



Course Number: SOWK 697 S02	Classroom: TRA 101
Course Name: Diversity, Oppression & social Justice	
Day(s): Thursdays	Time: 1:00 PM- 3:50 PM
Instructor: Yahya El-Lahib	Office Hours: Fridays: 4:00-5:00 PM Office Location: MT 436
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COURSE OUTLINE

SYLLABUS STATEMENT

Critical examination of the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society.

COURSE DESCRIPTION

In this course, students will be exposed to theories of power to be able to develop their critical understanding of social structures and relations and how they shape experiences of marginalization and oppression. Through critical engagement with course material, class activities and discussions, issues of diversity and oppression will be explored and interrogated. The course aims to help students understand complex and multidimensional forms of marginalization to encourage the development of social work strategies of intervention. Central to this course is the conceptual analysis of colonialism and its impacts on the lived experiences of Aboriginal and Indigenous populations locally and globally. The course emphasizes skills of critical thinking, self-reflection, and dialogue and their relationship to social change processes. The course will help students develop their critical understandings of intersectionality, various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels. Effective social work strategies to address oppression and promote social justice and transformation will be explored. Identified social issues and problems will be related to social work theory and practice.

Teaching Methods

There will be a variety of teaching formats used to enhance students' learning and to foster an engaging learning environment for various learning styles. Specifically, this seminar class will be facilitated through lectures, class discussions, class presentations, role plays and simulations, guest lectures, and through the use of audiovisual material. All students are expected to actively engage with the class by doing their required readings, participating in class activities and group discussions, and engage with class presentations and conversations.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Develop a critical understanding of theories of power, knowledge and language and their roles in shaping oppressive social structures and unbalanced power relations.

2. Develop a critical understanding of oppressive social structures and the role that anti-oppressive and social justice oriented social work theories and practices can play in facilitating resistance and social transformation.
3. Develop critical understanding of issues of marginalization and othering and gain critical practice knowledge and skills for working with diverse populations at the individual, community and broader societal levels.
4. Understand the systemic, institutional and organizational levels of practice to critically engage in various professional social work practice settings.
5. Develop critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as race, ethnicity, gender, sexuality, disability, and so forth.
6. Enhance professional identity that is consistent with the social justice mission of social work; reflective of and adhere to the profession's Codes of Ethics.
7. Develop awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation

RELATIONSHIP TO OTHER COURSES

This course is fundamental to developing critical analytic skills to understanding theories and modes of power, issues of diversity and oppression as well as social work's ethical and professional commitment to addressing marginalization, engaging in social change and promoting social justice and transformation.

LEARNING RESOURCES

Required Readings

There is no textbook assigned for this course and all required & additional readings may be accessed through the University of Calgary Library system.

Learning Technologies

D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop or desktop with Internet access is required for D2L access.

COURSE SCHEDULE

January 16 **Class 1: Introduction, Course Overview & Theoretical Frameworks**

No Required Readings

*** Sign-Up for Panel Presentations & Calls for Papers Distributed**

January 23rd **Class 2: Theories & Approaches to Power I: Understanding the Other and Othering Process**

Required Readings:

Chambon, A. (2013). Recognizing the Other, understanding the Other: A brief history of social work and otherness. *Nordic Social Work Research*, 3(2), 120-129.

Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work*, 55(6), 779-793.

Kuwee-Kumsa, M. (2008). Social working the dance of Otherness. *Canadian Social Work Review*, 25(1), 97-106.

Recommended Additional Readings

Checkoway, B. (2013). Social justice approach to community development. *Journal of Community Practice*, 21(4), 472-486.

- Madibbo, A. I. (2007). Race, gender, language and power relations: Blacks within Francophone communities in Ontario, Canada. *Race, Gender & Class, 14*(1-2), 213-226.
- Olson, C. J., Reid, C., Threadgill-Goldson, N., Riffe, A. H., & Ryan, P. A. (2013). Voices from the field: Social workers define and apply social justice. *Journal of Progressive Human Services, 24*(1), 23-42.

