



Course & Session Number	SOWK 557.46 S01	Classroom	Online
Course Name	Anti-Colonial Anti-Racist Praxis		
Day(s) & Time	July 20 - August 11, 2021 Synchronous (Zoom Sessions): Tuesdays & Thursdays 1pm - 4pm (MDT)		
Instructor	Instructors: Dr. Regine King; Dr. Liza Lorenzetti Teaching Assistants: Maimuna Khan; Jeff Halvorsen		
U of C E-mail	Regine.king@ucalgary.ca Lakloren@ucalgary.ca	U of C Phone	Appointment available via email

SYLLABUS STATEMENT

Anti-Racist and Anti-Colonial Praxis examines social work practice in specific contexts.

COURSE DESCRIPTION

Anti-Colonial Anti-Racist Praxis is an experiential, relational and transformative learning encounter. Knowledge sharing, critical history, learning/unlearning, accountability, and intercultural exchange are processed through solidarity circles, race-based caucusing and social justice action. Indigenous, Black, and racialized theorizing is prioritized as a ground for critical reflexivity, personal and social change, and social justice praxis.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will:

1. Deepen their knowledge and understanding of the history of racism, slavery, white supremacy, and colonization and their current legacies;
2. Learn and integrate ways of knowing that centralize the experiences and theorizing of Black, Indigenous and racialized people social workers, educators and activists;
3. Enhance solidarity among Indigenous, Black, and racialized students and mobilize actions among white students to address and interrupt power through learning/unlearning, building relationships of trust and accountability;
4. Use identity-based caucusing to actively participate in and support ongoing critical reflexivity towards an antiracist and anticolonial praxis, thinking and feeling with compassion, and building congruence between self and social work values;
5. Influence collective action through an intersectional (race, class, culture, gender/gender and sexual identity, all-abilities, faith, etc.) framework;
6. Examine and apply their understanding of structural injustice, intersectional oppression through commitment and application to antiracist and anticolonial action within community;
7. Gain competence in applying a selection of antiracist and anticolonial experiential tools, activities, and approaches as an invitation to develop their own antiracist skill set.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no required textbook for this course. All required readings and audio/visual content is listed in the class schedule in the table below. Recommended readings will be posted in D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

Zoom will be used for all synchronous classes. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access and a camera. Speakers are required for easy access to zoom sessions.

Asynchronous material will be available for viewing/listening on D2L. 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.

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 instructors to arrange an alternative activity for the missed session. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to act in a professional manner during the session.

CLASS SCHEDULE

Although assignment due dates will not change, there may be additions or changes to the class schedule. Students will be advised of all changes.

In the course, we will engage in teachings on Tuesdays and reflection and application on Thursdays. Students are encouraged to prepare for both synchronous sessions each week (Tues & Thurs).

