Course Number	**SOWK 646.01AB S01**	**Classroom**	Online
Course Name	**Advocacy and Diplomacy**		
Day(s) & Time	Course dates: May 6 – Aug 12, 2020 Asynchronous activities: see course schedule **Zoom sessions: May 13 & 14 from 9:00am – 12:00pm** **June 3, June 29, July 15, July 22, July 28, & July 30 from 6:00pm – 8:30pm**		
Instructor	Lana Wells	**Office Hours/Location**	TBD
E-mail	lmwells@ucalgary.ca	**Phone**	403.220.6484

SYLLABUS STATEMENT

Enhances skills in facilitation, building trust, managing conflict, and fostering relationships in working with individuals, groups and communities. Integration of practice-based research to inform best practices, policy development and social change.

COURSE DESCRIPTION

In this course students will learn the necessary skills to work with others inside and outside organizations and utilize advocacy and diplomacy to manage conflict, dilemmas and other organizational challenges. Our specific focus will be on partnerships and collaborations, professionalism and use of self in the organization, funder and donor relationships, and impacting policy and working with policy makers to advance social change.

LEARNING OUTCOMES

Course Learning Outcomes (CLOs):
Managers, supervisors, directors, and other leaders in human service organizations are faced with increasingly complex and conflicting client needs, staff development responsibilities, policy directives, funding and accountability requirements, and community expectations. There are both anticipated and unanticipated events that require quick responses with limited information and time. These challenges are matched, however, by those who assume leadership roles in the social work profession more generally, within communities, or in voluntary capacities. In all of these realms, leadership, advocacy, and diplomacy are critical factors in developing progressive, adaptable, and accountable responses to the challenges facing our species.

Upon completion of this course, you will be able to:
1. Understand multiple theories of advocacy and diplomacy in relation to leadership – and how/when they are most effective.
2. Describe key advocacy and diplomacy characteristics, behaviors and skills identified in the literature and practice and compare to your own style.

3. Understand how to facilitate and manage partnerships and collaborations with diverse stakeholders in diverse settings.
4. Use critical theory to develop and analyze your own style of leadership and advocacy.
5. Develop the capacities to become adaptive and lifelong learners to lead and advance social change.

Leadership in the Human Services Specialization Learning Outcomes (SLOs):
There are 13 learning outcomes related to the four Leadership courses. Upon completion of this course, students will have developed advanced understanding and knowledge to:

L.4 Examine issues of diversity, culture, [gender], power, and oppression in organizational and community practice.

L.6 Construct a holistic view of the roles, abilities, and skills of effective and responsible leaders in the human services.

L.7 Integrate leadership theories, models, and approaches in organizational and community practice.

L.8 Use evidence-based tools and strategies in assessment, evaluation, resourcing, funding, intervention, innovation, change, collaboration, and management in organizational and community practice.

L.9 Demonstrate leadership in facilitation, building trust, managing conflict, and fostering relationships in working with individuals, groups and communities.

L.10 Apply practice-based research to organizational and community leadership practice.

L.11 Situate themselves and articulate their position within critical perspectives, contemporary issues, and current research debates in leadership and supervision.

L.12 Evaluate their own personal professional leadership styles, skills and abilities and develop own evidence-based leadership model grounded in theory, research, and best/promising practices.

L.13 Develop a personal ethical framework to guide their practice in leadership roles.

LEARNING RESOURCES

REQUIRED TEXTBOOKS, READINGS AND VIDEOS

Alfred, G. T. (2013). Resurgence of traditional ways of being.
  https://www.youtube.com/watch?v=3ABP5QhetYs

Government of Alberta, (2013). Family violence hurts everyone: A framework to end family violence in Alberta.
  http://www.humanservices.alberta.ca/documents/family-violence-hurts-everyone.pdf

Hooks, B. (2014). *Feminism is for everybody: Passionate politics*. Routledge. (Chapter 1)

Roy, M., & Croos, H. (2011). Surviving progress. Note: You will have to download it through iTunes and the cost is $14.99 https://itunes.apple.com/gb/movie/surviving-progress/id1035431613

Schulman, S. (2016). *Conflict is not abuse: Overstating harm, community responsibility and the Duty of Repair*. Arsenal Pulp Press.

Stroh, D. (2015). *Systems thinking for social change: A practical guild to solving complex social problems, avoiding unintended consequences, and achieving lasting results*. Chelsea Green.

Tavris, C., & Aronson, E. (2007). *Mistakes were made (but not by me): Why we justify foolish beliefs, bad decisions, and hurtful acts*. Harcourt

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L access. A headset or ear pods may be useful.