January 30th Class 3: Theories & Approaches to Power II: Unpacking Power Relations and Operations for Social Work

Required Readings:

- Midgley, J. (2007). Global inequality, power & unipolar world: Implications for social work. *International Social Work, 50*(5), 613-626.
- Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work, 35*, 435-452.
- Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work, 6*(1), 33-51.

Recommended Additional Readings

- Akimoto, T. (2007). The unipolar world and inequality in social work: A response to James Midgley, 'Global inequality, power and the unipolar world: Implications for social work. *International Social Work, 50*(5), 686-690.
- Gibbons, J., & Gray, M. (2004). Critical thinking as integral to social work practice. *Journal of Teaching in Social Work, 24*(1/2), 19-38.
- Leonard, P. (1994). Knowledge/power and postmodernism: Implications for the practice of a critical social work education. *Canadian Social Work Review, 11*(1), 11-26.
- Todd, S. (2011). "That power and privilege thing": Securing whiteness in community work. *Journal of Progressive Human Services, 22*(2), 117-134.

February 6th Class 4: Theories & Approaches to Power III: Modes & Operation of Power & Discourse

Required Readings:

- Hall, S. (2006). The West & the rest: Discourse and power. In C. A. Maaka & C. Andersen (Eds.), *The Indigenous experience: Global perspectives* (pp. 165-173). Toronto, ON: Canadian Scholar Press. (Post PDF- Fair Dealing)
- Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology, 15*(2), 215-232.
- 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.
- Young, I. M. (2000). Five faces of oppression. In M. Adams (Ed.), *Readings for diversity and social justice* (pp. 35-49). New York, NY: Routledge. (Post PDF- Fair Dealing)

Recommended Additional Readings

- Costelloe, L. (2014). Discourses of sameness: Expressions of nationalism in newspaper discourse on French urban violence in 2005. *Discourse & Society, 25*(3), 315-340.
- Li, P. S. (2001). The racial subtext of Canada's immigration discourse. *Journal of International Migration and Integration, 2*(1), 77-97.
- Millar, M. (2008). "Anti-oppressiveness": Critical comments on a discourse and its context. *British Journal of Social Work, 38*(2), 362-375.
- Walter, M., Taylor, S., & Habibis, D. (2011). How white is social work in Australia? *Australian Social Work, 64*(1), 6-19.

February 13th Class 5: Intersectionality & Interlocking Systems of Oppression

***Abstract Submission Due**

Required Readings:

- Bose, C. E. (2012). Intersectionality and global gender inequality. *Gender & Society*, 26(1), 67-72.
- Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of Women & Social Work*, 24(1), 44-55.
- 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.
- Mattsson, T. (2010). Intersectionality as a useful tool: Anti-oppressive social work & critical reflection. *Affilia: Journal of Women & Social Work*, 29(1), 8-17.

Recommended Additional Readings

- Anthias, F. (2012). Hierarchies of social location, class and intersectionality: Towards a translocational frame. *International Sociology*, 28(1), 121-138.
- Bilge, S., & Denis, A. (2010). Introduction: women, intersectionality & diasporas. *Journal of Intercultural Studies*, 31(1), 1-8. (Post PDF)
- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785-810.
- Joseph, A. J. (2015). Beyond intersectionalities of identity or interlocking analyses of difference: Confluence and the problematic of "anti"-oppression. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 4(1), 15-39.
- McCall, L. (2005). The complexity of intersectionality. *Signs*, 30(3), 1771-1800.
- McDonald, K. E., Keys, C. B., & Balcazar, F. E. (2007). Disability, race/ethnicity and gender: Themes of cultural oppression, acts of individual resistance. *American Journal of Community Psychology*, 39(1), 145-161.
- Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. *Affilia: Journal of Women and Social Work*, 25(4), 417-430.
- Valentine, G. (2007). Theorizing and researching intersectionality: A challenge for feminist geography. *The Professional Geographer*, 59(1), 10-21.

