

Course & Session Number	SOWK 600 S05	Classroom	Online
Course Name	Social Justice and Theory in Advanced Social Work Practice		
Day(s) & Time	Course dates: May 5- June 15. 2021 Zoom sessions: May 5, 6, 7 and 8: 9-11am; 1-3 pm; Tuesdays May 18, June 1, June 15: 6.30 pm – 8.30 pm		
Instructor	Janki Shankar, PhD		
U of C E-mail	jshankar@ucalgary.ca	U of C Phone	By Appointment

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

Upon completion 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 student's unique social work perspective and strengthening their social work identity and personal practice framework.

Within the Direct Entry pathway, 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 RESOURCES

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 and a camera. Speakers are required for easy access to zoom sessions.

Students will have the option of holding group work meetings during the asynchronized times over Zoom, or their chosen platform. The instructor will be available for consultation on the dates and times indicated in the course schedule.

REQUIRED TEXTBOOKS AND READINGS

A text book and a set of core readings have been specified for this course. **As this is a graduate level course, students are advised to read through the material in preparation for participating in classroom and group discussions.**

Text

Logan McCallum, M.J., Perry, A. (2018). *Structures of indifference: An Indigenous life and death in a Canadian city*. University of Manitoba Press.

CORE READINGS: A list of core readings are provided below. 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.

1. Solas, J. (2008). What kind of social justice does social work seek? *International Social Work*, 51(6), 13-822
2. Morgaine, K. (2014). Conceptualizing social justice in social work: Are social workers too bogged down in the trees. *Journal of Social Justice*, 4, 1-18.
3. Brown, C. G. (2012). Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. *Critical Social Work*, 13(1), pp. 34–65

4. 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
5. Hulko, W. (2009). The time and context contingent nature of intersectionality and interlocking oppressions. *Affilia*, 24(44), 44-55.
6. Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *Affilia*, 29(1), 8-17.
7. Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work: Learning from critical Indigenous approaches. *Australian Social Work*, 68(3), 296-308.
8. Phillips, N., Adams, G., & Salter, P. (2015). Beyond adaptation: Decolonizing approaches to coping with oppression. *Journal of Social and Political Psychology*, 3(1), 365-387.
9. 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.
10. Kovach, M. (2019). Conversational methods in Indigenous Research. *First People Child & Family Review*. 14(1), 40-48.

CLASS SCHEDULE

The class schedule consists of four required morning and afternoon Zoom sessions on: May 5, May 6, May 7 & May 8. There will be three additional Zoom sessions on Tuesday evenings May 18, June 1 & June 15 from 6.30 – 8.30 pm. Students are expected to attend the morning Zoom sessions and meet with group members in the afternoon using Zoom to prepare for group assignment 3. The instructor will be available for consultation during the afternoon sessions. Students are required to attend all the poster presentations on June 15, participate in discussion, provide feedback to the presenters, support one another and engage in collegial and collective learning during the poster presentation session.

Date and time	
May 5: Morning	9-11 am
Introductions and review of course syllabi and assignments and Readings: Text (Structures of Indifference) Introduction, Chapters 1 & 2	

Afternoon	1-3 pm	Group work 1 (Social Justice discussion group)
May 6	Morning 9-11 am	Social Justice: Theoretical frameworks Core readings: 1&2
	Afternoon 1-3 pm	Group work 2 (Social Justice discussion group)
May 7	Morning 9-11 am	Theories & approaches to power-- Understanding self, the othering process and unpacking power relations Core readings: 3 & 4
	Afternoon 1-3 pm	Group work 3 (Social Justice discussion group) <u>May 7: Assignment 2 Post to drop box</u>
May 8	Morning 9-11 am	Intersectionality & interlocking systems of oppression Core readings: 5 & 6
	Afternoon 1-3 pm	Group work 4 (Social Justice discussion group)
May 18	6.30 – 8.30 pm	Critical and Anti-oppressive social work practice Core readings: 7 & 8
<u>May 20: Assignment 4 Part 1 Post to drop box</u>		
June 1	6.30- 8.30 pm	Social policies & research: The struggles for inclusion Core readings 9 &10
June 10: Assignment 3 Part 1 Post poster to drop box		
June 15	6.30-8.30 pm	Poster presentation and panel feedback Assignment 3 Part 2,
June 16: Assignment 3 Part 3 (Feedback) June 20: Assignment 4 Part 2 Post to drop box		

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 (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.

