Winter 2023

Course & Session Number	SOWK 397 S02	Classroom	HNSC 336
Course Name	Practice & Evaluation with Communities		
Dates and Time	Start of Classes: January 10, 2023 End of Classes: April 11, 2023 Dates and Time: In-person Tuesdays 1pm – 3:30pm Tuesdays 1pm - 3:50pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Alison Grittner, PhD(c)	Office Hours	As Requested
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OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization**.** We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

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[1] In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy.](#)

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 centres experiential and participatory learning in the exploration and assessment of community practice towards the pursuit of social justice. Grounded in critical self-reflection and understanding power and social work ethics, learners will examine theories and strategies of community practice and social change. Learners will enhance foundational community practice skills such as facilitation, engagement, community assessment, and mobilizing for change through experiential learning. Working in community partnerships, learners will strategize, plan, and implement community engagement activities.

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 demonstrate 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 demonstrate 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. Materials from outside the textbook 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 access.

Course announcements, changes, grades/feedback and all resources will be shared and posted on D2L (**not via email**). Each learner is responsible for routinely checking the course D2L.

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 10	Introduction and positioning the course Note: This class will take place on zoom. Link will be available on D2L.	• Ahmed, S. (2021). Complaint!. Duke University Press. [Chapter: Complaint Collectives] • Lorde, A. (2007). Poetry is not a luxury. In Audre Lorde (Ed.), *Sister Outsider: Essays and Speeches* (pp. 36-39). Crossing Press.
January 17	Theories of Community Practice *Fieldwork Activity 1: Self Portrait Box*	• Course textbook, Chapter 2, Chapter 3 • 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)

January 24	Power Dynamics in Community Practice	• Course Textbook, Chapters 5 & 6 • Wehbi, S. (2017). Disability rights and justice activism: Lessons for anti-oppressive community organizing. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice social work* (pp. 137-152).
January 31	Community Practice: Care	• Hobart, H. I. J. K., & Kneese, T. (2020). Radical care: Survival strategies for uncertain times. *Social Text, 38*(1), 1-16. • Piepzna-Samarasinha, L. L. (2018). *Care work: Dreaming disability justice*. Vancouver: arsenal pulp press. [Chapter: Care Webs: Experiments in Creating Collective Access] • Sitter, K. C., Grittner, A., Pabia, M. R., & Jarvis, H. (2022). "We Knew No One Else Had Our Back except Us": Recommendations for Creating an Accountability Care Framework with Sex Workers in Eastern Canada. *Social Sciences*, 11(8), 366.
February 7	Community Practice: Spatial Justice *Fieldwork Activity 2: Place, Power, and Identity in Community*	• AlJazeera. (2014, August 19). Guerilla Architect [Video]. AlJazeera. https://www.aljazeera.com/program/rebel-architecture/2014/8/19/guerrilla-architect/ • 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. • Soja, E. (2011). *Seeking spatial justice*. University of Minnesota Press. [Chapter 3: Building a Spatial Theory of Justice]
February 14	Community Practice: Neighbourhood Contexts *Fieldwork Activity 3: Asset Mapping*	• Course textbook, Chapter 13 • Ramage, K., Bell, M., Zaretsky, L., Lee, L., & Milaney, K. (2021). Is the right to housing being realized in Canada? Learning from the experiences of tenants in affordable housing units in a large Canadian city. *Societies, 11*(2), 53. • Soma, T., Shulman, T., Li, B., Bulkan, J., & Curtis, M. (2022). Food assets for whom? Community perspectives on food asset mapping in Canada. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 1-18.