***February 20th WINTER BREAK - NO CLASS**

February 27th Class 6: The Politics of Resistance: Social Work's Roles & Responsibilities

***Panel 1- Theme- Social Work & Social Justice: Tensions & Contradictions**

Required Readings:

- Baines, D. (2011). Resistance as emotional work: The Australian and Canadian non-profit social services. *Industrial Relations Journal*, 42(2), 139-156.
- Benjamin, A. (2011). Doing anti-oppressive social work: The importance of resistance, history and strategy. In D. Baines (Ed.), *Doing anti-oppressive practice: Building transformative, politicized social work* (pp. 289-297). Halifax, NS: Fernwood Books. (Post PDF- Fair Dealing)
- Ferguson, I., & Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. *International Social Work*, 49(3), 309-318.
- Wehbi, S., & Lakkis, S. (2010). Women with disabilities in Lebanon: From marginalization to resistance. *Affilia*, 25(1), 56-67.

Recommended Additional Readings

- Guo, W., & Tsui, M. (2010). From resilience to resistance: A reconstruction of the strength perspective in social work. *International Social Work*, 53(2), 233-245.
- Razack, N. (2009). Decolonizing the pedagogy and practice of international social work. *International Social Work*, 52(1), 9-21.

Solas, J. (2008). What kind of social justice does social work seek? *International social Work*, 51(6), 813-822.

Tamburro, A. (2013). Including decolonization in social work education and practice. *Journal of Indigenous Social Development*, 2(1), 1-16.

March 5th Class 7: Social Work & Research: Troubling Knowledge Production

***Panel 2- Theme: Research as Resistance: What Counts as Legitimate Knowledge?**

Required Readings:

Boxall, K., & Beresford, P. (2013). Service user research in social work and disability studies in the United Kingdom. *Disability & Society*, 28(5), 587-600.

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.

Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education*, 31(7), 866-879.

Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work: Learning from critical Indigenous approaches. *Australian Social Work*, 68(3), 296-308.

Recommended Additional Readings

Brockenbrough, E. (2016). Introduction to the special issue: Queer of color and anti-oppressive knowledge production. *Curriculum Inquiry*, 43(4), 426-440.

Goodley, D., & Moore, M. (2000). Doing disability research: Activist lives and the academy. *Disability & Society*, 15(6), 861-882.

Kitchin, R. (2000). The researched opinions on research: Disabled people and disability research. *Disability & Society*, 15(1), 25-47.

Lavallee, L. (2009). Practical application of an Indigenous research framework and Indigenous Research methods: Sharing circles and Anishnaabe symbol-based reflection. *International Journal of Qualitative Methods*, 8(1), 21-40.

McLaughlin, H. (2012). Research and anti-oppressive practice. In H. McLaughlin (Ed.), *Understanding social work research* (2nd ed., pp. 73-95). Thousand Oaks, CA: Sage.

Nuwagaba, E. L., & Rule, P. (2015). Navigating the ethical maze in disability research: Ethical contestations in an African context. *Disability & Society*, 30(2), 255-269.

Shaw, J. (2013). Abortion as a social justice issues in contemporary Canada. *Critical Social Work*, 14(2), 2-17.

Strier, R. (2006). Anti-oppressive research in social work: A preliminary definition. *British Journal of Social Work*, 37(5), 857-871.

Woelders, S., Abma, T., Visser, T., & Schipper, K. (2015). The power of difference in inclusive research. *Disability & Society*, 30(4), 528-542.

March 12th Class 8: Reflexivity & Reflexive practices: Navigating Power Dynamics

***Panel 3- Theme: Reflexive Approaches to Understanding Power Relations & Operation**

Required Readings:

Badwall, H. (2016). Critical reflexivity & moral regulation. *Journal of Progressive Human Services*, 27(1), 1-20.

Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work Practice*, 6(3), 281-299.

D’cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. *British Journal of Social Work*, 37(1), 73-90.