RELATIONSHIP TO OTHER COURSES

In the Leadership in the Human Services specialization, students will learn the practical skills, leadership knowledge, and theoretical grounding they will need to be effective social work leaders in human service, government and other community based organizational contexts. Through these leadership courses, students will integrate practice skills, leadership knowledge, and theory and principles of transformational leadership using a social work lens. Students will be able to engage in critical thinking, reflection, and deliberate conversations required by social work leaders to navigate major issues and difficult organizational situations that managers face in a variety of human service, government and other community based organizational contexts. SOWK 646.01 is one of four courses that make up the specialization courses in this specialization.

CLASS SCHEDULE

Date	Topic	Readings/Activities/ Assignments Due
Zoom session Wednesday May 13 9:00am – 12:00pm	• Introductions • Course overview • Adaptive learning and leadership theories and constructs • Importance of self-reflection and daily practices	Read Chapters 1, 2, 3 in Tavris and Aronson's (2007) book **prior** to class and come prepared to discuss key concepts.
Zoom session Wednesday May 14 9:00am- 12:00pm	• What is advocacy? What is social policy? • Approaches to influence community change	

	• Approaches to influence social policy to advance social change • Understanding systems thinking for social change • Approaches on advancing partnerships and collaborations	
Asynchronous activity Due on May 29 by 4:00 pm	• Systems Thinking in Social Change	Please read Stroh (2015) Chapters 1-4 and use Figure 3.2 The Iceberg to describe a social issue/problem you feel passionate about. It is important to describe the root causes of the social issue you are trying to change. Submit one post in D2L between 450- 500 words.
Zoom session with guests Wednesday June 3 6:00- 8:30pm	• What is feminist leadership and advocacy? • Facilitating and managing partnerships and collaborations with diverse stakeholders from a feminist perspective • Guest speakers	Read Hooks (2014) **book** prior to class.
Asynchronous activity to be completed between June 10 -17 by 4:00pm	• Understanding important concepts on gender and intersectionality • Understanding how gender construction and intersectionality impacts social issues and policy • Integrating these constructs and approaches into our advocacy	**Assignment #1**
Zoom session Monday June 29 6:00 – 8:30pm	Reflect on the following when reading Schulman's (2016) book and come prepared to discuss together: 1. How do you face and deal with conflict in both your personal and professional life? Is it different? Why? 2. How does trauma play into building relationships? 3. What do think is the difference between conflict and abuse? 4. How does this information impact your advocacy? Does it?	Read Part 1 of Schulman's (2016) book (p. 15-138)
Due on July 11 by 4:00 pm		**Assignment #2**

Zoom session Wednesday July 15 6:00 –8:30pm	Reflect on the following when reading Schulman's (2016) book (part 2) and come prepared to discuss together: 1. Escalation and what's so important about apologizing for your part? 2. What do you think about duty of repair? 3. How does this knowledge impact you? Your social work practice? Your advocacy approach? Your style?	Read Parts 2 and 3 of Schulman's (2016) book (p. 139-282)
Due on July 20 by 4:00pm		**Assignment #3**
Zoom session Wednesday July 22 6:00-8:30pm	As you watch the video, reflect on the following questions and come prepared to unpack each one. 1. How have colonial policies and practices impacted Indigenous families, community and our society? 2. Can you describe the similarities and differences between Indigenous and western views on leadership and change? 3. What are the 5 Traditional Values to Decolonize in your leadership approach? 4. How can you know when you decolonize? What is the process? 5. What are the consequences of not following natural laws? 6. How does racism play out in your advocacy, partnership and collaborative work?	Please watch Alfred (2013) **BEFORE** July 22
To be completed between July 21 – 28 by 4:00 pm		**Assignment #4**
Zoom session Tuesday July 28 6:00 -8:30pm	This lecture will focus on a case study outlining advancing social change through policy and community change to prevent domestic violence in Alberta. Questions for the group to ponder during the session are: 1. Which advocacy theories informed the approach? 2. Which partnership methods were used? 3. What worked? 4. What did not work? 5. What lessons can you draw from this case example on how to build partnerships and collaborations to advance social policy?	Please read Government of Alberta (2013) **BEFORE** July 28

Zoom session Thursday July 30 6:00 – 8:30pm	Come to class prepared to discuss the following questions: 1. What is progress? 2. How do we / can we know? How can we be mistaken? 3. Why do societies / civilizations fail? 4. What developments are needed to reduce the risk of catastrophic failure of our own civilization? 5. Which actions can you incorporate into your professional and personal practices? 6. How does this information impact or change your leadership approach or practice?	Watch the film by Roy & Crooks (2011) **BEFORE** July 30

