivity. *South African Journal of Psychology, 39*(4), 468-479.
- Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. *Canadian Social Work Review, 25*(1), 97-106.
- Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory

practice in social work. *Journal of Social Work*, 6(1), 33-51.

Zuniga, X., Lopez, G. E., Ford, K. A. (2012). Intergroup dialogue: Critical conversations about differences, social identities, and social justice: Guest editors' introduction. *Equity and Excellence in Education*, 45(1), 1-13.

Recommended Additional Readings:

Badwall, H. (2016). Critical reflexivity & moral regulation. *Journal of Progressive Human Services*, 27(1), 1-20.

Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work Practice*, 6(3), 281-299.

D'cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. *British Journal of Social Work*, 37(1), 73-90.

Gray, M. (2007). The not so critical "critical reflection". *Australian Social Work*, 60(2), 131-135.

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

Hall, S. (2006). The West & the rest: Discourse and power. In C. A. Maaka & C. Andersen (Eds.), *The Indigenous experience: Global perspectives* (pp. 165-173). Toronto, ON: Canadian Scholar Press. ([Post PDF- Fair Dealing](#))

Midgley, J. (2007). Global inequality, power & unipolar world: Implications for social work. *International Social Work*, 50(5), 613-626.

Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232.

Walter, M., Taylor, S., & Habibis, D. (2011). How white is social work in Australia? *Australian Social Work*, 64(1), 6-19.

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.

Recommended Additional Readings:

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. *International Social Work*, 50(5), 686-690.

Costelloe, L. (2014). Discourses of sameness: Expressions of nationalism in newspaper discourse on French urban violence in 2005. *Discourse & Society*, 25(3), 315-340.

Leonard, P. (1994). Knowledge/power and postmodernism: Implications for the practice of a critical social work education. *Canadian Social Work Review*, 11(1), 11-26.
<http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41669550>

Millar, M. (2008). "Anti-oppressiveness": Critical comments on a discourse and its context. *British Journal of Social Work*, 38(2), 362-375.

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. (2010). Power. In H. Parada, L. Barnoff, & K. M. Homan (Eds.), *Community change: Making it happen in the real world* (Canadian First ed., pp. 87-109). Toronto, ON: Nelson. ([Post PDF- Fair Dealing](#))

Razack, N. (2005). "Bodies on the move": Spatialized locations, identities, and nationality in international work. *Social Justice*, 32(4), 87-104.

Topic 4: Theories & approaches to power III - Unpacking power relations and operations for social work

*** Please listen to as many lectures as possible in the following series:**

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

- Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal Peoples and social work. *First People Child & Family review*, 14(1), 137-152.
- James, M. (2012). A carnival of truth? Knowledge, ignorance and the Canadian truth and reconciliation commission. *The International Journal of Transitional Justice*, 6(2), 182-204.
- Kirmayer, L. J. (2006). Beyond the 'new cross-cultural psychiatry': Cultural biology, discursive psychology and the ironies of globalization. *Transcultural Psychiatry*, 43, 126-144.
- LeFrancois, B. (2013). The psychiatrization of our children, or, an autoethnographic narrative of perpetuating First Nations genocide through 'benevolent' institutions. *Decolonization: Indigeneity, Education & Society*, 2(1), 108-123.
- Li, P. S. (2001). The racial subtext of Canada's immigration discourse. *Journal of International Migration and Integration*, 2(1), 77-97.
- Truth and Reconciliation Commission of Canada: *Calls to Action*:
<https://www.bing.com/search?q=truth+and+reconciliation+calls+to+action&qs=LS&pg=truth+and+reconciliation+&sk=HS1&sc=8-25&cvid=8CA2F7C81E7D46F2ABCCEF13999E2E9A&FORM=QBRE&sp=2>

Recommended Additional Readings:

- Blackstock, C., Brown, I., & Bennett, M. (2007). Reconciliation: Rebuilding the Canadian child welfare system to better serve Aboriginal children and youth. In I. Brown, F. Chaze, D. Fuchs, J. Lafrance, S. McKay, & S. Thomas Prokop (Eds.), *Putting a human face on child welfare: Voices from the prairie* (pp. 59-87). Available from Prairie Child Welfare Consortium www.uregina.ca/spr/prairechild/index.html / Centre of Excellence for Child Welfare www.cecw-cepb.ca

Topics 5: Intersectionalities & interlocking systems of oppression

- Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & Society*, 26(1), 67-72.
- Ferrer, I., Grenier, A., & Brotman, S., & Koehn, S. (2017). Understanding the experiences of racialized older people through an intersectional life course perspective. *Journal of Aging Studies*, 41, 10-17.
- 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. (2014). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. *Affilia: Journal of Women & Social Work*, 29(1), 8-17.