Term Break: Term Break: Sunday, February 19 – Saturday, February 25, 2023

February 28	Community Practice: Placemaking	• 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. • hooks, b. (2019). *Belonging: A Culture of Place.* Routledge. [Chapter: A Place Where The Soul Can Rest] • Sutton, S. & Kemp, S. (2011). Place: A site of collective and personal transformation. In S. Sutton & S. Kemp (Eds.), *The paradox of urban space: Inequality and transformation in marginalized communities* (pp. 113-134). Palgrave Macmillan.
March 7	Taking Action P.1 Community Action Planning and Organization Workshop	• Course Textbook, Chapter 10. • Sitter, K. C., & Curnew, A. H. (2016). The application of social media in social work community practice. *Social Work Education, 35*(3), 271-283. • Reshetnikov, A., Bogumil, E., Capous-Desyllas, M., & Lara, P. (2018). From visual maps to installation art: Visualizing client pathways to social services in Los Angeles. In M. Capous-Desyllas & K. Morgaine (Eds.), *Creating social change through creativity* (pp. 209-226). Palgrave Macmillan.
March 14	Community Practice: Ethics	• Course Textbook, Chapter 4 • 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 21	Current social movements: Land-Back & Indigenous Futures *Fieldwork Activity 4: Sensing the Land*	• Métis in Space. (2020). Back 2 the Land: 2Land 2Furious. *Briarpatch*. https://briarpatchmagazine.com/articles/view/back-2-the-land-2land-2furious • Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. Decolonization: *Indigeneity, Education & Society*, *1*(1), 1-40. • Unist'ot'en. (2020). Invasion (Video). Retrieved from https://unistoten.camp/media/invasion/ • Yesno, R. & Lopez, X.M. (2020). Four case studies of land back in action. *Briarpatch*. https://briarpatchmagazine.com/articles/view/four-case-studies-land-back-in-action
March 28	Current social movements: Abolition and Anti-Racist movements	• 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

	Fieldwork Activity 5: Dreaming Abolition	• Kaba, M. (2021). *We do this' til we free us: Abolitionist organizing and transforming justice*. Haymarket Books. [A Jailbreak of the Imagination pp. 18-25] • 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.
April 4	Current social movements: Feminism and Fat Acceptance Movements	• Ahmed, A. (2017). *Living A feminist life*. Duke University Press. [Conclusion: A Killjoy Manifesto/Survival Kit] • 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. • Unsettled: Mapping MeToo. *Episode 1: Tarana Burke talks about the movement she started*. [Audio Podcast]
April 11	Community Action Wrap-up and Integration	

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

ASSIGNMENT 1: WEEKLY LEARNING ARTIFACTS

Due Dates: Ten out of Twelve (10/12) Tuesdays from January 17 – April 12; Due 11:59PM MST in D2L Dropbox.

Weight: 50% (10 weeks X 5%)

Aligned Course Learning Outcomes: 1,2,3,5,6,7,8,9

Assignment Description:

Engaging actively within our classroom learning community is a key element in everyone's learning.

All of us are expected to attend and engage in class sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by our peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group activities.

Engaging with the materials for the week must be done **before** class; come prepared to apply your knowledge in experiential community learning activities. Each learner is responsible for determining, tracking, and submitting their independent learning artifacts. This must be done during the appropriate week and cannot be caught up at the end.

For *10* weeks during the *12* week period from January 17th to April 11th you will submit a minimum of *two* personal learning artifacts (one from class, one from out in community), which at the end of the term will be re-mixed into a cohesive final learning process book. ***The two weeks you choose to skip are your choice but all community fieldwork activities must be completed.*** Your weekly learning artifacts will be personalized to you, reflecting your personal relationship to knowledge creation and integration. Your artifacts can be as traditional or as visionary as suits your relationship with knowledge and learning style.

Examples of weekly artifacts *might* include:

Done in class:

- rough sketches, diagrams, and brainstorming thoughts
- notes (written/sketched/photographed) taken during discussions/activities/lectures/fieldtrips
- process work from in-class activities (ex: photos and observations from sensing land fieldtrip)

Done in community:

- community fieldwork activities
- rough sketches, art-making, diagrams, and brainstorming thoughts (ex: concept mapping a reading)
- critical reflection (ex: free writing/drawing/making)
- assembly of key quotes from assigned course materials (annotated with proper APA style citations)
- annotated research for your community action - including any "failures" or off-track exploration of connections and ideas (these are a big part of learning your process and show the breadth of your exploration)
- conceptual interrogation and development of course materials (any modality)

Each week your learning artifacts should tell the story of:

- What connections did you make?
- What questions do you have?
- What learning did you try?
- What/So What/Now What?

