Course Number	SOWK 600 S01	Classroom	Online
Course Name	Social Justice and Theory in Advanced Social Work Practice		
Day(s) & Time	Course dates: May 6 – 22, 2020 Zoom sessions: May 6, 8, 13, 15, 20, 22 Wednesdays & Fridays 9:00am-12:00pm		
Instructor	Yahya El-Lahib	Office Hours	Wednesdays & Fridays after class
E-mail	yellahib@ucalgary.ca	Phone	Please email

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 OUTCOMES (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.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Zoom will be used for all synchronous classes. Zoom and/or D2L will be used for asynchronous sessions. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access, a camera, and headphones/earbuds.

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session.

Due to the sensitive nature of this course and the type of conversations we will have in this class, **no sessions will be recorded** and students who miss class for various reasons, can make arrangements with the instructor and/or any of their classmates to make up missed material.

In addition, students are expected to use computers to sign in to class and adhere to online protocols in professional manners. This includes signing into class from a private and quite place with no background noise or disruptive sounds (as best as you are able) which will allow you to be fully present and engaged in Zoom sessions. Cameras are expected to be on all the time, unless necessary to preserve confidentiality or privacy. This is a graduate level seminar and students' active participation in class discussions is expected at all time.

Considering the nature of this graduate level seminar, there is an emphasis on students' output in class and collaborative spaces of engaged learning. No slides will be shared or posted on D2L as this is not a lecture style format.

CLASS SCHEDULE

Please note that the class schedule consists of synchronous **AND** asynchronous (group work, readings, D2L activities) sessions on **May 6th, May 8th, May 13th, May 15th, May 20th and May 22nd**.

Students are **expected** to attend the morning Zoom sessions and have the option of meeting with group members in the afternoon using Zoom. The instructor will be available for consultation during the asynchronous afternoon sessions.

Attending the morning and afternoon poster presentations on May 22nd is **required** and students are expected to support each other and engage in collegial and collective learning process during the poster presentation session.

Date	Time	Topics, Activities & Assignments
May 06	Morning Session: 9:00AM - 12:00PM	Introductions and course overview Topic 1: Theoretical frameworks Topic 2: Theories & approaches to power I: Understanding self, the Other and Othering process
	Afternoon Session: 1:00 – 4:00PM	Group work and Asynchronous Time
May 08	Morning Session: 9:00AM - 12:00PM	Topic 3: Theories & approaches to power II: Unpacking power relations and operations for social work Topic 4: Theories & approaches to power III: Unpacking power relations and operations for social work
	Afternoon Session: 1:00 – 4:00PM	Group work and Asynchronous Time
May 13	Morning Session: 9:00AM - 12:00PM	Topic 5: Intersectionalities & interlocking systems of oppression Topic 6: Critical and anti-oppressive practice
	Afternoon Session 1:00 – 4:00PM	Group work and Asynchronous Time *Assignment 2 Part I: Preparation*
May 15	Morning Session: 9:00AM - 12:00PM	Topic 7: Ethics & ethical tensions: Unpacking social work's roles & responsibilities Topic 8: Social policies and the struggles for inclusion: Who is left out? *Assignment 2 Part I: Development & Rationale (submit in D2L) * * Assignment 3 Discussion of Requirements *
	Afternoon Session: 1:00 – 4:00PM	Group work and Asynchronous Time *Assignment 2 Part III: Peer Review of Poster Development*

May 20	Morning Session: 9:00AM - 12:00PM	Topic 9: Troubling knowledge production & reclaiming other ways of being
	Afternoon Session 1:00 – 4:00PM	Group work and Asynchronous Time *Assignment 2 Part II: Submit Poster Presentation Slides*
May 22	Morning Session: 9:00AM - 12:00PM	*Assignment 2 Part II: Poster Presentations & Assignment 2 Part III: Peer Review*
	Afternoon Session 1:00 – 4:00PM	*Assignment 2 Part III: Poster presentations & Assignment 2 Part III: Peer Review*
May 29th		*Assignment 3: Theoretical Paper Due*

READINGS

No textbook is required for this course. A list of required and recommended readings is provided by topic after the class schedule. 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 asked to do the readings of **at least two of the recommended readings** by topic. The readings are accessible through library.ucalgary.ca.

