



Course Number	SOWK 699.22 S01	Classroom	EDC 172
Course Name	Advanced Community Development: Theory and Practice II		
Day(s)	Block Week: Monday to Friday, January 6-10, 2020	Time	9:00 am – 3:50 pm *See course schedule for further information.
Instructor	Liza Lorenzetti	Office Hours/Location	MT EDC 172 *Locations vary throughout the week. See course schedule.
E-mail	lakloren@ucalgary.ca	Phone	(403) 606-6949

SYLLABUS STATEMENT

This course builds on the student's previous exposure to basic communication and group work skills and expands the student's repertoire with theories and methods related to Community Development Practice.

COURSE DESCRIPTION

This course centralizes Friere's notion of PRAXIS, wherein learners engage in conversations about power, reflective actions and the testing of theories and assumptions in real-life contexts. Focusing on the foundation of *Conscientização*, or deepening critical consciousness, Advanced Community Practice is guided through the lens of liberatory education and anticolonial intersectional feminism. This lens is articulated through the engaged and participatory nature of the class, towards understanding our roles in the pursuit of equity, individual and community well-being, and social justice. Learners will further both skills and strategies alongside community organizers and mentors. Connections among local and global community, and social, economic and ecological justice will be contemplated as foregrounds for ethical and impactful community work. The prerequisite is Advanced Community Development: Theory and Practice I.

COURSE LEARNING OUTCOMES

Upon completion of this course, learners will deepen and broaden their knowledge in seven key areas.

1. Use identity-based caucusing to support critical reflexivity towards an antiracist and anticolonial personal framework
2. Apply knowledge on the intersections among social, economic and ecological justice
3. Organize and facilitate community-based advocacy and engagement activities
4. Understand and apply creative strategies to the design of real-life community initiative

5. Understand both roles and relationships in I ii' taa'poh'to'p, reconciliation and resurgence
6. Practice relational learning and accountability in community practice and research
7. Build a network of community practitioners through participatory activities

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

See course schedule for readings.

LEARNING TECHNOLOGIES AND REQUIREMENTS A D2L site is set up for this course which contains required readings and other relevant class resources and materials. Some classes will be held off-site. Please see course schedule for more information. Details to be discussed in class.

RELATIONSHIP TO OTHER COURSES

This course builds on the material presented in the International and Community Development Specialization.

CLASS SCHEDULE

PLEASE REVIEW CLASS TIMES AND LOCATIONS – TO BE CONFIRMED IN CLASS

Date	Topic	Readings/Assignments Due
Monday Jan 6 9:00-12:00 EDC 172	<ul style="list-style-type: none"> • Opening the class in a good way. Guest: Adrian Wolfleg • Identity-Based Caucusing on antiracism and anticolonialism. Guest: Lemlem Haile 	<p>Gehl, L. (2013). <i>The turtle must lead, anything else is false solidarity</i>. Retrieved from http://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity</p> <p>Gilbert, A., & Slied Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. <i>South African Journal of Psychology</i>, 39(4), 468-479. doi:10.1177/008124630903900408</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. doi: 10.1080/10437797.2016.1174633</p> <p>Wise, T. (2016). <i>Black history month</i>. Retrieve from https://www.youtube.com/watch?v=x9WeQrC0DL8</p>
Monday Jan 6 1:00- 4:00 EDC 172	<ul style="list-style-type: none"> • Course overview • Facilitating and organizing for community impact 	
Tuesday Jan 7 Between 9:00-12:00	<p>Inspirational Conversations:</p> <ul style="list-style-type: none"> • Individual Coffee/Tea meetings with Organizers. 	No readings

In community	Each student will be sent a match by email.	
Tuesday January 7 1:00-4:00 Meet at Alberta Network of Immigrant Women 1409 Edmonton Trail	<ul style="list-style-type: none"> Community Encounter: Alberta Men's Network's community engagement model 	<p>Review website: www.albertamen.com Read two key documents on the site: Lorenzetti, L., Mancey, A., Wolfleg, A., Lantion, V., & Valley, R. (2018). <i>Consensus decision-making: A guide to men's organizing work</i>. Calgary, AB: Alberta Men's Network.</p> <p>Lorenzetti, L., Valley, R., Lantion, V., Haile, L., & Wolfleg, A. (2018). <i>Men as agents of change: Adopting an antiracist and anticolonial lens in gender justice</i>. Calgary, AB: Alberta Men's Network/University of Calgary, Faculty of Social Work.</p>
Wednesday January 8 10:00- 1:00 Meet in Social Work Student Lounge 3 rd Floor MT	<ul style="list-style-type: none"> Transforming Alberta Panel (student-led event on government cuts) 	<p>Torjman, S. (2009). <i>Community roles in policy</i>. Caledon Institute of Social Policy. Ottawa, ON. Retrieved from https://maytree.com/wp-content/uploads/738ENG.pdf</p> <p>Calgary Chamber of Voluntary Organizations. (2019). <i>Reflections on civil society: The state of the Alberta nonprofit Sector 2019</i>. Retrieve from https://static1.squarespace.com/static/5aef5b46cef3728571e6c46c/t/5dc47a0ee502072495755d94/1573157395255/State+of+the+Alberta+Nonprofit+Sector+2019.pdf</p> <p>*You may also want to review the UCP Civil Policy Declaration and Society Platform prior to the panel. This non-required reading is posted on D2L.</p>
Wednesday January 8 2:00-4:00 Meet in front of Writing Symbols Lodge at Mac Hall	<ul style="list-style-type: none"> Community Encounter: Writing Symbols Lodge 	<p>Review the Indigenous strategy and 2019 update University of Calgary. (2015). <i>ii' taa'poh'to'p (a place to rejuvenate and re-energize during a journey): Together in a good way: A journey of transformation and renewal</i>. Retrieved from: https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/136/Indigenous%20Strategy_Publication_digital_Sep2019.pdf</p> <p>University of Calgary. (2019). <i>ii' taa'poh'to'p strategy report at a glance: Walking parallel paths</i>. Retrieved from: https://www.ucalgary.ca/live-uc-ucalgary-site/sites/default/files/teams/136/19-UNV-106752-</p>