ZOOM RECORDINGS OF ONLINE CLASSES

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

Assignment 1: Zoom and D2L Participation and Engagement

Value: 10%

Due Date: ongoing

The purpose of this assignment is to engage students in active participation during synchronous 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 (for example participation in discussion board). In particular, students will be expected to contribute new insights, content and critique, as well as connections to their field of practice. Students will be asked to facilitate classroom discussions in groups of 2-3 students, between May 6 and June 1. **Students will be assigned the readings during the first class.**

Aligned Course Learning Outcomes: 1-7

Assignment 2: Annotation on Social Justice

Value: 10%

Due Date: May 7 11.59 pm

Each student will locate a scholarly, **peer reviewed article related to a social justice issue in their area of interest or practice.** The selected article can be a theoretical or an empirical article. It must be an article that has been accessed through the library online databases. Students will (a) critically read the article noting its strengths, limitations and assumptions; (b) annotate the article. The written annotation (summary) must reflect the main thesis or argument as well as salient points made by the author and

your critical reflections on the article; (c) evaluate the article in terms of its relevance/importance to social work theory, practice or both. (d) At the end of the annotation pose a reflective question. The assignment must be posted to the drop box. The length of the annotation must not be more than 500 words, (double space, 12 point) with the correct APA 7 citation at the top. Include between 2-4 references.

Note that an annotation is not the same as the abstract and the summary should be brief and stated in the student's own words. Students might also note new words or concepts that had been unfamiliar to them and provide clarification. **Link for**

annotation:https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html

Aligned Course learning outcomes: 1-7

Assignment 3: Social justice and anti-oppressive practice poster (group assignment)

Value: 40%

This group assignment consists of developing and presenting a poster on critical analysis of oppression and social injustice experienced by a community or group. It has three parts:

Part 1 – Developing a poster and posting to drop box

Part 2 – Poster presentation

Part 3 – Participating as a panel member for providing feedback

For the purpose of this assignment each student has been randomly assigned to one of six groups, each comprising 4-5 students. Over a period of six group work sessions and using your prescribed text, “Structures of Indifference” as a foundation, each group will pick any one of the social injustice themes discussed in the book (or in class), examine how a theory or perspective of social justice helps to explain and/or expand your understanding of the identified theme, and develop a powerful poster supporting anti-oppressive social work practice focused on the particular theme the group has identified.

As part of the discussion students are asked to interrogate the tensions and contradictions that emerge for them as they unpack the theoretical and practice assumptions guiding them through the analysis of the identified theme. Students are encouraged to critically examine ethics and ethical tensions as they shape social work practice when working with diverse and marginalized individuals and social groups who are experiencing the injustice. Students are also 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. The purpose of this assignment is to help students not only to trace their own learnings, but also engage with how such learnings can be disseminated in ways that legitimize their own interpretations and analysis of the issues and ideas they examine. The poster is 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. Maintain a daily record of your group discussions as they will help in writing up a summary that will have to be posted as part of this assignment.

The focus of the poster will be on your ability to convey 1) the social justice perspective; 2) the application of the theory or perspective to anti-oppressive practice in relation to the pursuit of social

justice and 3) tensions and contradictions that emerge as you unpack the theoretical and practice assumptions guiding you through the analysis of the identified theme and practice implications. The issues highlighted in the text could serve as a case example.

Each group will have a dedicated group page on D2L that can help to share your thoughts, ideas and learning. Please ensure to apply your teamwork skills to collaborate with others and support one another in each of the three parts:

Part 1: Developing a poster on the selected social injustice issue

Due: June 10 by 11.59 pm

Value: 20%

Poster must be accompanied by (a) a reference list of 6-8 references drawn from the recommended readings and from other sources (e.g. videos, policy briefs, podcasts, etc.,) that group members have identified and have actively engaged with to critically analyze and develop their posters; (b) a three page rationale for why they have selected the issue and related sources, and a short discussion on how each source informs their theoretical and epistemological understandings of their chosen issue and (c) A 250 words summary of the discussion for each of the four group work days. Each group member is expected to contribute to the summary and write up.

