



Spring 2019

Course Number: SOWK 679.94 - S05 (31309)	Classroom: PF 3208
Course Name: Climate Change & Sustainable Social Development	
Day & Time: Mon – Fri Mon May 13, 2019 – Fri May 17, 2019; 9 am – 3:50 pm	

Instructor: Prof. Dr. Mishka Lysack PhD RSW	Office Hours: By request
Telephone: 403-220-7648	Email: mlysack@ucalgary.ca

COURSE OUTLINE

Syllabus Statement

This course examines the science and impacts of climate change as well as the need/opportunities and the dimensions of sustainable social development.

Course Description

Students will deepen their knowledge of the science regarding climate change (1.5C, tipping points, carbon budget, unburnable carbon) and its impacts as well as recommendations from bodies such as the UN regarding the Sustainable Development Goals.

In addition, students will develop a more nuanced and deeper understanding of multiple dimensions of sustainable development, such as:

- 1) environmental ethics, compassion, gratitude, justice, and their spiritual & biological roots;
- 2) impact of climate changes on earlier civilizations and their collapse;
- 3) climate change as an accelerant and multiplier of international conflict, violence, and societal instability;
- 4) sustainable economics and models of economic transition (Ordo-liberalism, Just Transition, Green New Deal, carbon budget, unburnable carbon, stranded assets);
- 5) responding to the impacts of climate change on both physical and mental health levels, and best clinical/community/advocacy practices on micro, mezzo, and macro levels;
- 6) best practices in climate policy/governance and climate protection (Germany, UK), and how Canada could move into this cluster;
- 7) sustainable communities and cities;
- 8) Indigenous approaches to sustainability and renewable energy; and
- 9) effective advocacy and policy influencing.

Learning Objectives

Course Learning Objectives (CLO's)

- 1) engage in informed helping conversations with persons about the impacts of climate change and environmental decline; and
- 2) participate in and contribute to an informed dialogue about micro, mezzo, and macro action directed towards sustainable social development, including climate protection, a renewable energy economy, and sustainable development and their relationship to human well-being, health, safety, and survival.

MSW Program Learning Outcomes (PLOs)

Graduates of the MSW program will be expected to:

- 1) Professional Identity
 - 1.1) Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 2) Values and Ethics in Professional Practice
 - 2.2) Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.
- 3) Promote Human Rights and Social Justice
 - 3.1) Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally.
 - 3.2) Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
- 4) Diversity
 - 4.2) Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations.
- 5) Critical Thinking in Professional Practice
 - 5.2) Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
 - 5.3) Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

Research

6.3) Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

7) Policy Analysis and development

- 7.1) Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
- 7.2) Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
- 7.3) Contribute to the development and implementation of new and more equitable social policies.

8) Change

8.3) Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

8.4) Develop leadership skills in organizational and societal systems and to work towards changing oppressive social conditions.

9) Engage with Individuals, Families, Groups, and Communities through Professional Practice

9.1) Competently perform interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.

9.2) Actively promote empowering and anti-oppressive practice.

9.3) Acquire skills to practice at individual, family, group, organization, community, and population levels including advocacy and activism. This includes skills in working with Francophone, Indigenous and newcomer populations.

9.5) Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

Relationship to Other Courses

This course is an elective that enhances and deepens both a clinical as well as community/international development specialization. It is restricted to MSW students only (or with the permission of the Faculty), and has no course prerequisites other than those required of students accepted into the MSW program.

Course Text(s)

Students read two (2) of these texts:

Speth, J. (2008). *The Bridge at the Edge of the World: Capitalism, the Environment, and Crossing from Crisis to Sustainability*. New Haven, CT: Yale UP.

Dominelli, L. (2012). *Green Social Work: From Environmental Crises to Environmental Justice*. Malder, MA: Polity Press.

Pipher, M. (2013). *The Green Boat*. New York, NY: Riverhead Books.

McKibben, B. (2007). *Deep Economy: The Wealth of Communities and the Durable Future*. New York, NY: Henry Holt Press.

Morris, C. & Jungjohann, A. (2016). *Energy Democracy: Germany's Energiewende to Renewables*. Basel, SW: Palgrave Macmillan.

Scheer, H. (2012). *The Energy Imperative: 100 Percent Renewable Now*. New York, NY: Earthscan.

Hossay, P. (2005). *Unsustainable: A Primer for Global Environmental and Social Justice*. Chicago, IL: University of Chicago Press.

Woodbridge, R. (2004). *The Next World War: Tribes, Cities, Nations, and Ecological Decline*. Toronto, ON: University of Toronto Press.

Leggett, J. (2016). *The Winning of the Carbon War: Power and Politics on the Front Lines of Climate and Clean Energy*. London, UK: Crux Publishing.

Berry, T. (1999). *The Great Work: Our Way into the Future*. New York, NY: Harmony/Bell Tower.

Pope Francis, (2015). *Encyclical on Climate Change and Inequality*. Brooklyn, NY: Melville House. (2015).

