



Spring 2022

Course & Session Number	SOWK 600 S01	Classroom	SA 124
Course Name	Social Justice & Theory in Advanced Social Work Practice		
Dates and Time	Start of Classes: May 4, 2022 End of Classes: May 25, 2022 Dates and Time: In-person instruction - Mondays & Wednesdays, 9 to 3:45p.m. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Sheliza Ladhani, PhD Candidate	Office Hours	By Request
UCalgary E-mail	Sheliza.ladhani@ucalgary.ca	UCalgary Phone	By email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

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

This course focuses on theorizing from and with the body and mind, to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more liveable present and decolonial future(s). Learners have the opportunity to: (1) engage in an embodied and affective learning process, (2) examine theoretical perspectives of social justice in relation to particular histories, hauntings and lived experiences, (3) reflect on how their social positionings and worldviews inform and impact their understandings and efforts toward social justice, and (4) collectively (re)imagine the possibilities for social justice in connection to social work practice. Students are encouraged to think-feel with the various knowledges, theories, and practices engaged throughout the course. Classes will be in-person and will include critical dialogues, affective attunements, group work, story, memory work, and experiential activities. Pre-requisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice

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.

LEARNING RESOURCES

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 class discussions. 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

Ahmed, S. (2017). *Living a feminist life*. Duke University Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4769414>

hooks, b. (2014). *Feminism Is for everybody: Passionate politics* (2nd ed.). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315743189>

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=1212658>

Lorde, A. (1984). *Sister outsider: Essays and speeches*. The Crossing Press. https://ezproxy.lib.ucalgary.ca/login?url=https://search.alexanderstreet.com/view/work/bibliographic_entity%7Cbibliographic_details%7C4401746?account_id=9838&usage_group_id=107435

Maldonado-Torres, N. (2007). On the coloniality of being: Contributions to the development of a concept. *Cultural Studies*, 21(2-3), 240–270. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09502380601162548>

Patel, L. (2016). *Decolonizing educational research: From ownership to answerability*. Routledge. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4219192>

Pitt, A., & Britzman, D. (2003). Speculations on qualities of difficult knowledge in teaching and learning: an experiment in psychoanalytic research. *International Journal of Qualitative Studies in Education*, 16(6), 755–776. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09518390310001632135>

Simpson. (2013). *Islands of decolonial love: Stories & songs*. ARP Books.

Tuck, E. (2009). Suspending Damage: A Letter to Communities. *Harvard Educational Review* 79(3): 409–428. <https://doi-org.ezproxy.lib.ucalgary.ca/10.17763/haer.79.3.n0016675661t3n15>

Tuck, E., & Ree, C. (2016). A glossary of haunting. In S. Holman Jones, T. E. Adams, & C. Ellis (Eds.), *Handbook of autoethnography* (pp. 639–658). Routledge. <https://doi-org.ezproxy.lib.ucalgary.ca/10.4324/9781315427812>

Wong, Y. L. R. (2018) “Please call me by my true names”: A decolonizing pedagogy of mindfulness and interbeing in critical social work education. In S. Batacharya, & Y. L. R. Wong (Eds.), *Sharing breath: Embodied learning and decolonization* (pp. 253-278). Athabasca University

Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=5574863>

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, microphone and speaker is required for D2L and Zoom access should it be needed.

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

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

Date	Topic	Assignments
Coming into Relation: Identities and Power		
May 4	<p>Morning Session 9:00AM - 12:00PM MST</p> <ul style="list-style-type: none"> ● Introduction ● Orientation to this course: Pedagogies of discomfort, affect, and (un)learning/(re)learning. ● Course outline overview ● Thinking/feeling justice and injustice <p>Readings:</p> <ul style="list-style-type: none"> ● Wong (2018). "Please call me by my true names": A decolonizing pedagogy of mindfulness and interbeing in critical social work education. ● Kimmerer (2013). Gift of strawberries ● Pitt & Britzman (2003). – pp. 755-57 & 771-74 	Due: Weekly Reflection 1
	<p>Afternoon Session 1:00PM - 3:45PM MST</p> <ul style="list-style-type: none"> ● Individual knowledge engagement – Complexities of identity and the politics of knowledge and naming 	