Gilbert, A., & Sliiep, Y. (2009). Reflexivity in the practice of social action: From self-to inter-relational reflexivity. *South African Journal of Psychology*, 39(4), 468-479.

Gray, M. (2007). The not so critical “critical reflection”. *Australian Social Work*, 60(2), 131-135.

Recommended Additional Readings

Chow, A. Y. M., Lam, D. O. B., Leung, G. S. M., Wong, D. F. K., & Chan, B. F. P. (2011). Promoting reflexivity among social work students: The development and evaluation of a program. *Social Work Education*, 30(2), 141-156.

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities for resistance. *Reflective Practice*, 6(3), 341-351.

Kessler, F., & Maurer, S. (2012). Radical reflexivity as key dimension of a critical scientific understanding of social work. *Social Work & Society*, 10(2), 1-12.

Kessler, F. (2009). Critical reflexivity, social work & the emerging European post-welfare states. *European Journal of Social Work*, 12(3), 305-317.

Lay, K., & McGuire, L. (2010). Building a lens for critical reflection and reflexivity in social work education. *Social Work Education*, 29(5), 539-550.

Trevelyan, C., Crath, R., & Chambon, A. (2014). Promoting critical reflexivity through arts-based media: A case study. *British Journal of Social Work*, 44(1), 7-26.

March 19th Class 9: Critical & Anti-Oppressive Social Work: Tensions & Guiding Principles

***Panel 4- Theme- Critical Approaches to Social Work with Diverse & Marginalized Population: Tensions & Guiding Principles**

Required Readings:

McLaughlin, K. (2008). Politicising social work. In K. McLaughlin (Ed.), *Social work, politics & society: From radicalism to orthodoxy* (pp. 23-41). Bristol, United Kingdom: The Policy Press.

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), 34-65.

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

Yee, J. Y., & Wagner, A. E. (2013). Is anti-oppression teaching in Canadian social work classrooms a form of neoliberalism? *Social Work Education*, 32(3), 331-348.

Recommended Additional Readings

Barnoff, L., & Moffatt, K. (2007). Contradictory tensions in anti-oppression practice in feminist social services. *Affilia: Journal of Women & Social Work*, 22(1), 56-70.

Carneau, S., & Steriopoulos, V. (2012). More than being against it: Anti-racism & anti-oppression in mental health services. *Transcultural Psychiatry*, 49(2), 261-282.

Dumbrill, G. (2003). Child welfare: AOP’s nemesis? In W. Shera (Ed.), *Emerging perspectives on anti-oppression practice* (pp. 101-119). Toronto, ON: Canadian Scholars’ Press.

George, P., & Marlowe, S. (2005). Structural social work in action: Experiences from rural India. *Journal of Progressive Human Services*, 16(1), 5-24.

Humphries, B. (2004). An unacceptable role for social work: Implementing immigration policy. *British Journal of Social Work*, 34(1), 93-107.

McLaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. *Critical Social Policy*, 25(3), 283-305.

Moffatt, K., Barnoff, L., George, P., & Coleman, B. (2009). Process of labour: Struggles for anti-oppressive/anti-racist change in a feminist organization. *Canadian Review of Social Policy*, 62, 34-54.

Wagner, A., & Yee, J. Y. (2011). Anti-oppression in higher education: Implicating neoliberalism. *Canadian Social Work Review*, 28(1), 89-105.

March 26th Class 10: Social Work & Social Policies: Navigating Practice Landscape

Panel 5- Theme: Social Policies & the Struggles for Inclusion: Who is left out?

Required Readings:

- DeSantis, G. (2010). Voices for the margins: Policy advocacy and marginalized communities. *Canadian Journal of Nonprofit and Social Economy Research*, 1(1), 23-45.
- El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services*, 26(3), 209-228.
- Lombe, M., & Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. *Journal of Policy Practice*, 7(2-3), 199-213.
- Wilson, T. (2011). Embodied liability: The usefulness of "at-risk youth." *Canadian Social Work Review*, 28(1), 49-68.