Seminar Date	Additional Information /Assignments	Class Topics, Readings, & Activities
WEEK ONE		
Tues July 20, 2021 First Day of Class	Synchronous Via Zoom	<p>Opening in a Good Way and Establishing Ethical Space</p> <ul style="list-style-type: none"> Opening by Wellness Elder Kerrie Moore <p>Required Reading and Links</p> <p>Ermine, W. (2011) What is ethical space? Collective ethics as a path to resisting burnout. <i>Insights, Differently Knowings Speaker Series</i>. Retrieve from https://www.youtube.com/watch?v=85PPdUE8Mb0</p> <p>Lee, E. O. J., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project. <i>Journal of Critical Anti-Oppressive Social Inquiry</i>, 1(1), 1-20. https://caos.library.ryerson.ca/index.php/caos/article/view/96</p>
Thurs July 22, 2021	Synchronous Via Zoom	<p>Opening of Caucus Experiences</p> <ul style="list-style-type: none"> Talking Stick teaching (Charlotte McLeod) Action: meet with community organizer Lemlem Haile about event (What Does Anti-Racism Mean to Me?) <p>Required Reading and Links</p> <p>Bamboo Shoots. (2019). Land acknowledgement #7. https://www.youtube.com/watch?v=oTHukCFpEXE</p> <p>Baroness von Sketch Show. (2019). <i>Land acknowledgement</i>. https://www.youtube.com/watch?v=xIG17C19nYo</p> <p>Dei, G. J. S. (2001) Rescuing theory: Anti-racism and inclusive education. <i>Race, Gender & Class</i>, 8(1), 139-161. https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41674965</p> <p>Hudson, K.D. & Mountz, S.E. (2016). Teaching note—Third space caucusing: Borderland praxis in the social work classroom. <i>Journal of Social Work Education</i>, 52(3), 379-384. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10437797.2016.1174633</p>
	Asynchronous Activities To complete prior to Tuesday July 27	<p>Required Reading and Links</p> <p>Cooper, A. (2007). Acts of resistance: Black men and women engage slavery in Upper Canada, 1793-1803. <i>Ontario History</i>, 99(1), 5-17. https://doi.org/10.7202/1065793ar</p> <p>Gehl, L. (2013, February). <i>The turtle must lead, anything else is false solidarity</i>. Rabble.ca Retrieved from</p>

		<p>https://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity</p> <p>Sanchez, N. (2019, March). <i>Decolonization is for everyone</i>. TEDx SFU. Retrieve from https://www.youtube.com/watch?v=QP9x1NnCWNY</p>
WEEK TWO		
Tues July 27, 2021	Synchronous Via Zoom	<p>Historical Perspectives: Race, slavery, colonialism, and their legacies</p> <ul style="list-style-type: none"> • Guest Lecture: Dr. Yahya El-Lahib. Post colonialism. <p>Required Readings and Links</p> <p>Belanger, Y. D. & Dekruyk, K. A. (2017). Neither citizen nor nation: Urban Aboriginal (in)visibility and co-production in a small southern Alberta city. <i>The Canadian Journal of Native Studies</i>, XXXVII(1), 1-28. https://ezproxy.lib.ucalgary.ca/login?url=https://www-proquest-com.ezproxy.lib.ucalgary.ca/scholarly-journals/neither-citizen-nor-nation-urban-aboriginal/docview/2250519836/se-2?accountid=9838</p> <p>El-Lahib, Y. (2017). Theoretical dimensions for interrogating the intersections of disability, immigration and social work. <i>International Social Work</i>, 60(3), 640-653. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0020872816651704</p> <p>Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. <i>International Sociology</i>, 15(2), 215-232 https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F026858090001500205</p>
Thurs July 29, 2021	Synchronous Via Zoom	<p>Caucus & Bridge-Building Experiences: Trust Building and Relational Accountabilities</p> <ul style="list-style-type: none"> • Caucus time • Action: meet with community organizer and community youth about spoken-word event <p>Required Readings</p> <p>King, R. U. & Maiangwa, B. (2020). Perceptions on truth and reconciliation: Lessons from gacaca in post-genocide Rwanda, in A. Craft & P. Regan (Eds). <i>Pathways of reconciliation. Indigenous and settle approaches to implementing the TRC's calls to action</i> (pp. 35-65). The University of Manitoba Press. https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/ID/458919</p> <p>Poitras Pratt, Y. & Danyluk, P. (2019). Exploring reconciliatory pedagogy and its possibilities through educator-led praxis. <i>The Canadian Journal for the Scholarship of Teaching and Learning</i>. 10(3), 1-16. https://doi.org/10.5206/cjsotl-rcacea.2019.3.9479</p>

