Course & Session Number	**SOWK 600 S04**	**Classroom**	Online
Course Name	Social Justice & Theory in Advanced Social Work Practice		
Dates and Time	Start of Classes: May 04, 2022 End of Classes: June 16, 2022 Dates and Time: Tuesdays & Thursdays, 6:00pm – 8:30 pm (MDT) Synchronous zoom sessions: Tuesday May 05, May 12, May 19, May 26, May 31, June 09, June 16. Asynchronous zoom session: Thursday May 10, May 17, May 24, May 31, June 07, June 14. Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Regine King, M.Ed., PhD	**Office Hours**	Please email to request an appointment time.
UCalgary E-mail	regine.king@ucalgary.ca	**UCalgary Phone**	403 210 7596

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.

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[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, identity, oppression, and "differentness" in relationship to theories of social justice, at all levels of professional practice.

COURSE DESCRIPTION

Social justice is the unifying value of diverse forms of social work practice and is situated in the historical and moral base of the profession. This course requires students to critically examine theoretical perspectives of social justice in order to evaluate and articulate its application in their current practice. Students will identify how their assumptions and social location affect their pursuit of social justice while simultaneously examining structural and system barriers to achieving a more just society.

COURSE LEARNING OUTCOMES

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 an 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 leads 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

* This course outline has been adapted and modified with permission from Dr. Regine King, Dr, Ilyan Ferrer and Dr. Yahya El-Lahib.

REQUIRED TEXTBOOKS AND/OR READINGS

Topic 1: Theoretical Frameworks

Bonds, A. & Inwood, J. (2016). Beyond white privilege: Geographies of white supremacy and settler colonialism. *Progress in Human Geography, 40(6)*, 715–733.

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

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

Nelson, J. K. (2013). Denial of racism and its implications for local action. *Discourse & Society, 24*, 89–109. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0957926512463635

Olson, C. J., Reid, C., Threadgill-Goldson, N., Riffe, H. A., & 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

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

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

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

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

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

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 &A N=135787816&site=ehost-live

Hall, S. (2006). The West and the rest: Discourse and power. In R. C. A. Maaka & C. Andersen (Eds.), *The Indigenous experience: Global perspectives* (pp. 165-173). Canadian Scholar Press. https://read-dukeupress-edu.ezproxy.lib.ucalgary.ca/books/book/2555/chapter standard/1360482/The-West-and-the-Rest-Discourse-and-Power-1992

LeFrancois, B. A. (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 in 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

Nguyen, T-H. & `Nguyen B.M.D. (2018). Is the "first-generation student" term useful for understanding inequality? The role of intersectionality in illuminating the implications of an accepted—yet unchallenged—term. *Review of Research in Education, 42*, 146–176. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.3102/0091732X18759280

Pin, L. (2020). Race, citizenship and participation: Interrogating the racial dynamics of participatory budgeting. *New Political Science, 42(4)*, 578-594. Retrieved from: https://doi.org/10.1080/07393148.2020.1840199

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

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

Valenzuela, J., R. González, and J. Stewart. 2019. "Monterey County: From Disenfranchisement to Voice, Power, and Participation." Race Forward. Retrieved from: (https://www.raceforward.org/system/files/pdf/reports/RaceForward_Monterey_FullReport_2020.pdf)

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

Topic 4: Intersectionalities & Interlocking Systems of Oppression

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

Ferrer, I., Grenier, A., & Brotman, S., & Koehn, S. (2017). Understanding the experiences of racialized older people through an intersectional life course perspective. *Journal of Aging Studies, 41*, 10-17. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S0890406516303905

Francis, J. (2019). Human rights violations as humanist performance: Dehumanizing criminalized refugee youth in Canada. *The Canadian Geographer 63(1)*, 129-144. https://link.springer.com/content/pdf/10.1007/s40596-020-01208-x

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

Jordan-Zachery, J. S. (2007). Am I a Black woman or a woman who is Black? A few thoughts on the meaning of intersectionality. *Politics & Gender, 3(2),* 254-263. https://doi-org.ezproxy.lib.ucalgary.ca/10.1017/S1743923X07000074

