

Course & Session Number	SOWK 600 S02	Classroom	Online
Course Name	Social Justice and Theory in Advanced Social Work Practice		
Day(s) & Time	Course Dates: May 5 – 27, 2021 Zoom Sessions: May 5, 10, 12, 17, 19 and 26 (Mon and Weds: 9:00 AM – 3:45 PM)		
Instructor	Ilyan Ferrer		
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SYLLABUS STATEMENT

Examines concepts of culture, identities, oppression and social differentiation 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

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.

LEARNING RESOURCES

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. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access. Speakers are required for easy access to zoom sessions. A headset or earpods may be useful.
- 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.
- Asynchronous material will be available for viewing/listening on D2L. Group meetings will be held in the afternoons following the Zoom classes. Students will have the option of holding these meetings over Zoom, or their chosen platform. During this time, the instructors will be available for consultation.

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. As this is a graduate level seminar, students are expected to read through the material in preparation of participating in classroom and online discussions. Students are also asked to read **at least two of the required readings** by topic. 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. They are more than welcome to read and integrate the recommended readings to their assignments and class discussions. The readings are accessible through library.ucalgary.ca

Topic 1: Theoretical frameworks

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). 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 and 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://doi->

org.ezproxy.lib.ucalgary.ca/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., & Slied, Y. (2009). Reflexivity in the practice of social action: From self-to inter-relational reflexivity. *South African Journal of Psychology*, 39(4), 468-479. <https://doi-org.ezproxy.lib.ucalgary.ca/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://doi-org.ezproxy.lib.ucalgary.ca/10.1177/1468017306062222>

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

Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232. <https://doi-org.ezproxy.lib.ucalgary.ca/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://doi-org.ezproxy.lib.ucalgary.ca/10.1093/cdj/bsp035>

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

**** Please listen to as many lectures as possible in the following series. The Talaga series is a required listening for everyone.***

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

Talaga, T. (Author). (2018). *All our relations: Finding the path forward*. [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). <https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-%20forward-1.4763007>

Topics 5: Intersectionalities & interlocking systems of oppression

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>

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://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886109908326814>

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://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0886109913510659>

Westbrook, L. & Schilt, K. (2014). Doing gender, determining gender: Transgender people, gender panics, and the maintenance of the sex/gender/sexuality system. *Gender & Society*, 28(1), 32-57. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/43669855>

Topic 6: Critical and anti-oppressive 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.

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

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>

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

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=sih&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?

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://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/canajpublheal.104.5.e410>

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

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review*, 14(1), 74-87. <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/95/160>

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. <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/172/141>

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.

CLASS SCHEDULE

Please note that the class schedule consists of synchronous **AND** asynchronous (group work, readings, D2L activities) sessions on **May 5th, May 10th, 12th, 17th, 19th, and May 26th**.

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

Attending the morning and afternoon poster presentations on May 26th is **required** and students are expected to support each other and engage in a collegial and collective learning process during the poster presentation session.

Date	Time	Topic	Assignments Due
May 5 th	Synchronous Morning Session 9:00AM - 12:00PM MST	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 – 3:45PM MST	Group work and Asynchronous Time	
May 10 th	Synchronous Morning Session 9:00AM - 12:00PM MST	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 – 3:45PM MST	Group work and Asynchronous Time	
May 12 th	Synchronous Morning Session 9:00AM - 12:00PM MST	Topic 5: Intersectionalities & interlocking systems of oppression Topic 6: Critical and anti-oppressive practice	
	Afternoon Session 1:00 – 3:45PM MST	Group work and Asynchronous Time	Assignment 2, Part I
May 17 th	Synchronous Morning Session	Topic 7: Ethics & ethical tensions: Unpacking social work’s roles & responsibilities	

	9:00AM - 12:00PM MST	* Final Paper Discussion *	Assignment 2, Part I and II (informal sharing)
	Afternoon Session 1:00 – 3:45PM MST	Group work and Asynchronous Time	Assignment 2, Part III
May 19th	Synchronous Morning Session 9:00AM - 12:00PM MST	Topic 8: Social policies and the struggles for inclusion: Who is left out? Topic 9: Troubling knowledge production & reclaiming other ways of being	
	Afternoon Session 1:00 – 3:45 PM MST	Group work and Asynchronous Time	
May 26th	WHOLE DAY 9:00AM - 3:45 PM MST	Poster Presentations	Assignment 2, Part II Assignment 2, Part III
May 30th			Assignment 3, Parts I & II

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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. 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.