	Asynchronous Activities	Required Links Baily and Soda Films. (2018) <i>We are the roots</i> [Film]. https://vimeo.com/257364347 Talaga, T. (2018). <i>All our relations: Finding the path forward</i> . [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). https://www.cbc.ca/radio/ideas/the-2018-cbc-massey-lectures-all-our-relations-finding-the-path-%20forward-1.4763007
WEEK 3		
Tues August 3, 2021	Synchronous Via Zoom	Still In The Mess (Legacies): Current Perspectives - Local Lenses
		Required Readings and Links Burke, T., & Brown, B. (2021, April 26). Tarana Burke and Brené Brown discuss race, vulnerability and shame in new book. <i>CBS News</i> . https://www.cbsnews.com/video/tarana-burke-and-bren-brown-discuss-race-vulnerability-and-shame-in-new-book/ Francis, J. (2019). Human rights violations as humanist performance: Dehumanizing criminalized refugee youth in Canada. <i>The Canadian Geographer</i> , 63(1): 129–144. https://doi-org.ezproxy.lib.ucalgary.ca/10.1111/cag.12493 Hiranandan V. (2011). Canadian identity: Implications for international social work by Canadians. <i>Critical Social Work</i> , 12(1). https://ojs.uwindsor.ca/index.php/csw/article/download/5845/4814?inline=1
Thurs August 5, 2021	Synchronous Via Zoom	Sitting In The Mess Together: Intersectionalities and Solidarity <ul style="list-style-type: none"> Tales from the Field: Bringing home international social work (Guest Social Workers)
		Required Readings Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. <i>International Social Work</i> , 55(6), 779-793. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F0020872811414038 Lee., E.O.J. (2019). Responses to structural violence: The everyday ways in which queer and trans migrants with precarious status respond to and resist the Canadian immigration regime. <i>International Journal of Child, Youth and Family Studies</i> , 10(1), 70–94. https://www.doi.org/10.18357/ijcyfs101201918807
	Asynchronous Activities	Marlborough Youth – Agree on a time to meet

WEEK 4		
Tues August 10 Last Day of Class	Synchronous Via Zoom	What do we do? Harvesting our knowledge for action <ul style="list-style-type: none"> • Caucus time/harvesting knowledge • Meet with Marlborough youth for last hour
		Readings CommunityWise Resource Center. <i>Anti-racist organizational change: Resources and tools for nonprofits.</i> http://communitywise.net/wp-content/uploads/2017/10/AROC-Resources-and-Tools_web.pdf Please google the following organizations/ movements for how to get involved: <ul style="list-style-type: none"> • Migrante • MexCal • Idle No Moore • BLM • #Landback • Colour Factor

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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructors will record the final event: **What Does Anti-Racism/Anti-Colonialism Mean to Me?** This recording will be shared with students and the public.

ASSESSMENT COMPONENTS

- All submitted work ***must follow proper APA format (7th edition) within the text and in the reference list, and written in 12-point font, Arial or New Times Roman, double-spaced.*** Failure to do so will result in significant deduction of grades.
- All assignments must be submitted in a **word document** to facilitate comments from instructor.
- Assignments and papers are to be submitted on time (***before 11:59PM of the due date***),
- There is a **seven-day** maximum limit by which to accept late assignments when students have not asked for extensions. No assignments will be accepted beyond this seven-day limit.
- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.

1. Participation—20% Deadline August 13th by 11:59PM

This course relies on relational and participatory approaches and as such, a portion of your grade is based on ongoing and consistent participation. Students are required to arrive on time and be actively present during discussions and knowledge exchange. This assignment awards grades for active engagement with the class, including other students and instructors during regular synchronous sessions, asynchronous activities, as well as during caucus spaces.

Students will submit a 500-word reflection highlighting their participation in this course. Elements that students may include in the reflection are:

Participation and interactions:

- How many sessions did you participate in?
- How did you participate and be present? How were you mindful of your presence?
- How would you evaluate your interactions with your peers?

Most significant learning and commitments:

- How were you reflective and how did you apply your learnings?
- (A) What stands out to you from this course as your most significant learning? and (B) how did you feel on this topic?
- What do you think you need to do in response to what you have been feeling and learning?
- What commitments do you need to put in place?