Recommended Additional Readings

- Baines, D. (2008). Race, resistance and restructuring: Emerging skills in the new social services. *Social Work*, 53(2), 123-131.
- 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.
- Macfarlane, K. (2010). Social inclusion policy: Producing justice of retribution? *Journal of Social Inclusion*, 1(2), 133-150.
- 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.

April 2nd Class 11: Social Work Practice with Diverse & Marginalized Social Groups

Panel 6- Theme- Social Work Practice with Diverse & Marginalized Social Groups: Professional Roles & Responsibilities

Required Readings:

- Pyne, J. (2011). Unsuitable bodies: Trans people and cisnormativity in shelter services. *Canadian Social Work Review*, 28(1), 129-137.
- McLaughlin, H. (2009). What's in a name: 'Client', 'patient', 'customer', 'consumer', 'expert by experience', 'service user': What's next? *British Journal of Social Work*, 39(6), 1101-1117.
- Meekosha, H., & Dowse, L. (2007). Integrating critical disability studies into social work education and practice. An Australian perspective. *Practice*, 19(3), 169-183.
- Clarke, J., & Wan, E. (2011). Transforming settlement work: From traditional to a critical anti-oppression approach with newcomer youth in secondary school. *Critical Social Work*, 12(1), 14-26.

Recommended Additional Readings

- Galambos, C. M. (2004). Social work practice with people with disabilities: Are we doing enough? *Health & Social Work*, 29(3), 163-165.
- Guru, S. (2010). Social work and the 'War on Terror'. *British Journal of Social Work*, 40, 272-289.
- Stainton, T., Chenoweth, L., & Bigby, C. (2010). Social work and disability: An uneasy relationship. *Australian Social Work*, 63(1), 1-3.
- Pollack, S. (2004). Anti-oppressive social work practice with women in prison: Discursive reconstructions and alternative practices. *British Journal of Social Work*, 34(5), 693-707.
- Pon, G. (2007). A labour of love or of response? Anti-racism education and responsibility. *Canadian Social Work Review*, 24(2), 141-153.
- Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review*, 24(1), 105-114.

*April 9th

Class 12: Ethics & Ethical Tensions: Unpacking Social Work's Roles & Responsibilities

Course Wrap-Up & Moving Forward

***Final Critical Essay Due**

Required Readings:

Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. *First Peoples Child & Family Review*, 6(2), 35-46.

Corbin, J. (2012). Ethical tensions and dilemmas experienced in a Northern Ugandan social work internship. *Journal of Social Work Education*, 48(4), 817-836.

Gray, M. (2010). Moral sources and emergent ethical theories in social work. *British Journal of Social Work*, 40(6), 1794-1811.

Hugman, R. (2003). Professional ethics in social work: Living with the legacy. *Australian Social Work*, 56(1), 5-15.

Weinberg, M. (2010). The social construction of social work ethics: Politicizing and broadening the lens. *Journal of Progressive Human Services*, 21(1), 32-44.

Recommended Additional Readings

Banks, S. (2008). Social work ethics. *British Journal of Social Work*, 38(6), 1238-1249.

Congress, E., & McAuliffe, D. (2006). Social work ethics: Professional codes in Australia and the United States. *International Social Work*, 49(2), 151-164.

Healy, L. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50(1), 11-26.

Freud, S., & Krug, S. (2002). Beyond the Code of Ethics: Complexities of ethical decision making in social work practice. *Families & Society: The Journal of Contemporary Human Services*, 83(5/6), 474-482.