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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 (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session. The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Learning Outcomes
Assignment 1	**Online posting and discussion**	**Discussion takes place between June 10 - June 17 (by 4:00 pm)**	**20%**	**CLOs 3 & 4 SLOs 4, 9, 10 & 11**

Part 1: Complete the GBA+ course offered by the federal government (found here) https://cfc-swc.gc.ca/gba-acs/index-en.html

Part 2: Answer the following questions and post them in the D2L discussion board:
1. How can you apply GBA+ to your practice?
2. What excites you about this approach to social change?
3. What worries you about this approach to social change?
4. How will this information impact your decision-making? Your leadership approach?
5. Was there any content you struggled with? Why?
6. Which concepts will you apply to your advocacy today, tomorrow and in the future?

Write a minimum of 2 postings throughout the week of June 10-17.

Post 1: Your first posting should be your opinion on the questions articulated above (all questions). Your post must be <u>no</u> more than 350 words and attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition style format. Avoid all jargon or slang in your post.

Post 2: Your second posting should comment on one of your colleague's posts/experiences with the training. Your post must be <u>no</u> more than 350 words. Please be respectful to your colleagues. The marks will be based on your ability to articulate how you can integrate GBA+ into your advocacy along with ability to be critical of the approach and provide feedback to your colleagues.

Assignment 2	**Reflection paper**	**Due July 11 by 4:00pm**	**30%**	**CLO 4 & 5 SLOs 7, 8, 12 & 13**

Schulman's (2006) book illuminates the cultural phenomenon of blame, cruelty, and scapegoating, revealing how those in positions of power exacerbate and manipulate fear of the "other" to avoid facing themselves. She argues that we often conflate conflict and abuse and believes in the need for mutual recognition and accountability. In your paper, describe your reflections on the book and **three l**essons learned that you will take into your practice with providing practical examples.

Rubric for Marking Assignment 2: A reflective <u>five</u>-page (single spaced) paper on conflating conflict with abuse and the impact to your advocacy approach (APA 7th edition style format)

Review – 20%
• Introduce Schulman's (2016) book and identify and describe the following characteristics briefly: content, viewpoints, epistemological and theoretical standpoint, and recommendations briefly.

Critical Discussion – 40%
• Engage in a critical discussion with the author's main arguments. Here, you need to move from the abstract way of explaining author's arguments, and critically discuss whether the arguments mirror your understanding of the topic (conflict is not abuse). A critical discussion does not necessarily mean that you need to criticize the author's work, but to point out any satisfactory/unsatisfactory aspects of the arguments (i.e., your overall judgement). You need to support your judgment of author's arguments with your personal knowledge/understanding of the topic.

Impact and Application – 40%
For this part, you need to comment on the ways in which the book has helped you develop a better grasp of the concept/practice of advocacy and diplomacy in your leadership. You have the freedom to refer to any part of the book (concepts, theory, arguments, recommendations, etc.) that you found attractive, and explain *why* the items discussed have helped you improve your knowledge of advocacy, diplomacy and leadership. Next, discuss the ways in which you plan to apply/use the points you just highlighted. Your plans for applications/use of the content of the book should sound feasible and purposeful, given your past experience of leadership.

Assignment 3	Interview with a local leader to identify philosophy and style to advocacy and diplomacy to advance social change	July 20 by 4:00 pm	30%	CLO 1 & 2 SLOs 6, 9, 11 & 12

Meet with a local community leader (someone who works on broad social change initiatives like poverty, violence against women, homelessness, environment, etc.) and learn about their philosophy and approach to advocacy and social change. Try to understand how they facilitate and manage partnerships/collaborations with diverse stakeholders. Please answer the following questions in a four-page (single spaced) reflection paper. Use APA 7th edition style format.

1. Identify the social issue they are changing to have impact on.
2. How do they describe their leadership style? Characteristics? Approaches?
3. How do they facilitate and manage partners/collaborators to advance social change?
4. Do they draw on specific methods (advocacy or diplomacy) theories, and/or approaches? If yes, which ones, if no, why not?
5. Compare their style and approach to yours that is emerging and describe what (and how) they are different and what you will use going forward in your work.