Historical and Contemporary Hauntings of Racism & Coloniality		
May 9	Morning Session 9:00AM - 12:00PM MST <ul style="list-style-type: none"> Proximity to 'Man' Hauntings Readings: <ul style="list-style-type: none"> Maldonado-Torres (2007). On the coloniality of being Tuck & Ree (2016). A glossary of haunting (Chapter 33) 	
	Afternoon Session 1:00PM - 3:45PM MST <ul style="list-style-type: none"> Collective knowledge engagement – Naming/marketing the historical traces of domination/violences in the present 	
Beyond Damage: (Re)Imagining Justice		
May 11	Morning Session 9:00AM - 12:00PM MST <ul style="list-style-type: none"> Hauntings of social work cont'd Beyond damage toward life-affirming practice Readings: <ul style="list-style-type: none"> Tuck (2009). Suspending damage: A letter to communities Patel (2016) chapter 5 -- Beyond social justice Simpson (2013). It takes an ocean not to break. 	Due: Weekly Reflection 2 Fee deadline
	Afternoon Session 1:00PM - 3:45PM MST <ul style="list-style-type: none"> Collective knowledge engagement – Reckoning with the hauntings of social work 	
Thinking/Feeling Theory: Examining Relations of Power, Systems and Structures		
May 16	Morning Session 9:00AM - 12:00PM MST <ul style="list-style-type: none"> Critical Race Theory Critical Feminisms Readings: <ul style="list-style-type: none"> hooks (2014). chapters 1 & 2 Lorde (1984). Eye to Eye: Black Women, Hatred, and Anger (in sister outsider) 	
	Afternoon Session 1:00PM - 3:45PM MST <ul style="list-style-type: none"> Collective knowledge engagement -understanding and feeling Other through memory work 	
(Re)making Worlds: Decolonial Dreaming, Critical Hope & Possibilities		
May 18	Morning Session 9:00AM - 12:00PM MST <ul style="list-style-type: none"> Seeking abundance amidst hauntings Rematriation, enlivening relations, working for freedom Readings: <ul style="list-style-type: none"> Ahmed (2017). Conclusion 1 & 2 Kimmerer (2013). Three sisters 	Due: Weekly Reflection 3

	Afternoon Session 1:00PM - 3:45PM MST <ul style="list-style-type: none"> Collective knowledge engagement – Working on collective (re)imaginings of justice invitations 	
May 23	Victoria Day, no classes: Monday, May 23, 2022	
Collective (Re)Imaginings of Justice Invitations		
May 25	ALL DAY: 9:00AM - 3:45PM MST <ul style="list-style-type: none"> Collective (Re)Imaginings of Justice Invitations Course reflections 	Due: Assignment 3 & Weekly Reflection 4

ASSESSMENT COMPONENTS

Assignment 1: Participation and Engagement (20%) – due May 27th

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Working towards social justice calls on us to make individual and collective commitments as we (re)envision the possibilities for a more liveable present and future. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge and one another. As part of this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged not *only* by the quantity of contributions, but also how students facilitate a collective space of learning by being mindful of how space/voice are used. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care.

Recognizing that engagement and participation are animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their own participation and engagement in the course by submitting a 100-word reflection via D2L dropbox **by 11:59pm May 27th**.

Assignment 2: Weekly Reflections (40%) – due May 4th, 11th, 18th & 25th

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

As part of the (un)learning and (re)learning process, students will be invited to dwell on/in their encounters with various theoretical approaches, knowledges, process, content, and materials from the course. These reflections should examine evolving conceptualizations, understandings, and tensions related to social justice, historical and ongoing violences, structures and relations of power, as connected to various lived realities of oppression and marginalization. As an embodied approach, students are invited to think-feel with and through theory, attuning to how knowledge is experienced and cultivated through the body, heart, spirit, and mind. This assignment should incite student reflections about social work practice in relation to their social identities, communities they serve, and the themes, theories and concepts learned throughout the course. It is expected that students will draw

on experiential, reflexive, and scholarly knowledge. Students will be provided time during class to work on their weekly reflections, individually and with groups, through various guided knowledge engagement and creation activities. Reflections are to be submitted by **11:59pm** on their respective due dates via D2L dropbox.