Have a Great Spring/Summer Break☺

ASSIGNMENTS

Abstract Submission (20%): **Due: February 13, 2020**

Panel Presentation (40%): **Ongoing: Starting February 27, 2020**

Critical Essay: Theoretical & Practice Framework (40%): **Due: April 9, 2020**

Description of Assignments

1- Abstract Submission (20%) **Due: February 13, 2020**

In this skill development-based assignment, students are invited to respond to calls for papers by submitting abstracts for consideration for conferences, journal articles or book chapters on themes related to the content of the course. Students are encouraged to submit abstracts that suit their own interests in these areas. The emphasis will be on students' abilities to engage in critical examination of issues of diversity, oppression and how they respond critically to marginalization of diverse social groups. Students also can take advantage of the panel presentation assignment and submit abstracts that align with key concepts and themes discussed in their panel sessions. The purpose of this assignment is to prepare students to engage in various aspects of graduate studies and provide them with an opportunity to develop skills that enhance their knowledge mobilization activities through conference presentations, academic publications or at professional and community practice settings. For this assignment, students are required to respond to calls for papers or calls for abstracts of their choice. Students are encouraged to seek submission of their abstracts and every effort will be made to support their successful outcomes of their submissions. Students are also encouraged to use this

assignment as a way to help them further develop their MSW thesis or capstone projects. Calls for papers will be distributed in class no later than the second week and students are encouraged to respond to calls for papers that best align with their thesis/capstone or areas of practice.

A mini-training session is scheduled before the assignment is due to help students develop necessary skills to engage in knowledge translation activities. Calls for abstracts are generally between 250-300 words in length and they typically require a brief discussion of the following key aspects:

- A brief summary of the focus of the presentation on the selected topic
- The scope and focus of the paper (policy, research, practice, theoretical, etc.)
- Identify the population the paper is discussing
- Identify key theoretical/methodological/practice approaches you adopt in this work
- Provide key findings/arguments/theme/ that your work is proposing or advancing
- Identify the social work responses to the issues you examine/discuss
- Specify your role and explain/identify any tension related
- Identify challenges, limitations or recommendations for future direction in research/practice/policy

The abstract is due on February 13th, 2020 and grades will be based on the student's ability to respond to the call for abstract or paper they chose, the alignment of their abstract with the themes they chose to focus on in their submission, and their ability to engage with the key learnings from class to address practice issues with diverse and marginalized social groups. Grading criteria also includes maintaining focus on social work's approaches to practice and adhering to professional roles and responsibilities. Students are encouraged to use creative and original ideas in their approaches to this assignment. This assignment aligns specifically with the above listed course learning objectives numbers (1; 2; 3; 4; 5; 6 & 7)

2- Panel Presentation (40%) Ongoing Between February 27th & April 2nd, 2020

Based on the main themes identified for each session, students will be grouped in one of 6 panels of 2-3 students each. Panel compositions will be finalized no later than January 23rd, 2020. As this is not a group assignment, you will not be required to coordinate with other panel members prior to the session when you present. In the panel, you will be expected to elaborate on the main issues and themes and concepts identified as they relate to the theme of the day. Students are encouraged to raise questions, expose ethical and professional tensions, respond to current trends in the field and reflect, react and interact with the topic of the day in a panel presentation for a maximum of 10 minutes for each panelist. Once all students in a panel finish their presentations, they are expected to facilitate class discussions, activities and lead a conversation about the theme of the day involving the rest of the class. Students are expected to integrate classroom material (lectures, discussions, readings and activities) into their panels and facilitations of class activities. Considering that this is a graduate level class, student participation and engagement in the seminar is expected. Students facilitating the class discussion are encouraged to utilize creative ideas and styles to engage the class with the issues and arguments they advance. Other students in the class are expected to engage with the material presented and raise graduate level discussion of the issues and ideas presented.