Mattsson, T. (2014). 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

Nelson, J. K. & Dunn, K. (2017). Neoliberal anti-racism: Responding to 'everywhere but different' racism. *Progress in Human Geography, 41(1),* 26–43. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0309132515627019

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

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 5: Critical and Anti-Oppressive Practice, Ethical Tensions and Social Work's Roles and Responsibilities

Baines, D. (2011). Resistance as emotional work: The Australian and Canadian non-profit social services. *Industrial Relations Journal, 42(2)*, 139-156. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/j.1468-2338.2011.00616.x

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

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

Imbroscio, D. (2016), Urban policy as meritocracy: A critique. *Journal of Urban Affairs, 38(1)*, 79-104. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1111/juaf.12262?needAccess=true

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

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work, 35(4)*, 435- 452. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106521512&site=ehost-live

Wehbi, S., Elin, L., & El-Lahib, Y. (2010). Neo-colonial discourse and disability: The case of Canadian international development NGOs. *Community Development Journal, 45(4)*, 404-422. https://academic- oup-com.ezproxy.lib.ucalgary.ca/cdj/article/45/4/404/277639

Topic 6: Social Policies and Research: The Struggles for Inclusion: Who Is Left Out?

Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First Peoples Child & Family Review, 5(2),* 74-87. https://fpcfr.com/index.php/FPCFR/article/view/95

Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research. *Journal of Social Work Education, 49(2)*, 277-291. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2013.768477

Blackstock. C. (2012). Jordan's Principle: Canada's broken promise to First Nation Children? *Paediatrics & Child Health, 17(7)*, 368-370. https://academic-oupcom.ezproxy.lib.ucalgary.ca/pch/article/17/7/368/2647016

Blackstock, C. (2016). Toward the full and proper implementation of Jordan's Principle: An elusive goal to date. *Paediatrics & Child Health, 21(5)*, 245-246. https://academic-oup-com.ezproxy.lib.ucalgary.ca/pch/article/21/5/245/2647378

Chouinard, V., & Crooks, V. A. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society, 20(1),* 19-32. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0968759042000283610

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

Kovach, M. (2010). Conversational methods in Indigenous Research. *First Peoples Child & Family Review, 5(1),* 40-48. https://fpcfr.com/index.php/FPCFR/article/view/172

Palmer, M. J. (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

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

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

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. A Zoom link to be used for all online sessions will be posted in d2l before the start of the class. To actively participate in zoom 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.

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

Class Schedule

Date	Topics
May 05 6:00 – 8:30 p.m. (MT)	Topic 1: Introductions, course overview and theoretical frameworks
May 10 6:00 – 8:30 p.m. (MT)	Group work and asynchronous time
May 12 6:00 – 8:30 p.m. (MT)	Topic 2: Theories & approaches to power I: Unpacking power relations and operations for social work
May 17 6:00 – 8:30 p.m. (MT)	Group work and asynchronous time
May 19 6:00 – 8:30 p.m. (MT)	Topic 3: Theories & approaches to power II: Unpacking power relations and operations for social work
May 24 6:00 – 8:30 p.m. (MT)	Group work and asynchronous time
May 26 6:00 – 8:30 p.m. (MT)	Topic 4: Intersectionalities & interlocking systems of oppression
May 31 6:00 – 8:30 p.m. (MT)	Group work and asynchronous time
June 02 6:00 – 8:30 p.m. (MT)	Topic 5: Critical and anti-oppressive practice, ethical tensions and social work's roles and responsibilities
June 07 6:00 – 8:30 p.m. (MT)	Group work and asynchronous time
June 09 5:00 – 8:00 p.m. (MT)	Topic 6: Social policy & research: The struggles for inclusion: Who is left out?
June 14 6:00 – 8:30 p.m. (MT)	Group work and asynchronous time
June 16 6:00 – 8:30 p.m. (MT)	Poster presentations

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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) for your best learning experiences. 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

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   weight: 10% due date: ongoing
The purpose of this individual 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. 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, for 20 minutes between **May 18th and June 10th**. Students will be assigned the readings during the first class.