Include 3-5 references from course materials. Submissions are required to be submitted to the D2L dropbox by August 13 at 11:59PM.

Aligned with the following Course Level Outcomes: 1, 2, 3

Assignment 2 Caucusing and Bridge Building – 40% Submission Dates Vary By Group

Students will co-facilitate a caucus space with their peers and reflect on their experiences. This assignment will be separated into two parts, consisting of the facilitation and written reflection.

Part A) Co-Leading the Caucus – 20%

Students will co-facilitate a caucus space based on the theme for the week. Students will co-lead the space and facilitate the conversations within their respective caucus and report back to the class through bridge building. The facilitation will consist of an opening, guided dialogue, and wrap-up. The facilitation portion of the grade will be assessed based on a 1-page outline indicating:

- The relevance of the content is prepared
- Pre-prepared questions that will guide the facilitation

Further instructions will be discussed in class. Outlines will be submitted by Dropbox one day prior to facilitations.

Part B) Reflective Praxis Essay – 20%

After caucus sessions, students are asked to reflect on their experiences. Students will individually write and submit a 1000-word reflective essay on their experiences of facilitating the caucus and report back to the class through bridge building. This will also include a self-assessment on how the facilitation unfolded. Elements students may include are:

- What went well and what did not?

- What was your experience in working with a peer who has similar and/or different ideas?
- How did you react to the conversation as it unfolded in the caucus space?
- How did you find facilitating the dialogue on the topic you prepared? What made it easy or difficult?
- If you were to redo it again, what would you change or keep the same?
- How was it for you to engage with other caucus topics during interactions among caucus members?
- What was the experience of bridging relationships after the caucus?

Include 5-7 references from course materials. Students are required to submit individual reflections by Dropbox one day after their facilitations by 11:59PM. Grading guide will be posted on D2L.

Aligned with the following Course Level Outcomes: 1, 2, 3, 4

**Assignment 3: Community-Based Praxis Assignment: What Does Anti-Racism Mean to Me?
Event: August 12th 5 to 7PM; Checklist Submission August 15th at 11:59 PM – 40% of Total Grade**

Students will demonstrate community organizing and social justice principles to engage and work with community members (and youth in particular) in an event on anti-racism/anticolonial practice **What Does Anti-Racism/Anti-Colonialism Mean to Me?** This will be held on August 12 from 5 to 7pm online (Zoom) in collaboration with Marlborough community. Students will be provided with class time to engage in learning and the preparation of group activities for the community event as well as use synchronous class time and additional out-of-class time if needed. Groups of 5 or 6 will prepare “interactive learning booths” on topics identified in collaboration with the youth and community organizers. Spoken word, visual arts, multi-media and other methods will be explored alongside the community to prepare the event. Students are asked to work together in groups to prepare the activities for their “event booth”, to collaborate with community residents and to engage families in a positive antiracist and anticolonial learning environment. Further discussion about the event to occur in class. Instructors will assess each group’s activity using the grading grid posted on D2L. Each group will submit a checklist (also posted on D2L) regarding their participation in this event with a brief comment (up to 2 lines) on each of the following aspects of their participation (1 page Max):

- Facilitation skills/Creativity;
- Background preparation/Planning;
- Evidence of personal role in antiracism;
- Integration of knowledge, skills and critical thinking.

Assignment will be further discussed in the class. Grading grid will be posted on D2L.

Aligned with the following Course Level Outcomes: 5, 6, 7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: “Full name and assignment number” (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm MDT 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

Assignments submitted after the deadline may be penalized with a grade reduction of 5% per day up to 7 days after which assignments will not be accepted. Requests for extension will not be granted if asked on the day the assignment is due.

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

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 **Undergraduate 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		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	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 and through informal check-ins. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings for the course will be provided to students in D2L. **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**