The poster, the write up, summary and references must be posted to drop box on June 10 to allow the panel of reviewers. time to review the poster. The instructor will forward the posters to the respective reviewers.

Part 2: Presentation of poster

Due: June 15

Value: 10%

Each group will be given 20 minutes (10 minutes to present and 10 minutes to answer questions). Presenters are expected to integrate Part I into their presentations by highlighting the important points of their poster. Following each presentation, group members will be asked a series of questions from peers and the instructor. The questions should be related to the presented topic to help presenters 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 groups.

All presenters are encouraged to use their creativity to enhance the curiosity of other students and engage in critical discussions. In addition, attention will be paid to teamwork, flow of ideas and the active engagement of other students on the presented topic. Grades are assigned to the entire group.

Part 3: Offering Feedback to Colleagues

Value: 10 %

Due Date: June 16, by 11.59pm

Each student will be assigned to an evaluation panel of 4-5 students. **The instructor will designate the panel members before the date of the poster submission.** Panel members will be asked to review the submitted poster, prepare questions for clarification, evaluate the poster and its presentation and provide written feedback to the presenting group on June 16th. The reviewers should include critical comments on the content of the poster, the knowledge presented, and arguments advanced in a 1-page feedback. The instructor must be copied on the feedback. Reviewers must also provide some feedback on the presentation style and aesthetics of the poster as a way to connect to the ideas and arguments in each poster. **Reviewers' forms and guiding instructions will be distributed before the due date of the poster submission (June 13th).**

Aligned Course learning outcomes: 1-7

Assignment 4: Reflective essay on Social Justice: Theory to Action -

Value: 40%

Dates due: Part 1- May 20; Part 2- June 20 by 11.59 pm

The objective of this assignment is to reflect on and critically examine injustices that are committed in our circles of influence. This paper must demonstrate student's reflection and integration of course material. This assignment is comprised of two main parts: (1) a letter explaining a social (in)justice, and (2) an application for how to intervene/resist informed by one's learnings of theoretical frameworks from the course. The selection of the injustice can be a completely independent topic or identified as part of Assignment 2. However, this assignment and is to be completed individually.

Part 1

Value: 10%

In Part 1 students must identify and name a social injustice they observed and the context in which it occurred (the time injustice was realized, the persons or material objects involved, their positions and roles at the time), the initial reactions of the observer, and their understanding of the presenting injustice at the time. The injustice 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 the student may have been involved. 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 letter to a person in authority (maximum 2-3pages, double-spaced), 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.

Part 2: Putting theory into action

Value: 30%

In Part II students have to draw on the course materials, zoom sessions, discussions with colleagues, previous assignments, etc. to integrate their learnings into their social justice application. Using scholarly literature, students must explain the social (in)justice (identified in Part I), its potential functions and impacts on the persons/communities oppressed. Students must then discuss a theoretical approach most suitable in addressing the injustice and the reasoning for this chosen approach. Students will consider the potential risks, challenges, and opportunities for transformation when connecting their theoretical approaches to their social (in)justice. Students will then 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 (5-7 pages maximum, double-spaced). Include 6-8 references. This assignment will be submitted to the drop box.

Part 2 will be evaluated according to the following criteria:

- **Incorporation of related literature (5%)** – the extent to which reference material is incorporated (at least 5 required/recommended readings) and relevant to your topic.
- **Concept mastery (10%)** – the extent to which knowledge, application, critical analysis and evaluation of relevant issues is demonstrated.
- **Integration (10%)** – 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 7 style is adhered to in the references section.

Aligned Course learning outcomes: 1-7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Students are expected to attend all zoom sessions and actively contribute. If you are unable to attend a Zoom session, please contact your instructor prior to class (if possible) to discuss alternative means of engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All assignments are due by 11:59pm 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 accepted at the discretion of the instructor - please contact the instructor prior to the assignment due date to discuss extensions. Late assignments may not receive substantive feedback from the instructor.

EXPECTATIONS FOR WRITING

For written assignments, writing skills will be a factor in grading. 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 format (7th edition). 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

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

Student

COURSE EVALUATION

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.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**