### 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)

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

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<tr>
<th>Date</th>
<th>Time</th>
<th>Topic</th>
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<tbody>
<tr>
<td>May 7</td>
<td>Morning Session:</td>
<td>Introductions and course overview</td>
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<tr>
<td></td>
<td>9:00AM - 12:00PM</td>
<td>Topic 1: Theoretical frameworks</td>
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<td>Afternoon Session:</td>
<td>Topic 2: Theories &amp; approaches to power I: Understanding</td>
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<td>1:00 – 4:00PM</td>
<td>self, the Other and Othering process</td>
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<td>May 8</td>
<td>Morning Session:</td>
<td>Topic 3: Theories &amp; approaches to power II: Unpacking</td>
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<td>9:00AM - 12:00PM</td>
<td>power relations and operations for social work</td>
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<td>Afternoon Session:</td>
<td><strong>Blanket exercise by Adrian Wolfleg</strong></td>
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<td>1:00 – 4:00PM</td>
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<td>May 9</td>
<td>Morning Session:</td>
<td>Topic 5: Intersectionalities &amp; interlocking systems of oppression</td>
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<td>Afternoon Session:</td>
<td>Topic 6: Critical and anti-oppressive practice</td>
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<td>May 10</td>
<td>Morning Session:</td>
<td>Topic 7: Ethics &amp; ethical tensions: Unpacking social work’s roles &amp;</td>
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<td>9:00AM - 12:00PM</td>
<td>responsibilities</td>
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<td>Afternoon Session:</td>
<td><strong>Poster presentations</strong></td>
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<td>May 24</td>
<td>6:00 – 8:00 PM</td>
<td>Topic 8: Social Policies &amp; the Struggles for Inclusion: Who is Left Out?</td>
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<tr>
<td>May 31</td>
<td>6:00 – 8:00 PM</td>
<td>Check-in</td>
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<tr>
<td>June 7</td>
<td>6:00 – 8:00 PM</td>
<td>Topic 9: Social Work, Research &amp; Resistance: Troubling Knowledge Production &amp; Reclaiming Other ways of Knowing &amp; Being.</td>
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**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**


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


Recommended Additional Readings:


Recommended Additional Readings:


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


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+%26sk=HS1%26sc=8-25&cvid=8CA2F7C81E7D46F2ABCCEF13999E2E9A&FORM=QBRE&sp=2

Recommended Additional Readings:

Topics 5: Intersectionalities & interlocking systems of oppression


Recommended Additional Readings:


**Topic 6: Critical and anti-oppressive practice**


**Recommended Additional Readings:**


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


**Recommended Additional Readings:**


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


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.


**Recommended Additional Readings:**


### 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.

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<th>Assignment 1A: Development of your own poster</th>
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<th>Assignment 1B: Poster Presentation Session</th>
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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

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<td>Due Date</td>
<td>May 10 – in the afternoon session</td>
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<td>Description</td>
<td>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.</td>
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### Assignment 1D: Reflection, Reaction and Interaction with the Poster Development Process

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<td>Due Date</td>
<td>May 17, 11:59 PM MST</td>
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<td>Description</td>
<td>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. 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.</td>
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2. **Social Justice Application (60%)**

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

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| Description | 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. 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). In addition, students are expected to engage in the following steps:  
**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.  
**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 |

### Assignment 2B: Offering Feedback Part I

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<td>Due Date</td>
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<td>Description</td>
<td>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.</td>
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### Assignment 2C: Reflection and carrying out your plan

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| Description | Drawing from assignments 2A and 2B, students are asked to execute their planned action (identified in assignment 2A, step 2). 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:  
- 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? |

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- What will I be looking for to ensure that the injustice I sought to address has been reduced or dealt with? (2-3 pages maximum, double-spaced)

This assignment will be submitted and shared on D2L

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<th>Assignment 2D: Offering Feedback Part II</th>
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<th>Assignment 2E: Final Paper</th>
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