ASSESSMENT COMPONENTS

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

The purpose of this assignment is to engage students in active participation during zoom and asynchronous sessions, and to develop their facilitation, active listening and reflections of critical conversations. Grades will be based on the student's ongoing and active participation 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 and Presentation: A Social Justice Analysis of Policy

For Assignment 2, students will collaborate with their colleagues (groups of 4-5 students) to critically engage and analyze a social policy related to a social justice theme by examining the tensions associated with knowledge production and consumption. This assignment will comprise of **three** parts: (1) Identifying and developing a poster on a social policy, and providing a clear rationale and literature review on their chosen issue; (2) Presentation of poster; and (3) Offering poster feedback to colleagues.

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. 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 and rationale of the selected social policy (25%).....May 12th

For Part I, students will engage with how their course learnings inform their critical analysis lens through 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 they 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 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.

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.

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.

(Assignment 2) Part II: Presenting your poster (20%)May 17th (informal sharing) and May 26th

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?*

Students will have opportunities to have an informal sharing on May 17th to receive feedback on their ideas. On May 26th, groups will present their posters to the class. Groups will be given approximately 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.

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)
- Analysis of the chosen policy
- Relevance to advancing experiences of diversity
- 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 to the D2L Dropbox. Grades are assigned to the entire group.

(Assignment 2) Part III: Offering Feedback to Colleagues (10%)May 17th and 26th

The purpose of this part of this assignment is twofold: First, it would help students actively engage with peer-review process as a way to develop their own posters and offer some concrete directions to peers to help improve their posters.

Part III invites students to critically engage with the poster development and presentation process through a theoretically and epistemologically sound peer-review. Students will review one poster development on May 17th, and one poster on May 26nd. 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.

Assignment 3: Social Justice Theories: Understanding, Application and Practice..... May 30th

The objective of this assignment is to reflect on and critically examine injustices that are committed in our circles of influence and build on the theories and knowledge learned throughout the term to develop their own theoretical and practice framework. 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. This assignment is comprised of two main parts: (1) identifying an (in)justice/critical incident, and (2) an application for how to intervene/resist informed by one's learnings of theoretical frameworks from the course.

Assignment 3 Part I: Identifying a social (in)justice / critical incident (10%)

Part I asks students to identify and name a social injustice / critical incident they observed and the context in which it occurred (the time injustice was realized, the persons or material objects involved, their positions and roles time), the initial reactions of the observer, and their understanding of the presenting injustice at the time. This can range from forms of micro-aggressions (language, attitudes, behaviours), to policies or procedures in organizations/workplaces. The injustice might also be a practice or intervention model or a research activity in which students may have and/or been involved in. Students are advised to identify an injustice in their circle of influence where they can engage in resistance and change. Students have the option to identify their starting point (i.e. Part I) in a written format (maximum 1-2 pages, double-spaced), or audio-recorded format (2-3 minutes), or a combination of a visual, such as a picture or a short video (1-2 minutes).

The letter will be evaluated according to the following criteria:

- **Reflection skills (5%)** – the extent to which the social justice issue is contextualized.
- **Integration (5%)** – the extent to which relevant material is integrated into the conceptualization and application of the response to the identified injustice along with the self-reflection on your own attitudes/thoughts on the topic and relevance to practice.

Assignment 3 Part II: Putting theory into action (25%)

Part II asks students to draw on course materials, zoom sessions, discussions with colleagues, previous assignments, etc. to integrate learnings into their social justice application. Using scholarly literature, students are asked to explain their social (in)justice / critical incident (identified in Part I), its potential functions and impacts on the persons/communities oppressed. Specifically, students are encouraged to use social work and social justice theories within the 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.

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.

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 rationale 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. 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. The paper should be 5-6 pages long maximum, double spaced, 12 pt. font, properly sourced using APA 7th edition referencing style.

The final paper will be evaluated according to the following criteria:

- **Incorporation of related literature (5%)** – the extent to which reference material is incorporated and relevant to your topic.
- **Concept mastery (10%)** – the extent to which knowledge, application, critical analysis and evaluation of relevant issues is demonstrated.
- **Integration (5%)** – the extent to which relevant material is integrated into the conceptualization and application of the response to the identified injustice along with the self-reflection on your own attitudes/thoughts on the topic and relevance to practice.
- **Clarity and organization (5%)** – of the overall project, including writing style, grammar and spelling, and the extent to which APA style is adhered to in the references section.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. Please contact the instructor if you miss a class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due no later than before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be downgraded by 2% of the assignment grade per day including weekends, holidays and study weekdays. 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.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

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

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

Please see D2L for additional readings.

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.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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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 (<https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.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/legal-services/sites/default/files/teams/1/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**