This book is required, unless you have already read it in Mishka's class (in which case you will select 2-3 articles to read in its place after consulting with Mishka):

Oreskes, N. & Conway, E. (2014). *The Collapse of Western Civilization: A View from the Future*. New York, NY: Columbia University Press.

Class Schedule

Mon May 13

Course Learning Objectives (CLOs) 1

PLOs: 1.1, 2.2; 3.1, 3.2, 5.2, 6.3, 8.3

environmental ethics, compassion, gratitude, justice, and their spiritual & biological roots; impact of climate changes on earlier civilizations and their collapse;

science regarding climate change (1.5C, tipping points, carbon budget, unburnable carbon) and its impacts as well as recommendations from bodies such as the UN regarding the Sustainable Development Goals

Tues May 14

Course Learning Objectives (CLOs) 1 & 2

PLOs: 2.2, 3.1, 3.2, 4.2, 5.2, 7.1, 7.2, 7.3, 8.3,

climate change as an accelerant and multiplier of international conflict, violence, and societal instability;

sustainable economics and models of economic transition (Ordo-liberalism, Just Transition, Green New Deal, carbon budget, unburnable carbon, stranded assets)

Wed May 15

Course Learning Objectives (CLOs) 1 & 2

PLO's: 3.1, 3.3, 4.2, 5.3, 7.1, 7.2, 7.3, 8.3, 9.3

sustainable economics and models of economic transition (Ordo-liberalism, Just Transition, Green New Deal, carbon budget, unburnable carbon, stranded assets);

best practices in climate policy/governance and climate protection (Germany, UK), and how Canada could move into this cluster,

Thurs May 16

Course Learning Objectives (CLOs) 2

PLO's: 1.1, 2.2, 3.2, 4.2, 5.2, 5.3, 7.1, 7.2, 9.1, 9.2, 9.3, 9.5

responding to the impacts of climate change on both physical and mental health levels, and best clinical/community/advocacy practices on micro, mezzo, and macro levels;

effective advocacy and policy influencing

Fri May 17
Course Learning Objectives (CLO's) 2
PLO's: 3.1, 3.2, 4.2, 5.2, 6.3, 7.2, 7.3, 8.3, 9.2, 9.3

sustainable communities and cities;

Indigenous approaches to sustainability and renewable energy; review, evaluation of the course

Assignments

Reflection paper #1

Due date: June 7, 2019 (TBC by class and Mishka) portion of mark: 45%
CLOs: 1 & 2;
PLOs: will depend on subject of the chosen book

Students are required to write a paper on their first choice of their 2 books.

Reflection paper # 2

Due date: June 21, 2019 (TBC by class and Mishka) portion of mark: 45%
CLO1 & 2; PLO: 1.1, 2.2, 3.1, 4.2, 5.3, 6.3, 7.1, 7.2, 7.3, 8.4, 9.5

Students are required to write a paper on their second choice of their 2 books.

No test or exam.

Standard of writing will be a factor in grading students' work.

N.B. Required readings will be provided to students for each of the classes during the course.

Students are required to include references to these required readings in their first or second assignment:

a) Required readings provided for classes on Mon May 13- Tues May 14 are to be included in assignment #1.

b) Required readings provided for classes on Wed May 15- Fri May 17 are to be included in assignment #2.

About the Reflection Papers...

The student's working knowledge of the material can be partly demonstrated by the inclusion of some quotes (at least 5-6) from the readings that the student believed to be especially important to his/her learning. Students are asked to use the following questions as a guide for their reflection and writing of the paper:

- o What were the key learning moments or "sparkling moments" as you were reading the articles/chapters?

- What effect did these moments have on you as a person and as a developing professional?
 - What are some (1-2) of the ideas that you found to be the most helpful in these articles?
 - What difference could these ideas make in how you “see” or perceive your work?
 - What are some of the related practices (1-2) that you find the most appealing?
 - How are these practices related to the ideas that you found helpful?
- 1) When students are starting to write the paper, they need to identify 3 (possibly 4) key learning moments, a-ha experiences, or sparkling moments as they were reading the book. Students are asked to use these learning experiences as the “spine” of the paper.
 - 2) In response to each of the 3 learning moments, students need to include 2 sections or “streams”: 1) exposition & 2) reflection.
 - 3) The exposition section needs to convey to the instructor that the student has read and understood the material to the degree that the student can communicate the essential elements of the material to a layperson. This section needs to be anchored in a small selection of direct quotes from the source material with the appropriate references.
 - 4) In the reflection section, students need to focus on the significance of the 3 learning moments and a description of why the student believes this insight is important.
 - 5) In addition, students are asked to also describe the difference such insights would make to both a) SW practice and theory in general as well as b) their own future SW practice on all 3 levels of i) micro, ii) mezzo, and iii) macro practice.