A list of additional recommended readings will be shared on D2L and students are encouraged to access this list and utilize them in their class engagement and assignments.

Topic 1: Theoretical Frameworks

Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. *Canadian Social Work Review, 25*(1), 97-106.
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41669885

McIntosh, P. (1989). White Privilege: Unpacking the invisible knapsack. *Peace and Freedom,* 1-2.
https://nationalseedproject.org/Key-SEED-Texts/white-privilege-unpacking-the-invisible-knapsack

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.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2013.740407

Todd, S. (2011). "That power and privilege thing": Securing whiteness in community work. *Journal of Progressive Human Services, 22*(2), 117-134.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2011.606528

Young, I. M. (2014). Five faces of oppression. In N. Asumah, & Mechthild Nagel (Eds.), *Diversity, social justice and inclusive excellence: Transdisciplinary and global perspectives* (pp. 3-33). New York, NY: State University of New York Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=26&docID=3408886&tm=1512429534081

Topic 2: Theories & Approaches to Power I - Understanding Self, the Other & Othering Process

Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work, 55*(6), 779-793. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0020872811414038

DiAngelo, R. (2006). My class didn't trump my race: Using oppression to face privilege. *Multicultural Perspectives, 8*(1), 51-56. https://doi-org.ezproxy.lib.ucalgary.ca/10.1207/s15327892mcp0801_9

Gilbert, A., & Sliep, Y. (2009). Reflexivity in the practice of social action: From self-to inter-relational reflexivity. *South African Journal of Psychology, 39*(4), 468-479. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/008124630903900408

Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work, 6*(1), 33-51. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468017306062222

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work, 51*(6), 813-822. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0020872808095252

Topic 3: Theories & Approaches to Power II - Unpacking Power Relations & 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). Canadian Scholar Press. https://read-dukeupress-edu.ezproxy.lib.ucalgary.ca/books/book/2555/chapter-standard/1360482/The-West-and-the-Rest-Discourse-and-Power-1992

Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology, 15*(2), 215-232. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0268580900015002005

Walter, M., Taylor, S., & Habibis, D. (2011). How white is social work in Australia*? Australian Social Work, 64*(1), 6-19. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2010.510892

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. https://academic-oup-com.ezproxy.lib.ucalgary.ca/cdj/article/45/4/404/277639

Topic 4: Theories & approaches to power III – Modes & Operation of Power & Discourse

* Please listen to as many lectures in the following series; The Talaga Series is a required listening for everyone:

Tanya Talaga (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. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=135787816&site=ehost-live

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.
https://jps.library.utoronto.ca/index.php/des/article/view/18687

Li, P. S. (2001). The racial subtext of Canada's immigration discourse. *Journal of International Migration and Integration, 2*(1), 77-97.
https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s12134-001-1020-1

Truth and Reconciliation Commission of Canada: *Calls to Action:*
http://trc.ca/assets/pdf/Calls_to_Action_English2.pdf

Topics 5: Intersectionalities & Interlocking Systems of Oppression

Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & Society, 26*(1), 67-72.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0891243211426722
https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/23212241

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.
https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0890406516303905

Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of Women & Social Work, 24*(1), 44-55.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0886109908326814

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.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1743923X07000074

Mattsson, T. (2104). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. *Affilia: Journal of Women & Social Work, 29*(1), 8-17.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/0886109913510659

Topic 6: Critical & Anti-Oppressive Social Work Practice

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). Fernwood Books. **(Post PDF- Fair Dealing)**

Humphries, B. (2004). An unacceptable role for social work: Implementing immigration policy. *British Journal of Social Work, 34*(1), 93-107.
https://academic-oup-com.ezproxy.lib.ucalgary.ca/bjsw/article/34/1/93/1725776

McLaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. *Critical Social Policy, 25*(3), 283-305.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0261018305054072
https://heinonline-org.ezproxy.lib.ucalgary.ca/HOL/P?h=hein.journals/critsplcy25&i=271