Assignment 2: Poster and Policy Analysis from a Social Justice Lens   weight 50%
This assignment will comprise two parts: (1) Identify and develop a social policy, and provide a clear rationale and literature review on the chosen issue; (2) Deliver presentation of poster.
The purpose of this assignment is to help students trace their own learnings and 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. 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 asked to interrogate the tensions and contradictions that emerge for them as they unpack the theoretical, epistemological and practice assumptions guiding the course through the analysis of a social policy.

During the first class, the instructor will provide the list of policy areas from which students choose a topic of interest. Groups of 3-4 students will be randomly assigned. A 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 part of the assignment. Dedicated asynchronous times are put in place so that students will have opportunities to meet with group members and consult with the instructor in support of this poster assignments.

Part I: Development and Rationale of the Selected Social Policy weight 25% Due Date: May 26, 2022, by 11:59 p.m.
For Part I, each group is asked to identify and agree on a local, national or international social welfare policy. Students must compile a list of five online resources (e.g., videos, resources, policy briefs,

podcasts, etc.) that they will actively engage with and critically analyze. A rationale must be provided for selecting the policy and related sources, and how each source informs their theoretical and epistemological understandings of their chosen social policy.

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 articulate their learning. Students are encouraged to critically examine ethics, ethical tensions and contradictions that emerge when unpacking theoretical, epistemological and practice assumptions. They should then identify and critically reflect on how these shape their social work practice approaches when working with diverse and marginalized individuals and social groups in their chosen areas of practice and communities.

This paper is 4 double spaced pages, must adhere to proper APA 7th edition formatting and referencing. Please refer to the rubric posted in D2L for additional information. This assignment must be submitted to D2L in the designated Dropbox folder.

Part 2: Poster Presentation   weight: 25%   Due Date: June 16, 2022, by 11:59 p.m.

In part 2 of this assignment, groups will present their posters to the class. Each group will be given 20 minutes (15 minutes to present and 5 minutes to answer questions). Following each presentation, group members will be asked a series of questions from peers and the instructor. Presenters are expected to integrate classroom material (lectures, discussions, reading 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.

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, anti-racist 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?

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 a complete list of references with their poster to D2L on June 17th by 11:59 p.m. This is a group project; one grade will be assigned to all group members. Please refer to the rubric posted in D2L for additional information.

Assignment 3: Social Justice Application   Weight: 40% Due Date: June 9th, 2022, by 11:59 p.m.

The objective of this individual assignment is for students to reflect on and critically examine injustices that are committed in their circles of influence. The final paper is meant to demonstrate student reflection and integration of course material.

Students should identify and name a social injustice they observed in their circle of influence where they can engage in resistance and change. The injustice can range from forms of micro-aggressions (e.g., 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. Discuss 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. Students must then discuss a theoretical approach most suitable in addressing the injustice and the reasoning for this chosen approach. Students should consider the potential risks, challenges, and opportunities for transformation when connecting their theoretical approaches to their social(in)justice. 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. Papers must be approximately 6-7 double-spaced pages; pages beyond this limit will not be assessed. Students must integrate course materials, zoom sessions, discussions with colleagues, previous assignments, etc. to integrate learnings into their social justice application. Please refer to the rubric posted in D2L for additional information. This assignment must be submitted to D2L in the designated Dropbox folder.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to complete the weekly readings before class and be fully present and engaged in each class activities and discussions. If you miss a class, you are responsible for informing the instructor and negotiate a replacement of the participation in class.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective Dropbox in D2L. Please submit your assignment in Word to facilitate comments during grading. Assignments should have your full name starting with your last name. Example: "Smith, Jane, Assignment 2". Assignments are due by 8pm 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 only in exceptional circumstances and at the discretion or the instructor. Assignments submitted after the deadline may be penalized with a grade reduction.

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 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. The instructor will seek out students' formative feedback from time to time during the course. .

ADDITIONAL SUGGESTED READINGS

It is advised that additional suggested readings for the course will be provided to students in D2L in order to manage the length of this course outline.

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