		Indigenous%20Strategy%20progress%20event%20booklet-8.5x5.5-low%20res.pdf
Thursday January 9 9:00-12:00 EDC 172	<ul style="list-style-type: none"> Organizing for Power with Cesar Cala 	<p>Lorenzetti, L. (2013). Developing a cohesive emancipatory social work identity: Risking an act of love. <i>Critical Social Work</i>, 14(2), 47-59.</p> <p>Momin (2004). Multi-communitarianism in a fragmented world. <i>Asia Europe Journal</i>, 2(3), 445-459.</p> <p>Samuel, J. (2002). What is people-centered advocacy? <i>PLA Notes</i>, 43, 9-12. Retrieved from http://pubs.iied.org/pdfs/G01974.pdf</p>
Thursday January 9 PM 1:00-4:00 On campus Location TBD	<ul style="list-style-type: none"> Participatory Program Design Participatory Action Research and Community Ownership 	<p>Browse these three sites:</p> <p>Institute of Development Studies. (n.d.). <i>Participatory methods</i>. (review all tabs). Retrieved from http://www.participatorymethods.org</p> <p>Center for Community Health and Development. (2018). <i>Community toolbox</i>. Retrieved from (http://ctb.ku.edu/en/help-taking-action)</p> <p>Incite! (2015). <i>Women of color against violence</i>. (Browse website – particularly resources for organizing). Retrieved from http://incite-national.org/index.php?s=35</p>
Friday January 10 9:00-12:00 EDC 172	<ul style="list-style-type: none"> Inspirational Conversations Presentations 	No readings
Friday January 10 12:00-3:00 Meet in at the Famous Five statue in Olympic Plaza	<ul style="list-style-type: none"> Fridays for the Future Course Celebration 	<p>Choudhury, S. (2015). <i>Deep diversity: Overcoming us vs them</i>. Toronto, ON: Between the Lines. (Read pp. 21-45)</p> <p>Browse site:</p> <p>Fridays for the Future Calgary. (n.d.). Retrieved from https://fridaysforfuturecalgary.ca</p>

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS**

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

CLASS RECORDINGS**Media recording for assessment of student learning**

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1 Daily Praxis Logs	<p>Log your reflections on the experiences and learnings from each day of class, focusing on the notion of praxis shared through the daily readings/links and class encounters. Respond to the following questions:</p> <ol style="list-style-type: none"> 1. How does our own experience or positionality connect your understanding of the content of today's class and readings? 2. What is one theory that you can relate to the knowledge and experiences shared in class today? 3. What take-aways can you articulate and employ in your own evolving practice framework? <p>Each daily log should be 2- 2.5 pages double-spaced (APA 6) not including references. Please include at least 2 references per log. Please submit all logs together in one document in the Dropbox on D2L by January 14th. Grading guide to be posted on D2L.</p>	January 19 th at 11:59pm	50% (5X 10%)	1,2,4,6,7
Assignment 2: Inspirational Conversations	The purpose of this assignment is to introduce learners to community organizers who have demonstrated abilities in advancing progressive social	Presentation on January 10 th	25%	1,2,3,4,5,6,7

	<p>change. Through interviews, learners will identify skills, personal qualities and challenges faced by change makers and formulate new understandings of social issues.</p> <p>Step One – Conversation Tuesday January 7 (between 9:00-12:00) At the beginning of this course, each learner will be presented with the name, profile and contact information of a community organizer/activist. You will interview your contact using an interview guide found on D2L and some of your own questions. Guiding questions include: “Who inspired or mentored you to get involved in social justice work?” “What areas or issues are you working on?” “What challenges do you face?” “What have been your most important accomplishments?”</p> <p>Step Two - Class Presentation: January 10 – 9:00-11:30. Learners will present the key content, learning and reflections from their conversations. Presentation formats are flexible. Presentation time is approximately 10-15 minutes per presentation. Grading guide to be posted on D2L.</p>			
<p>Assignment 3: My Evolving Practice Framework</p>	<p>What is your Evolving Practice Framework as a social work graduate student specializing in community practice? Please use these questions as a guide:</p> <ol style="list-style-type: none"> 1. What are the key values that guide my practice? 2. What are two or three theories that most resonate with me and why? 3. What approaches and strategies that are congruent with my own approach to this work and why? 4. How do I plan to use my framework in real-life contexts? <p>You can use a creative method to articulate your framework. This can include the use of audio or visual, Voicethread, painting, photographs,</p>	<p>January 31st at 11:59pm</p>	<p>25%</p>	<p>1,2,3,4,5,6,7</p>

	dance. Further information as well as a grading guide will be posted on D2L.			
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ADDITIONAL ASSESSMENT AN EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

The success of this course relies on everyone’s commitment to their own learning, to peers and guests, and to the collective space that we co-create. Learners are asked to attend all classes, arrive on-time and offer their support towards a critical and nurturing learning environment.

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 before midnight 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 of the instructor.

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 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 **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.

ADDITIONAL SUGGESTED READINGS

Please see 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-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>

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning)

STUDENTS WITH CAREGIVING RESPONSIBILITIES

We ask that students collaborate with us to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status. Thus, bringing children to class in order to cover a gap in care is perfectly acceptable. If you require further accommodation, please talk to us

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**