Pon, G. (2009). Cultural competency as new racism: An ontology of forgetting. *Journal of Progressive Human Services, 20*(1), 59-71.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428230902871173

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.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106521512&site=ehost-live

Wehbi, S., & Lakkis, S. (2010). Women with disabilities in Lebanon: From marginalization to resistance. *Affilia, 25*(1), 56-67.
https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/0886109909354985

Topic 7: Ethics & Ethical Tensions - Unpacking Social Work's Roles & Responsibilities

Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. *First Peoples Child & Family Review, 6*(2), 35-46.
http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/114/178

Godden, N. J. (2017). The love ethic: A radical theory for social work practice. *Australia Social Work, 70*(4), 405-416.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2017.1301506

Palmer, M. (2014). Beyond madness: Ways to foster nonviolence in human systems. *Social Alternatives*, *33*(3), 60-64.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=qth&AN=100606699&site=ehost-live

Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services, 21*(1), 32-44.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428231003781774

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.
https://academic-oup-com.ezproxy.lib.ucalgary.ca/pch/article/17/7/368/2647016

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.
https://academic-oup-com.ezproxy.lib.ucalgary.ca/pch/article/21/5/245/2647378

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.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0968759042000283610

El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services, 26*(3), 209-228.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2015.1063355

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.
https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.17269/cjph.104.3895

Topic 9: Troubling Knowledge Production & Reclaiming Other Ways of Knowing, Doing & Being

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review, 14*(1), 74-87.
https://fpcfr.com/index.php/FPCFR/article/view/95

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.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2013.768477

Kovach, M. (2019). Conversational methods in Indigenous Research. *First People Child & Family Review, 14*(1), 40-48.
https://fpcfr.com/index.php/FPCFR/article/view/172

ASSESSMENT COMPONENTS

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 (7ᵗʰ edition) 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 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 responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.

Students are encouraged to email or communicate on D2L 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 and instructors. As per the University of Calgary policy, 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.

Assignment 1: Zoom and D2L Participation & Engagement (10%) ………………………………………Ongoing

This assignment aims to encourage students to actively engage in class discussions and help establish co-learning spaces. In concrete ways, this assignment aims to help students engage and actively participate during zoom and asynchronous sessions in ways that help them develop their facilitation, active listening and reflections of critical conversations. Grades will be based on the student's ongoing and active contributions in the synchronous and asynchronous activities. In particular, students will be expected to contribute new insights, content and critique, as well as connections to their field of practice. Active engagement is measured by how students engage in creating and facilitating a

collective space of learning and not by the quantity of their contributions to class discussions. This includes recognizing how ideas are shared to foster a collective space of engagement and critical interactions as well as the mindfulness of dominating a space and sharing opinions. Such reflexive process of creating knowledge exchange spaces would foster a co-learning environment that account for all ideas available in class in clear and concrete ways.

Assignment 2: Poster Development & Presentation: A Social Justice Analysis of Policy

This experiential learning and skill-based assignment consists of **three** components to help students critically engage with the tensions associated with knowledge production and consumption as they relate to policy development and implementation. 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 class.

In this skill-based assignment, students are to work in groups of 4-5 members and conduct a critical analysis of a policy from social justice perspectives. Students are expected to collaborate and engage with a process of interrogating a social policy of their choice by examining its impacts on issues related to marginalization and oppression. This assignment will help students actively engage and navigate the tensions between knowledge production and consumption and allow them to develop critical and necessary skills to examine policies and discuss their applications beyond policy texts and requirements. This assignment composed of three distinct parts: **1)** Identifying a policy that address issues of marginalization for social groups and develop a poster presentation demonstrating your analysis and critiques of the policy and its application; ongoing discussion of the groups' critical analysis of chosen policy and grounding your analysis within relevant bodies of scholarship; **2)** Present your poster on the designated day & **3)** Offering peer-reviews and feedback on other colleagues' posters.

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. Students are also asked to interrogate the tensions 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. In addition, this assignment will help students develop their skills to actively engage with interrogating policies and examine the tensions between policy texts and their implementations within various practice settings. Particular emphasis will be placed on how students integrate their learnings from the course into all parts of this assignment.