The purpose of this assignment is to help students engage with graduate level academic conversations and to equip them with the necessary skills and knowledge to advance an argument and defend their position on the issues raised. In other words, this assignment is an opportunity to help students critically examine issues relevant to their own interests and engage with intellectual debates and conversations on how to position their arguments epistemologically, theoretically, and methodologically and how to advance their arguments academically. Grading of this assignment will be based on the

quality of the arguments advanced and the way they are situated within relevant bodies of knowledge and scholarship. Also important to consider is how to engage the class in graduate level discussions on the issues examined. In addition, grading will be based on students' use of key concepts, theories and perspectives discussed in class including readings, class material and discussions as well as their integration of guest lectures and discussions shared in class. To facilitate an effective panel discussion, students are encouraged to present their ideas and advance an argument that they can support beyond the regurgitation of readings and professional rhetoric and practices. This means that panel presenters are encouraged to ground their panels within their own approaches to practice and demonstrate reflexive engagement with the issues examined. There will many opportunities to discuss the assignment, its expectations and grading criteria in class. This assignment aligns specifically with the above listed course learning objectives numbers (1; 2; 3; 4; 5; 6 & 7).

3- Critical Essay: Theoretical & Practice Framework (40%)Due: April 9th, 2020

The final paper will consist of a critical essay on one of the topics covered in any of the sessions of the course. In order to encourage in-depth critical analysis and reflections, you have the option to continue with the theme you had selected for your abstract and/or panel presentation. However, this is not a requirement of the assignment. The paper should be between 8-10 double-spaced pages in length (1inch margins, 12 point Times New Roman font) and must include a minimum of 12 peer-reviewed additional academic references not including course readings. The purpose of this assignment is to allow students to engage theoretically in a critical analysis of the main themes discussed in class and outline their responses to issues of diversity and oppression as well as the role of social justice oriented social work in facilitating social change and transformation. This assignment aligns with all the course learning objectives and responds to all MSW Program Level Learning Outcomes listed above.

Specifically, students are encouraged to build on the theories, knowledge and practices discussed throughout the term to develop their own theoretical and practice frameworks. Using concepts from our course readings and class discussions related to theories of power, issues of diversity and oppression, ways of resistance, students are expected to **apply their own** understanding of these concepts to practice examples related to issues of marginalization and oppression. Students can use examples from current or past field placements, past/present social work practice, a form of political engagement or an example of social activism they are involved with. The focus of this assignment is to engage in an analysis of power dynamics of the chosen issue and discuss how they shape interactions within and between social workers and diverse social groups. Also important is to highlight methods and strategies of resistance and how they can shape social work practice especially when addressing issues of marginalization and oppression. The paper also needs to include a critical reflection of your role as a social worker engaged in advocacy, activism and/or resistance efforts at individual or broader societal levels. Examples of your reflections should include your thoughts on the challenges, opportunities as well as the ethical and professional tensions and considerations that shape your interventions and inform your practice. Papers will be graded based on integration of course readings and classroom content, critical analysis, originality of ideas, abilities to apply theories into practice, APA mechanics, organization and clarity. More details about this assignment, expectations and grading criteria will be discussed in class. This assignment aligns specifically with the above listed learning objectives numbers (1; 2; 3; 4; 5; 6 & 7).

Important Notes for All Assignments:

- ✓ Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- ✓ All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.

- ✓ Readings & In Class Reflections are to be submitted in class and no late submission will be accepted.
- ✓ Assignments and papers are to be submitted on time, absolutely **NO** extensions, unless legitimate reasons are provided and supported by official documentation.
- ✓ Late assignments will be **downgraded by 2%** of the assignment grade **per day** including weekends, holidays and study week days.
- ✓ There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.
- ✓ In normal circumstances, assignments will be graded and returned to students within three weeks from the day they are submitted.

Email Communication

- ✓ Email communication is a form of professional communication and reflects a culture of respect and professional mannerism. **Students are expected to adhere** to professional codes of conduct when communicating via email with their peers as well as their instructors
- ✓ As per the university policy, please note that all communication with the instructor **must be done through the U of C email address**, and the instructor maintain the rights **not to** respond to communications through personal email addresses
- ✓ Please allow up to **48 hours** for response time to your email communications
- ✓ The instructor will **not respond** to email communications during weekends or official holidays

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

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.

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-2.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 at <http://www.ucalgary.ca/policies/files/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 (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.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/policies/files/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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**