Weekly Reflection 1: (5% due **May 4th**) 200 words

Weekly Reflection 2: (10% due **May 11th**) 250-300 words

Weekly Reflection 3: (10% due **May 18th**) 250-300 words

Weekly Reflection 4: (15% due **May 25th**) 500 words

Assessment Criteria

As you prepare your weekly reflections, here are some areas to attune to:

- Reflection draws on experiential, reflexive, and scholarly knowledges
- Reflection makes connections between theory and practice and how social justice concepts in the readings and class discussions might materialize in clinical practice
- Reflection illustrates an emphasis on emotion and feeling as it relates to and responds to social positionings, tensions around historical injustices, and the concepts engaged in the course
- Reflection is personal and vulnerable, animating when, where and how the materials from the course are compelling learning, (un)learning, and (re)learning

Further details, instructions and assessment criteria will be discussed in class.

Assignment 3: Collective (Re)Imaginations of Justice Invitations (40%) – May 25

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

This is a world-making project, an undertaking that requires collective efforts. For this assignment, students will form small groups (4-5) beginning on May 9th and work collaboratively for the remainder of the course to curate an experience that invites us into your collective (re)imaginings of justice. The purpose of this assignment is to encourage students to imagine what social justice could look/feel like beyond its current conceptualizations. This is not about creating a utopian vision of the world that erases injustices of past and present. Rather this form of (re)imagining asks students to consider the historical and present conditions created by projects of violence and domination that have served to erase, displace, dispossess and oppress, and envision what a more liveable future might be if we refused and resisted colluding with the aims/desires of such projects.

Drawing upon course encounters (i.e., content, materials, dialogues, reflections) this invitation into your collective (re)imaginings is a creative engagement of thinking-feeling with theory as it relates to your desired realm/field of social work practice. Invitations may take various forms (e.g., visual arts, story, performance, experiential, speculative fiction, podcasts, guided exercises, practice guide, mood/sound/smellscapes etc.). Each group will have a total of approximately 20 minutes depending on final enrollment numbers, 15 minutes to animate their (re)imagining invitation and 5 minutes for comments and questions. To facilitate knowledge sharing with the class, groups are required to post a reference list of materials/sources engaged for this assignment via D2L discussion board due **May 25th by 11:59pm**.

Assessment Criteria

As you prepare your collective invitations, please consider the following:

- Invitations meaningfully engage experiential, reflexive, and scholarly knowledges from various worldviews
- Invitations are animated in ways that creatively engage theory and practice to (re)imagine how social justice could be reflected in clinical practice
- Invitations acknowledge and attune to historical and present conditions of injustice, while offering openings and possibilities to (re)imagine social justice
- Invitations curate an experience that draws the class into thinking-feeling with theory to bear wit(h)ness to your collective (re)imaginings of more just, liveable future(s)
- Invitations evoke a sense of response-ability for social work(ers) to work towards these desired (re)conceptualizations of social justice

Further details, instructions and assessment criteria will be discussed in class.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions as part of their participation grade. Details are outlined in the assessment components section above. If you are unable to attend, 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 folder in D2L, unless otherwise indicated in the assignment descriptions. Assignments should be submitted as a Word document whenever possible and labeled as follows: “Last Name_First Name_Assignment Name” (e.g., Ladhani_Sheliza Ladhani_Assignment Name). Assignments are due by 11:59pm on their due date. Please note it is the student’s responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion of the instructor. Alternative arrangements must be made with the instructors *prior* to the due date. Assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

For written assignments, 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 Range
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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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