Recommended Additional Readings:

- Anthias, F. (2012). Hierarchies of social location, class and intersectionality: Towards a translocational frame. *International Sociology*, 28(1), 121-138.
- Bilge, S., & Denis, A. (2010). Introduction: women, intersectionality & diasporas. *Journal of Intercultural Studies*, 31(1), 1-8. (Post PDF)
- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785-810.
- Joseph, A. J. (2015). Beyond intersectionalities of identity or interlocking analyses of difference: Confluence and the problematic of "anti"-oppression. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 4(1), 15-39.
- McCall, L. (2005). The complexity of intersectionality. *Signs*, 30(3), 1771-1800.
- 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.
- Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. *Affilia: Journal of Women and Social Work*, 25(4), 417-430.
- Valentine, G. (2007). Theorizing and researching intersectionality: A challenge for feminist geography.

The Professional Geographer, 59(1), 10-21.

Westbrook, L. & Schilt, K. (2014). Doing gender, determining gender: Transgender people, gender panics, and the maintenance of the sex/gender/sexuality system. *Gender & Society*, 28(1), 32-57.

Topic 6: Critical and anti-oppressive practice

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

Baines, D. (2011). Resistance as emotional work: The Australian and Canadian non-profit social services. *Industrial Relations Journal*, 42(2), 139-156.

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

Ferguson, I., & Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. *International Social Work*, 49(3), 309-318.

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.

Wehbi, S., & Lakkis, S. (2010). Women with disabilities in Lebanon: From marginalization to resistance. *Affilia*, 25(1), 56-67.

Recommended Additional Readings:

Brown, C. G. (2012). 'Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. *Critical Social Work*, 13(1), 34-65.

Carneau, S., & Steriopoulos, V. (2012). More than being against it: Anti-racism & anti-oppression in mental health services. *Transcultural Psychiatry*, 49(2), 261-282.

George, P., & Marlowe, S. (2005). Structural social work in action: Experiences from rural India. *Journal of Progressive Human Services*, 16(1), 5-24.

Gibbons, J., & Gray, M. (2004). Critical thinking as integral to social work practice. *Journal of Teaching in Social Work*, 24(1/2), 19-38.

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.

Humphries, B. (2004). An unacceptable role for social work: Implementing immigration policy. *British Journal of Social Work*, 34(1), 93-107.

McLaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. *Critical Social Policy*, 25(3), 283-305.

Moffatt, K., Barnoff, L., George, P., & Coleman B. (2009). Process of labour: Struggles for anti-oppressive/anti-racist change in a feminist organization. *Canadian Review of Social Policy*, 62, 34-54.

Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. *Journal of Progressive Human Services*, 20(1), 59-71.

Razack, N. (2009). Decolonizing the pedagogy and practice of international social work. *International Social Work*, 52(1), 9-21.

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work*, 51(6), 813-822.

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

Topic 7: Ethics & ethical tensions - Unpacking social work's roles & responsibilities

Corbin, J. (2012). Ethical tensions and dilemmas experienced in a Northern Ugandan social work internship. *Journal of Social Work Education*, 48(4), 817-836.

- Godden, N. J. (2017). The love ethic: A radical theory for social work practice. *Australia Social Work*, 70(4), 405-416.
- Gray, M. (2010). Moral sources and emergent ethical theories in social work. *British Journal of Social Work*, 40(6), 1794-1811.
- Guillaume, Y. R. F, Dawson, J. F., Priola, V., Sacramento, C. A., Woods, S. A., Higson, H. E., Budhwar, P. S., & West, M. A. (2014). Managing diversity in organizations: An integrative model and agenda for future research. *European Journal of Work and Organizational Psychology*, 23(5), 783-802,
- Hasenfeld, Y., & Garrow, E.E. (2012). Nonprofit human-service organizations, social rights, and advocacy in a neoliberal welfare state. *Social Service Review*, 86(2), 295-322.
- Hugman, R. (2003). Professional ethics in social work: Living with the legacy. *Australian Social Work*, 56(1), 5-15.
- Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services*, 21(1), 32-44.

Recommended Additional Readings:

- Banks, S. (2008). Social work ethics. *British Journal of Social Work*, 38(6), 1238-1249.
- Congress, E., & McAuliffe, D. (2006). Social work ethics: Professional codes in Australia and the United States. *International Social Work*, 49(2), 151-164.
- Healy, L. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50(1), 11-26.
- Freud, S., & Krug, S. (2002). Beyond the Code of Ethics: Complexities of ethical decision making in social work practice. *Families & Society: The Journal of Contemporary Human Services*, 83(5/6), 474-482.
- Palmer, M. (2014). Beyond madness: Ways to foster nonviolence in human systems. *Social Alternatives*, 33(3), 60-64.

