Course Number	**SOWK 397 S01**	**Classroom**	Online
Course Name	**Practice & Evaluation with Communities**		
Day(s) & Time	Mondays 1pm – 3:50pm		
Instructor	**Alison Grittner**		
U of C E-mail	**alison.grittner@ucalgary.ca**	**Phone**	**Contact via email**

SYLLABUS STATEMENT

This course introduces learners to theories and skills about community practice. The focus will be on understanding the basic values, ethical, strategic, evaluative and political issues involved in working for community change.

COURSE DESCRIPTION

This course centralizes experiential and participatory learning in the exploration and assessment of community practice towards the pursuit of social justice. Grounded in critical self-reflection, an understanding of power and social work ethics, learners will examine theories and strategies of community practice. Students will have the opportunity to enhance foundational community practice skills such as facilitation, engagement, community assessment, and mobilizing for change.

COURSE LEARNING OUTCOMES

Upon completion of this course:

1. Learners will enhance their skills in critical self-reflection and personal growth as foundations for community practice;

2. Learners will examine personal and professional ethics related to social work practice with communities;

3. Learners will examine the tensions related to concepts of oppression and anti-oppression and construct an intersectional analysis of power (class, race, gender, abilities, nationality, faiths etc.) as a grounding for social justice practice in communities.

4. Learners will develop their understanding of concepts, principles and models of community organizing including the roles that social workers can play in community organizing and social transformation;

5. Learners will develop community organizing skills, including engagement, futures visioning, facilitation, collaborative assessment and evaluation, resourcing, capacity-building, social actions, communication, and democratic leadership approaches;

6. Learners will enhance their ability to locate and understand political, ethical and structural tensions that shape social relations and power dynamics within and between communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Parada, H., Barnoff, L., Moffatt, K., & Homan, M. S. (2011). *Promoting community change: Making it happen in the real world* (first Canadian Edition). Nelson Education.

Specific course readings are outlined in the class schedule. Readings that are not in the text will be available through D2L.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

RELATIONSHIP TO OTHER COURSES

This required BSW level community practice course rests on social work's fundamental values and principles of social justice and anti-oppression to highlight the profession's commitment to facilitating social change and transformation at the micro and macro levels. This course is one of five core "practice with" courses (SOWK 393; 395; 397; & 399) and complements other practice related courses such as practicum I & II.

CLASS SCHEDULE

Class dates	Topic	Readings
January 11	Introduction and positioning the course	• No readings
January 18	Theories of community practice: Conventional theories	• Course textbook, chapters 1 and 2 • Gumbs, A.P. (2015). Evidence. In W. Imarisha and A. Brown (Eds.), *Octavia's Brood: Science Fiction Stories from Social Justice Movements*, (pp. 33-42). AK Press.
January 25	Theories of community practice: Spatial	• Course textbook, chapter 3 • AlJazeera. (2014, August 19). Guerilla Architect [Video]. AlJazeera. https://www.aljazeera.com/program/rebel-architecture/2014/8/19/guerrilla-architect/ • Courage, C. (2013). The global phenomenon of tactical urbanism as an indicator of new forms of citizenship. *Engage in the Visual Arts, 32*(1), 88- 97.

February 1	Theories of community practice: Post-colonial and anti-racist Student led skills lab #1	- Davis, A. (2016). *Freedom is a constant Struggle: Ferguson, Palestine, and the foundations of a movement*. Haymarket Books. (Chapter 1: Progressive Struggles Against Insidious Capitalist Individualism) - Gehl, L. (2013). *The turtle must lead, anything else is false solidarity*. Retrieved from https://rabble.ca/news/2013/02/turtle-must-lead-anything-else-false-solidarity - Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: *Indigeneity, Education & Society*, *1*(1), 1-40.
February 8	Power dynamics in community practice Student led skills lab#2	- Course Textbook, chapters 5 and 6 - Fisher-Borne, M., Cain, J.M., & Martin, S.L. (2015). From mastery to accountability: Cultural humility as an alternative to cultural Competence, *Social Work Education*, *34*(2), 165-181, DOI: 10.1080/02615479.2014.977244
Reading week- no class or readings		
February 22	Speculative workshop	- Wright, E.O. (2010). *Envisioning real utopias*. Verso. (Chapter 2: The Tasks of Emancipatory Social Science) - Martins, L. P. D. O. (2014). *Privilege and oppression: Towards a feminist speculative design*. Proceedings of DRS, 980-990. - Dunne, A., & Raby, F. (2013). *Speculative everything: Design, fiction, and social dreaming*. MIT Press. (Chapter 5: A Methodological Playground: Fictional Worlds and Thought Experiments)
March1	Ethics of community practice Student led skills lab #3	- Vachhani, S. J., & Pullen, A. (2019). Ethics, politics and feminist organizing: Writing feminist infrapolitics and affective solidarity into everyday sexism. *Human Relations*, *72*(1), 23-47. - Hardina, D. (2004). Guidelines for ethical practice in community organizations. *Social Work, 49*(4), 595-604.
March 8	Media/Social Media Student led skills lab #4	Glenn, C. (2015). Activism or "Slacktivism?": Digital media and organizing for social change. *Communication Teacher, 29*(2), 81-85.