Notes & Format for Papers

- N.B. There are no in-class tests or final exam.
 - in your reflection papers on books/articles, be sure to include direct quotes to illustrate your discussion along with APA format page numbers
 - All assignments are to be submitted in electronic form by email, with an original copy being archived by the student; this is a paperless course.
 - Use Word .doc or .docx format.
- In both electronic and paper forms of paper, please put this information on one line as the title at the beginning of your paper:
 - Name
 - Course number 679
 - Assignment name
 - In electronic form, when you use “save as” and give a name to your file, students are asked to label their paper using this format; again, this will aid me greatly in tracking and sorting:
 - Last name,
 - First name,
 - Course number 679
 - Assignment name
 - In electronic form, when preparing to send me their paper, students are asked to label the subject of their email for their paper using this format; this will aid me greatly in tracking and sorting:
 - Course number 679
 - Last name first name
 - Assignment name
 - All papers are to be typewritten in 12-point font (not 10-point or smaller, please; when you get to my age, you will know why).
 - Separate cover page is unnecessary
 - Papers are limited to 1,400 words. Students are asked to respect page length of each assignment; papers that exceed specified limits may be returned for re-writing.

- Re-writes and pre-reads of papers are not an option.
- Standard of writing will be a factor in grading students work.

- Extensions in terms of deadlines are possible within certain limits. Any changes in deadline must be agreed to by the instructor in writing by email.
- Students must submit all papers by their respective deadlines. The instructor is not obligated to accept any papers handed in after the deadline.

- Papers will be archived after marks for the course are submitted in case of an appeal of marks. After this time, all papers will be shredded or deleted.

- Students cannot re-read any book or article that they have read for another course, including one of my courses. They must read a new book or article.
- Students must pass all assignments to pass the course.

- Important: Any students who have concerns or suggestions about any aspects of the course, including marks, course content, or class functioning, are encouraged by the Faculty of Social Work to discuss their concerns with the course instructor.

Criteria for an A- level paper:

- word count was within reasonable range

- active and explicit first-person person voice (I, me), including emotional and personal responses to learning moments

- integration of social work practice, experiences, values, theories, etc.

- integration of class content

- direct quotes with page numbers

- good integration of all additional material and articles as required

- correct spelling and grammar

- clarity in sentence structures and writing style

- structures the paper according to key learning moments

- makes thematic connections across learning moments

- labels file name, subject name of email etc. properly

- in the reflection section, explores how insights from learning moments can be translated into SW practice, both a) in the specific SW practice of the student, and b) in the field of SW generally on micro, mezzo, and macro levels.

Criteria for an A level paper:

All A- criteria have been met and significantly exceeded.

The paper contains original insights with respect to the subject matter.

The a) quality of writing, b) levels of analysis and reflection, and c) the exposition of the application of learning moments to both personal SW practice as well as the SW profession on micro, mezzo, & macro must all be exceptional.

In this instructor's classes, A level papers are the exception, and not the rule.

Learning Experiences, Class Participation, Skill Development and Class Etiquette

This course is a theory-in-practice class. Thus, all students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class. Attending the classes is expected and critical to the functioning of the class as a learning community. **Class participation will be graded and will make up 10% of the total final mark.**

In addition to the instructor's presentations and exercises, this class will include personal reflection through journaling, discussion in pairs, and experiential learning. And so, class performance includes 1) being in class, 2) contributing to the class discussion in a relevant and coherent way, 3) indicating through one's discussion and contributions a thorough preparation of the assignment, and 4) willingness to try and practice advanced skills.

The instructor asks that you apply the same standards of behavior, communication, and courtesy about punctuality, attendance, and readiness for work that would apply to a professional social worker in meeting with clients, supervisors, or in attending agency meetings.

In addition to attendance, grades for participation are based on asking questions, sharing experiences, actively participating in class discussions or small group exercises, and giving respectful feedback to others during class. Above all, participation means demonstrating personal and professional engagement in the learning process.

If a situation arises that precludes class attendance, the student should apprise the instructor. It is neither the instructor's responsibility to determine why a student was not in class nor is it the instructor's responsibility to advise the student of what was missed by a student's absences or tardiness to class.

All students are expected to participate in role-plays, reflection groups and class exercises on an ongoing basis in class to the best of their ability.

Students are asked to restrict their use of their computer & cell-phones during class time for activities directly related to the course (for instance, taking notes), & are asked to refrain from all other non-class activities (checking or writing email, Facebook, texting, shopping, computer games, etc.).

Students suspected of being involved with these non-class activities may be asked a) to identify themselves, b) to leave the class, and c) will not be permitted to return to the course until after a meeting between the student and instructor, and perhaps the Coordinator of Graduate Studies has been completed.

Students are required to participate in the entire class, arrive on time, stay until the end of class, and return from the break in a timely manner.

Students are expected to arrange their schedules (childcare, work, social life, etc.) accordingly so that they may attend classes in their entirety.

Recommended Readings

Grading

A student's final grade for the course is the average of the 2 separate assignments. It is necessary to pass each assignment separately in order to pass the course.

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>. Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment.

Consistent with the aims of the Social Work Program, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf. Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university

community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>