Topic 8: Social policies & the struggles for inclusion: Who is left out?

- Blackstock, C. (2012). Jordan's Principle: Canada's broken promise to First Nation Children? *Pediatrics & Child Health*, 17(7), 368-370.
- Blackstock, C. (2016). Toward the full and proper implementation of Jordan's Principle: An elusive goal to date. *Pediatric & Child Health*, 21(5), 245-246.
- Baines, D. (2008). Race, resistance and restructuring: Emerging skills in the new social services. *Social Work*, 53(2), 123-131.
- Chouinard, V., & Crooks, V. A. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society*, 20(1), 19-32.
- DeSantis, G. (2010). Voices for the margins: Policy advocacy and marginalized communities. *Canadian Journal of Non-Profit and Social Economy Research*, 1(1), 23-45.
- Ei-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services*, 26(3), 209-228.
- 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.
- Macfarlane, K. (2010). Social inclusion policy: Producing justice of retribution? *Journal of Social Inclusion*, 1(2), 133-150.
- Silva, D. S., Smith, M. J., & Upshur, R. E. G. (2013). Disadvantaging the disadvantaged: When public health policies and practices negatively affect marginalized populations. *Canadian Journal of Public Health*, 104(5), 410-412.
- Wilson, T. (2011). Embodied liability: The usefulness of "at-risk youth." *Canadian Social Work Review*, 28(1), 49-68.

Topic 9: Troubling knowledge production & reclaiming other ways of knowing & being

- Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review*, 14(1), 74-87.
- 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.
- Boxall, K., & Beresford, P. (2013). Service user research in social work and disability studies in the United Kingdom. *Disability & Society*, 28(5), 587-600.
- Kovach, M. (2019). Conversational methods in Indigenous Research. *First People Child & Family Review*, 14(1), 40-48.
- Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education*, 31(7), 866-879.
- Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work: Learning from critical Indigenous approaches. *Australian Social Work*, 68(3), 296-308.

Recommended Additional Readings:

- Brockenbrough, E. (2016). Introduction to the special issue: Queer of color and anti-oppressive knowledge production. *Curriculum Inquiry*, 43(4), 426-440.
- 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.
- McLaughlin, H. (2012). Research and anti-oppressive practice. In H. McLaughlin (Ed.), *Understanding social work research* (2nd ed., pp. 73-95). Thousand Oaks, CA: Sage.
- Nuwagaba, E. L., & Rule, P. (2015). Navigating the ethical maze in disability research: Ethical contestations in an African context. *Disability & Society*, 30(2), 255-269.
- Shaw, J. (2013). Abortion as a social justice issues in contemporary Canada. *Critical Social Work*, 14(2), 2-17.
- Strier, R. (2006). Anti-oppressive research in social work: A preliminary definition. *British Journal of Social Work*, 37(5), 857-871.
- Woelders, S., Abma, T., Visser, T., & Schipper, K. (2015). The power of difference in inclusive research. *Disability & Society*, 30(4), 528-542.

Assignments

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

- All submitted work **must follow proper APA format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- Readings & In Class Reflections are to be submitted in class and no late submissions will be accepted.
- Assignments and papers are to be submitted on time, 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 by which to accept late assignments when students have not asked for extensions. 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.

Students are encouraged to email or communicate with the instructor throughout the seminar. Please note that email communication is a form of professional communication and reflects a culture of respect and professional mannerism. **Students are expected to adhere** to professional codes of conduct when communicating via email with their peers as well as their instructors. As per the University of Calgary policy,

please note that all communication with the instructor **must be done through the U of C email address**, and the instructor maintain the rights **not to** respond to communications through personal email addresses. Please allow up to **48 hours** for response time to your email communications.

Description of Assignments

1. Poster Review, Development, Presentation & Reflection (40%) Due: Ongoing until May 10

This 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.

Assignment 1A: Development of your own poster	
Value	5%
Due Date	Ongoing until May 10th
Description	<p>The first 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 progresses. 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.</p> <p>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.</p>

Assignment 1B: Poster Presentation Session	
Value	10%
Due Date	May 10 – Afternoon Session
Description	<p>On May 10, the class will hold the afternoon session to show case the posters that were produced in the course. A review panel consisting 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 shows their ways of examining the issues presented and illustrates their practice approaches with diverse and marginalized individuals and social groups. Students also are encouraged to highlight the role social work knowledge base plays in shaping their responses to issues of marginality. Students are encouraged to position their approaches within critical anti-</p>

	oppressive and social justice oriented social work practice. Grades will be assigned by a review panel and peer-reviewers.
--	--

Assignment 1C: Offering Peer-Review of Students' Posters	
Value	5%
Due Date	May 10 – in the afternoon session
Description	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 twofold: first, it would help students actively engage with peer-review process as a way to develop their own posters and second, offer some concrete directions to peers to help improve their posters. Reviewers' forms will be distributed at the start of the review process.