		• Sitter, K. C., & Curnew, A. H. (2016). The application of social media in social work community practice. *Social Work Education*, *35*(3), 271-283.
March 15	Current social movements: Black Lives Matter and Anti-Racist movements Student led skills lab #5	• Imoh, C. (2020). How the failure of multiculturalism led to the rise of Black Lives Matter. Retrieved from https://theconversation.com/how-the-failure-of-multiculturalism-led-to-the-rise-of-black-lives-matter-144463 • Maynard, R. (2017). Devaluing Black life, demonizing Black bodies: Anti-Blackness from slavery to segregation. In *Policing Black lives in Canada: State violence in Canada from slavery to the present.* (pp 17-49). Fernwood Publishing.
March 22	Current social movement: Post-colonial and Decolonization movements Student led skills lab #6	• Bailey, M. (2020). Nova Scotia lobster dispute: Mi'kmaw fishery isn't a threat to conservation, say scientists. Retrieved from: https://theconversation.com/nova-scotia-lobster-dispute-mikmaw-fishery-isnt-a-threat-to-conservation-say-scientists-148396 • Unist'ot'en. (2020). Invasion (Video). Retrieved from https://unistoten.camp/media/invasion/
March 29	Current social movements: MeToo and Fat Acceptance Movements Student led skills lab #7 (if needed)	• Friedman, M. (2012). Fat is a social work issue: Fat bodies, moral regulation, and the history of social work. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Policy, and Practice*, *1*, 53-69. • She's all fat: A Fat positive podcast, Episode 1.3 BodyPosi Politics with Melissa Gibson (Interview from "11:00-41:00"). • Unsettled: Mapping MeToo. Episode 1: Tarana Burke Talks About the Movement She Started. (Podcast)
April 5	No Class	Holiday – University Closed
April 13/14	Funding Strategies in a Neo-Liberal Context	• Cahill, C. & Bradley, M. (2011). Documenting (In)Justice: Community-based Participatory Research and Video. In S. Sutton and S. Kemp (Eds.), *The paradox of urban space: Inequality and transformation in marginalized communities* (pp. 223-239). Springer.

			• Lenette, C. & Ingamells, A. (2014). Mind the gap! The growing chasm between funding-driven, and social and community knowledge and practice. C*ommunity Development Journal, 5*(1), 88-103. • Calgary Foundation: https://calgaryfoundation.org/grantsawards-loans/types-of-grants/grassroots-grants/pitch-night-neighbour-grants-live/

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.

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). 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 behave in a professional manner during the session.

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.

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 - Course Engagement (30%)

Community practice is based on working in relationship with others; engagement with your learning community throughout the course is a key element.

Engagement grades will be allocated based on engagement in:

1) Zoom sessions (15%) and

2) Community Fieldwork Journal - 3 guided activities, to be shared and discussed on D2L with your learning community (15%):

- January: Conduct a walking/rolling tour of your community and photo-document what you identify as its community assets and strengths (assets may be: physical, economic, stories, places, residents, associations, institutions, etc.). Share your photo-documentation on D2L discussion board with your peers. Due January 25th 11:59PM MST.
- February: Choose an issue or community that you are interested in and/or passionate about, locate a group or organization working on this issue, and attend an on-line event they are holding. Record, observe, participate, and reflect (fieldnotes). Share your fieldnotes on D2L discussion board with your peers. Due February 22nd 11:59 MST.
- March: Perform and document a guided embodied reflection of your community context in relationship to Indigenous lands. Full activity details will be provided on D2L. Share your experiential fieldnotes on D2L discussion board with your peers. Due March 22nd 11:59PM MST.

Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Additionally, students will be asked to share and discuss their community fieldnotes on D2L.