When submitting your weekly learning artifacts provide headings and brief explanations to help me understand what I am looking at, as well provide a brief space for you to reflect on your learning. Your weekly artifacts **do not** require editing or finessing beyond their initial creation (**with the addition of one-two sentences of reflection**) and can be submitted in any appropriate/common digital format (ex: pdf, jpg, mov, docx, etc. No HEIC as D2L can't view those documents). Learning artifacts will be discussed and workshopped in our first class.

Reading, watching, and listening to the course materials every week is estimated to take 3.5 hours. Synthesizing, analyzing, and generating your "out in the world" learning artifacts will take an estimated 2 hours of time per week outside of class. Community fieldwork activities indicated on the course schedule will be completed during class time.

Assignment 2: Community Action

Due Date: Due March 31st 11:59PM MST in the Community & D2L Dropbox

Weight: (30%)

Aligned Course Learning Outcomes: 4 & 6

Assignment Description:

Students will organize and work in teams to analyze, plan, and execute a community building/knowledge sharing event. Collaboratively, students will analyze, plan, and execute a piece of community-based social action.

Students will have a choice of three community projects/teams: 1) Aging in the Right Place and Homes for Heroes; 2) Co-creating Spatial Justice in Calgary with Sex Workers; or 3) a project of their own choice. The specific form of action will be determined in partnership with the associated communities but is expected to take the form of a piece of community storytelling, public art installation, and/or community event.

Assessment Criteria:

Community Organization and Implementation of Action (20%) and Individual/Team Assessment of Contributions (10%). Grading criteria will be discussed further in class and assessment template will be posted on D2L.

ASSIGNMENT 3: Final Process Book

Due Date: April 14 11:59PM MST in D2L Dropbox.

Weight: 20%

Aligned Course Learning Outcomes: 1,2,3,5,6,7,8,9

At the end of the course, you will remix and curate your learning artifacts submitted in weeks 2-12 in a final process book that critically reflects and tells the story of your learning throughout the course. The specific format of your process book is your decision, but in additional to your learning artifacts it must contain four elements:

1) an approximately 500-word critical reflection concerning your learning throughout the course;
2) minimum of 10 references and appropriate in-text citations integrated throughout your process;
3) the three community fieldwork activities; and
4) evidence of research, planning, execution of your chosen community action.

Contemplating, remixing, composing, and writing your process book to achieve an "A" level of work will take an estimated 20 hours of time outside of the classroom.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Everyone is expected to attend class and actively engage in the learning community. Experiential learning is a significant component of the course. If you are required to miss class, please consult with your peers concerning missed class activities and **catch-up on your learning independently**. Being accountable for your own time and respect for others' labour is community practice.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in the course D2L. If you experience issues submitting through the dropbox, contact U of C IT Support (403.210.9300; it@ucalgary.ca). The instructor does not provide IT support. ***Assignments are not accepted via email.***

LATE ASSIGNMENTS

While the structure of this class is designed for a typical semester at the University of Calgary, we remain living in deeply atypical times. Your plans for meeting your learning obligations might end up not working in unanticipated ways.

If you are experiencing challenges that affect your ability to meet the deadlines in this document, or learning in this class, please let me know. I strive to foster an inclusive learning environment, which includes understanding how neurodivergence, disability, family obligations, income requirements, on-going pandemic challenges, etc. may interfere with deadlines. The work and the learning needs to be completed, but we will work together to develop a plan.

EXPECTATIONS FOR WRITING

Any written 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 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 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. This grading system overrides the grading system in D2L. Any rounding of grades will be done at the instructors discretion at the end of term.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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. Feedback will be formally sought by the instructor through a mid-semester evaluation.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's Code of Conduct.

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on Student Accommodations.

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the Integrity and Conduct section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on Acceptable Use of Material Protected by Copyright and requirements of the Copyright Act to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's Sexual and Gender-based Violence Policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the Registrar's website for additional important information on the following:
- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information