Assignment 1D: Reflection, Reaction and Interaction with the Poster Development Process	
Value	20%
Due Date	May 17, 11:59 PM MST
Description	<p>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 pages paper reflecting on their own ways of unpacking the poster development process. Students are encouraged to analyze what informed their choices to develop their posters and how they navigated the entire process as it 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 informs 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.</p> <p>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.</p>

2. Social Justice Application (60%)

Due: June 14

The objective of this assignment is to reflect on and critically examine injustices that are committed in our circles of influence. The assignment is comprised of two main parts: a reflection and sharing about a social (in)justice, and an application for how social workers might intervene/resist. The Social Justice Application assignment will be completed in stages to offer opportunities for students to engage in individual and collective reflection.

D2L small group creation: Small groups of 3-4 students will be created randomly using the group creation of d2l. Please ensure to apply your teamwork skills to collaborate with others and support one another.

Assignment 2A: Starting Point	
Value	10%
Due Date	May 24, 11:59 PM MST
Description	<p>This starting point assignment asks students to identify and name a social injustice they observed and the context in which it occurred (the time injustice was realized, the persons or material objects involved, their positions and roles time). This can range from forms of micro-aggressions (language, attitudes, behaviours), to policies or procedures in organizations/workplaces. The injustice might also be a practice or intervention model or a research activity in which students may have and/or been involved in. Students are advised to identify an injustice in their circle of influence where they can engage in resistance and change.</p> <p>Students have the option to identify their starting point (i.e., social injustice) in a written form (maximum 2-3 pages), or audio-recorded format (3-4 minutes), or a combination of a visual, such as a picture or a short video (1-2 minutes).</p> <p>In addition, students are expected to engage in the following steps:</p> <p>Step 1: Using scholarly literature, students are asked to explain their understanding of the observed injustice, its potential functions and impacts on the persons oppressed by it. Students must also discuss the approach most suitable in addressing the injustice and the reasoning for this chosen approach.</p> <p>Step 2: Students will then be asked to describe practical steps they will take to respond or address the identified injustice (time, place, tactics, etc.). Students must also discuss their thoughts and feelings in relation to the action they are choosing to take (4-5 pages maximum, double-spaced). This assignment will be submitted and shared on D2L</p>

Assignment 2B: Offering Feedback Part I	
Value	15%
Due Date	May 31, 11:59 PM MST
Description	<p>Each student will review their group member's work (Assignment 2A) and provide constructive feedback (2 pages; 6 to 8 pages total) to their colleagues. A reviewer's form will be distributed to students during the introduction of the course.</p>

Assignment 2C: Reflection and carrying out your plan	
Value	5%
Due Date	June 7, 11:59 PM MST
Description	<p>Drawing from assignments 2A and 2B, students are asked to execute their planned action (identified in assignment 2A, step 2).</p> <p>Upon completion, students are asked to conduct a self-evaluation about how their planned action went, and what the immediate observed accomplishment was. Students will be asked to the following questions:</p> <ul style="list-style-type: none"> - How did I do? How did the person respond? - On the scale of 1-10, how would I rank my action? - Is there anything I should have done differently or need to improve on my social justice action? - Is there anything I need to follow up on with the concerned person and when?

	<ul style="list-style-type: none"> - What will I be looking for to ensure that the injustice I sought to address has been reduced or dealt with? (2- 3pages maximum, double-spaced) <p>This assignment will be submitted and shared on D2L</p>
--	---

Assignment 2D: Offering Feedback Part II	
Value	15%
Due Date	June 14, 11:59 PM MST
Description	Each student will review their colleague's work on Assignment 2C and provide constructive feedback to each of their colleagues (2 pages; 6 to pages total). In addition, students must indicate how they would have addressed their colleague's identified issue.

Assignment 2E: Final Paper	
Value	15%
Due Date	June 24, 11:59 PM MST
Description	The final assignment asks students to integrate feedback received into a final paper to be submitted to the instructor. The final paper should indicate the action(s) taken, how the issue was evaluated, the lessons learned, and comments on the actions needed to address the issue. Students must also demonstrate integration of course content and activities into this final paper (5-6 pages maximum, double-spaced).