During the first class, the instructor will provide the list of policy areas from which to choose a topic and self-assign to a group. Once groups are formed, a dedicated group page will be created on D2L for each group.

Please ensure to apply your teamwork skills to collaborate with others and support one another in each of the following part. Dedicated asynchronous times are put in place so that students will have opportunities to meet with group members and with the instructor in support of this poster assignments.

Assignment 2 Part I: Development & Rational of the Selected Social Policy (20%) …..Due: May 15th

For Part I, students will engage with how their course learnings inform their critical analysis lens though a poster presentation. Presenters will be expected to integrate classroom material (lectures, discussions,

readings and classroom activities) into their presentation. Specific attention will be paid to presenters' chosen policy and how they ground their analysis within critical theoretical frameworks we discuss in class as well as how they ground their analysis of their chosen policy within relevant bodies of scholarship.

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 social work practice approaches when working with diverse and marginalized individuals and social groups in their chosen areas of practice and communities. Students are 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. The content should trace their own learnings from the course and about own and systemic assumptions and interrogate the tension and contradictions that emerge from the unpacking of the theoretical, epistemological and practice assumptions. Students are encouraged to legitimize their own interpretations and analysis of the policy at hand from a social justice lens and through a consolidated poster.

In Part I, students in each formed group are asked to identify and agree on a local, national or international social welfare policy. Students must develop and share a list of 10 online resources (e.g. videos, resources, policy briefs, podcasts, etc.) that they will actively engage with to critically analyze and develop their posters. Students are expected to share this list on D2L along with a 2-3 page rationale for why they have selected the policy and related sources, and offer a short discussion on why and how each source informs their theoretical and epistemological understandings of their chosen social policy. The 2-3 page rationale must include proper APA 7th edition formatting and referencing.

The purpose of this assignment is to provide students with the opportunity to utilize their learnings from class to engage in critical policy analysis and examination as they apply to social justice issues and lenses. In other words, groups are encouraged to carry forward their discussions and build on their ideas to advance a critical examination of their chosen policies. Specifically, for this group poster presentation, students are asked to choose any local, national or international social welfare policy and examine it through a critical social justice lens based on the key concepts, themes and ideas we discussed in the course. Presenters will be expected to integrate classroom material (lectures, discussions, readings and classroom activities) into their poster presentations. Specific attention will be paid to presenters' chosen policy and how they ground their analysis within critical theoretical frameworks we discussed in class. Attention also will be paid to presenters' way of **1)** articulating their analysis of the chosen policy; **2)** its relevance to advancing social justice and transformation; **3)** its ability to challenge oppression and marginalization of affected social groups; **4)** its applicability to social work practice; **5)** how the group examines the flows, the tensions or contradictions inherent between policy text and its application. Key questions to consider include, **1)** what perspectives drive policy development and application? **2)** How would such policy respond to the needs it is set to address? In addition, presenters are encouraged to use any creative presentation formats they are comfortable with to illustrate their ideas and demonstrate their findings and analysis.

Assignment 2 Part II: Presenting Your Poster (20%) ………………………..…………….…..Due: May 22nd

On May 22nd, groups will present their posters to the class. Groups will be given 30 minutes to present their posters. Students are expected to integrate Assignment 2: Part I into their presentations. Following each presentation, group members will be asked a series of questions from peers and the instructor.

Group members will be asked questions that help them articulate how they have integrated 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-oppressive and social justice oriented social work practice. Some guiding questions that students might integrate into their poster include: what perspectives drive policy development and application? And how would such policy respond to the needs it is set to address?

Key expectations in this assignment include the groups' abilities to respond to, engage with and critically interrogate the following points:

- Sharing your poster resources (Assignment 1: Part 2)
- Application of critical and social justice analysis of the chosen policy
- Issues of eligibility and entitlement
- Issues of access to social services, health care system, and any other relevant social service
- Key stakeholders informing and affecting this policy
- Responses to the policy by activist groups and affected communities
- Current trends and debates affecting the policy and its reach
- Ability to challenge oppression and marginalization of affected social groups
- Applicability to social work practice
- Examination of the flows, the tensions or contradictions inherent between policy text and its application (e.g. tensions between policy texts and how they are applied)

All presenters are encouraged to use their creativity to enhance the curiosity of other students and engage critical discussions. In addition, attention will be paid to teamwork, flow of ideas and the active engagement of other students on the presented topic. Students are expected to submit all their presentation slides, and a complete list of references consulted on May 21st. Grades are assigned to the entire group.