Assignment 4	Online discussion group	Discussion takes place July 21-28 by 4:00 pm	20%	CLO 3, 4 & 5 SLOs 6, 10, 12 & 13

Watch the film Surviving Progress by Roy & Crooks (2011). You can download it through iTunes for $14.99 https://itunes.apple.com/gb/movie/surviving-progress/id1035431613, Amazon

As you watch the movie, reflect and post on the following questions:
1. What is progress?
2. How do we / can we know? How can we be mistaken?
3. Why do societies / civilizations fail?
4. What developments are needed to reduce the risk of catastrophic failure of our own civilization?
5. Which actions (advocacy) can you incorporate into your professional and personal practices?
6. How does this information impact or change your leadership approach or practice?

Write a minimum of 2 postings throughout the week of July 21 – 28 by 4:00pm.

Post 1: Your first posting should be your opinion on the questions articulated above (all questions). Your post must be no more than 350 words and attention must be paid to correct grammar and spelling, and all references must be in APA 7th edition style format. Avoid all jargon or slang in your post.

Post 2: Your second posting should comment on one of your colleague's posts/experiences with the training. Your post must be no more than 350 words. Please be respectful to your colleagues.
The marks will be based on your ability to answer the questions above along with your ability to add value to the conversation and provide insights to your colleagues.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ANTI-OPPRESSION POLICY
The instructor of this course will not tolerate expressions of racism, sexism, misogyny, heterosexism, homophobia, transphobia, ageism, ableism, xenophobia, anti-Semitism, Islamophobia, or other such prejudices and will deal with such incidents on an official level. The instructor is committed to making this classroom a discursive space, free of oppressive behaviours, and ensuring that her evaluations of students are empowering and not discriminatory. Students should not hesitate to bring incidents of oppressive behaviour to the attention of the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
- All assignments are to be submitted in electronic form by D2L, with an original copy being archived by the student; this is a paperless course.
- Use Word .doc or.docx format.
- In both electronic form, please put this information on one line as the title at the beginning of your paper:
- Name: Wells
- Course: SOWK646
- Assignment number: #1 or #2 etc.
- Your name and student number
- When you send in the 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
- Advocacy
- Assignment number #2 or #3
- 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 #, Last name first name, Assignment number
- All papers are to be typewritten in 12-point font and **SINGLE SPACED**.
- **Pay attention to the number of pages assigned**. Students are asked to respect page length of each assignment. I will only read the paper to this length (which does NOT include references).
- Separate cover page is unnecessary
- All reference lists are to be in APA 7th edition style format.
- Pre-reads or re-writes of papers are not an option.
- High standard of writing will be a factor in grading students work.

Note: I will archive the papers for 2 months after marks for the course are submitted in case of an appeal of marks. After this time, all papers will be shredded or deleted.

LATE ASSIGNMENTS
Due to course timelines, extensions will only be granted in exceptional circumstances with a minimum notice of 48 hours. Any changes in deadline must be agreed to by the instructor in writing by email.

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.

ADDITIONAL SUGGESTED READINGS

Ariely, D. (2008). *Predictably Irrational: The hidden forces that shape our decisions*. Harper.

Blackmore, J. (2013). A feminist critical perspective on educational leadership. *International Journal of Leadership in Education: Theory and Practice*, *16*(2), 139-154. doi: 10.1080/13603124.2012.754057

Christensen, C. (2011). Using feminist leadership to build a performance-based, peer education program. *Qualitative Social Work*, *12*(3), 254-269. doi: 10.1177/1473325011429022

Diangelo, R. (2018). *White fragility: Why it's so hard for white people to talk about racism*. Beacon Press

Eicher-Catt, D. (2005). The myth of servant-leadership: a feminist perspective. *Women and Language*, *28*(1), 17-25.

Hooks, B. (2015). *Feminism is for everybody: Passionate politics*. Routledge.

Mitchem, S. (2009). Thinking about feminist leadership. *Journal of Feminist Studies in Religion*, *25*(1), 197-201. Retrieved from http://www.jstor.org/stable/10.2979/fsr.2009.25.1.197

Preskill, S., & Brookfield, S. (2009). *Learning as a way of leading: Lessons from the struggle for social justice*. Jossey-Bass.

Rao, A., & Kelleher, D. (2000). Leadership for social transformation: Some ideas and questions on institutions and feminist leadership. *Gender and Development*, *8*(3), 74-79. Retrieved from http://www.jstor.org/stable/4030465

Wheatley, M. (2007)*. Finding our way: Leadership for an uncertain time*. Berrett Koehler Publishers.

Whyte, David. (2009). *The three marriages: Reimagining work, self and relationship*. Penguin Random House.

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**