Grading: At the end of the term, you will submit a 1- page self-evaluation of your course engagement assessing your contribution to your learning community. Your assessment will include an approximately 300-400 word critical reflection surrounding your engagement accompanied by a fillable rubric that will be posted on D2L. Due April 14th 11:59PM MST via D2L Dropbox. The instructor holds the final determination of grades.

Assignment 2 - Student Led Skills Lab (35%)

Students will work in groups of 4-5 to develop and deliver a one-hour workshop on one community practice model, theory, or practice. This assignment will engage learners to apply community practice skills and facilitate group discussion on course content. Students can choose their own topic. Possible topic areas may include:

- Social media campaign organizing
- Community assessment, engagement, mapping
- The use of self in Community practice
- Working as allies & accomplices with Indigenous populations
- Facilitation techniques designed for a specific outcome (engagement, issue analysis, assessment, or community organizing)

Student led workshops will take place throughout the course on zoom beginning the week of February 1st (6-7 presentations throughout course). Students will provide a reference list containing a minimum of 5 referenced materials in APA format.

Grading: Workshops will be graded on the following criteria (out of 35): Facilitation and teaching style (/5); Class Engagement (/5); Situating self & owning voice and perspectives shared (/5); Background research & planning (/10); Critical thinking (/5); Group cohesion and teamwork (/5). Full rubric will be provided on D2L.

Recommended readings for assignment Available on D2L:

- ARE, W. (2018). AEMP Handbook by The Anti-Eviction Mapping Project (AEMP). In M. Capous-Desyllas & K. Morgaine (Eds.), *Creating social change through creativity* (pp. 289 - 310). Springer.
- Kelley, M. (2011). On the social construction of place: Using participatory methods and digital tools to reconceive distressed urban neighborhoods. In S. Sutton and S. Kemp (Eds.), *The paradox of urban space: Inequality and transformation in marginalized communities,* (pp. 205-222). Springer.

Assignment 3 - Speculative Vision of Community Change (35%)

Without future visions the: "future flattens out into uncritical extrapolations from the present. Predictions in this mode tend to be ideological, promoting acquiescence in existing power relations by their assumptions of continuity and by their sanguine expectation that such continuity will ensure progress" (Knight, 1981, p. 28). Speculative visions of the future provide an alternative to our present, critique current states, and instigate the possibility of transformational social change.

Students will create a speculative near-future community vision. The form of the speculative vision is up to the student, and can include (but is not limited to) speculative fiction, podcast, website, comic, zine, digital story, art installation, artifact, performance, written manifesto, etc. Students will choose a format most appropriate to explore and communicate their speculative vision and imaginative process. Examples will be provided and explored in class and on D2L and we will workshop this process together.

The purpose of this assignment is to integrate theories, current context, practice approaches and aspirations for social change into a thoughtful and desired vision of future. Using the tools of community practice, imagination, concepts discussed in class, course readings, and critical self-reflection, the speculative visions will address the following:

1. What needs to happen? (Understanding of current social and community contexts);
2. How can it happen? (Understanding of community and how community practice can promote progressive social, using theories and approaches discussed in class);
3. What is your role in the change? (Reflections on self and locating oneself within social and community contexts);
4. What is the impact of the change? Share your speculative vision! (Using theories and approaches discussed in class); and
5. Your own plans and commitments related to community practice to advance your speculative vision.

Your speculative vision will be personal, theoretical, and imaginative. Students can focus their visions on a select social issue (examples: environmental sustainability or domestic violence) or on broader structural issues (examples: wealth inequity or colonialism).

Grading: Speculative visions will be evaluated on the following criteria: Power of Presentation (level of incisiveness, concision, and coherence) (/10); Mastery of Content (integration of course concepts) (/10); and Critical Reflection (situation of self, critical thinking, and development of vision/action) (/15). Full rubric will be provided on D2L. **Due April 16th 11:59PM MST via D2L Dropbox.**

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are required to attend all Zoom sessions. If you have to miss one session, please contact the instructor prior to the session. Students can miss one Zoom session and complete a make-up assignment. To complete a make-up assignment, students must contact the instructor prior to the session.

Students are expected to actively participate in Zoom sessions. Active participation includes speaking using the microphone and using the chatbox. There will be an emphasis on using the microphone in our Zoom sessions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS
Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word or PDF format. 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 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

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

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 readings available on 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 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 (https://www.ucalgary.ca/policies/files/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/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 (Calgary)**
- **Safewalk (Calgary)**