Assignment 2 Part III: Offering Peer-Reviews to Colleagues (10%) …..………. Due: May 15 & May 23rd

Part III invites students to critically engage with the poster development and presentation process through a theoretically and epistemologically sound peer-review. Groups will review one poster development on **May 15th**, and one poster on **May 22nd**. Group reviews should be 1-page and incorporate critical analysis of the content presented and offer concrete examination of the knowledge presented, arguments advanced and findings discussed. Reviews 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. Reviewers' forms will be distributed at the start of the review process.

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.

Assignment 3: Social Justice Theories: Understanding & Application (40%) ……………Due: by May 29th

In this final assignment, students are to write a theoretical paper where they build on the theories and knowledge learned throughout the term to develop their own theoretical and practice frameworks. Specifically, using concepts from our 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 practice examples related to issues of marginalization and oppression they have witnessed or engaged with. Students are encouraged to use examples from past field placements, past/present social work practice, a form of political engagement or an example of social activism they are involved with to present a critical incident/event where they witnessed or faced injustice as they relate to marginalized social groups. These (in)justice or critical incident/events are to be examined and interrogated to help students develop their theoretical approaches understanding and to addressing such events. Specifically, students are encouraged to use scholarly literature to explain their understanding of the critical events/incidents they witnessed or faced and discuss the potential impacts on those affected by such events. Students must move away from rhetorical discussion of marginalization and oppression and concretely engage in a sound and comprehensive theoretical analysis of the issues they examine. In addition, students are expected to ground their discussion within relevant theoretical frameworks as they unpack the events/incidents they examine and discuss how they choose to address them and provide a sound rational of their theoretical approaches to practice.

The focus of this assignment is to engage in an analysis of power dynamics of the issue examined and discuss how they shape interactions within and between diverse social groups. Also important is to highlight methods and strategies of resistance and how they can shape social work practice especially when addressing issues related to social justice and transformation as they relate to marginalized and oppressed social groups. Students might consider the potential risks, challenges, and opportunities for transformation when connecting their theoretical approaches to practice as they relate to the incident/events they presented. 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 as well as their critical reflection of their role as a social worker engaged in addressing the issues discussed. Examples of your reflections should include your thoughts on the challenges, opportunities as well as the ethical and professional tensions and considerations that shape your interventions and inform your 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. In addition, papers will be graded based on students' abilities to ground their discussion and analysis of relevant bodies of scholarship (outside sources) as well as they abilities to critically apply concepts and theories in a deep, sound and scholarly ways beyond descriptive discussions of these concepts. Grading criteria also include clarity of ideas discussed, originality and reflective approaches to the ideas examined. More details about this assignment, expectations and grading criteria will be discussed in class. The paper should be **5-7** pages long maximum, double spaced, 12 points, properly sourced using APA 7th edition referencing style. The paper is due by **May 29th** and should be submitted through D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION
GUIDELINES FOR SUBMITTING ASSIGNMENTS All written assignments are to be submitted in Word format, 12 inch fonts and adhere to APA referencing style (7th edition) within the text and in the reference list. Assignments are to be submitted on D2L using designated dropbox folders. Please make sure you follow the guidelines below to file your assignment: Your full name (as listed on our student records) followed by the assignment (example: Your name- Final theoretical framework Paper). It is students' responsibilities to ensure they submit the proper file on D2L and a grade deduction of 2% will be applied if students submit the "wrong file" and the instructor holds the rights to accept the "wrong" submitted file or not.

LATE ASSIGNMENTS

Pease see earlier guidelines regarding late assignment submissions.

ACADEMIC MISCONDUCT

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

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion 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.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
http://www.ucalgary.ca/pubs/calendar/current/k-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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

RESEARCH ETHICS

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

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

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

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**