



<b>Course &amp; Session Number</b>	<b>SOWK 600 S01</b>	<b>Classroom</b>	Online
<b>Course Name</b>	Social Justice & Theory in Advanced Social Work Practice		
<b>Dates and Time</b>	Start of Classes: September 3, 2024 End of Classes: October 17, 2024 Dates and Time: <b>Zoom Sessions:</b> Tuesdays and Thursdays 5:30-8:30PM MST (Sept 3 <sup>rd</sup> , 10 <sup>th</sup> , 12 <sup>th</sup> , 19 <sup>th</sup> , 24 <sup>th</sup> , 26 <sup>th</sup> , Oct 1 <sup>st</sup> , 3 <sup>rd</sup> , 8 <sup>th</sup> , 10 <sup>th</sup> , and 15 <sup>th</sup> ) <b>Asynchronous Sessions:</b> Sept 5 <sup>th</sup> & Sept 17 <sup>th</sup> Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Sheliza Ladhani, PhD	<b>Office Hours</b>	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.

<sup>1</sup> 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](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

## SYLLABUS STATEMENT

Examines concepts of culture, identity, oppression and social differentiation in relationship to theories of social justice, at all levels of professional practice.

## COURSE DESCRIPTION

This course focuses on theorizing from and with the body and mind, to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more liveable present and future(s). You will have the opportunity to: (1) engage in an embodied and affective learning process, (2) theorize social justice from various bodies of knowledge, perspectives, and experiential learning opportunities, (3) reflect on how your social positionings and worldviews inform and impact your understandings and efforts toward social justice, (4) collectively theorize, design, and enact justice-oriented change possibilities in connection to social work practice, and (5) cultivate layered and holistic understandings of accountability for/as social justice. You are encouraged to think-feel with the various knowledges, theories, and practices engaged throughout the course. This is an online course comprised of 11 synchronous online sessions and 2 asynchronous integration learning activities (as indicated in the course schedule). Classes will include critical dialogues, group work, experiential activities, and embodied exercises to support multiple ways of knowing, doing, being, and relating.

Pre-requisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice

## COURSE LEARNING OUTCOMES

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

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalization in Canada and internationally.
3. Demonstrate, identify and articulate a social work identity, with emphasis on social justice, social work values and knowledge.
4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation.
5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.
6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. As this is a graduate level seminar, you are expected to read through the material in preparation of participating in class discussions. **Required readings are listed below, organized by class/topic, and are accessible through D2L via Leganto Reading list.** A list of additional recommended readings will be shared on D2L, and you are welcome to read and integrate the recommended readings into your assignments and class discussions.

#### Sept 3 to 5: Coming into Relation: Identities and Power

Wong, Y. L. R. (2018) "Please call me by my true names": A decolonizing pedagogy of mindfulness and interbeing in critical social work education. In S. Battacharya, & Y. L. R. Wong (Eds.), *Sharing breath: Embodied learning and decolonization* (pp. 253-278). Athabasca University Press.

Diaz, N. (2020) *The first water is the body*. Retrieved from: <https://emergencemagazine.org/poem/the-first-water-is-the-body/>

Sage and Sweetgrass. (2017, June 22). *ohtisiy*. [Video]. YouTube. [https://www.youtube.com/watch?v=tlO7R\\_3CXT8&t=1s](https://www.youtube.com/watch?v=tlO7R_3CXT8&t=1s)

#### Sept 10 : Historical and Contemporary Hauntings of Coloniality and Domination

Lorde, A. (1984). *Sister outsider: Essays and speeches*. The Crossing Press.

- The Master's Tools will not Dismantle the Master's House

Le Guin, U.K. (1986). *The carrier bag theory of fiction*. The Ursula K. Le Guin Literary Trust.

Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). *Abolition. Feminism. Now* (Vol. 2). Haymarket Books.

- Introduction

#### Sept 12 to 17: Moving Beyond Damage Towards Desire: (Re)imagining Justice

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review* 79(3): 409–428.

Leitão, R. M. (2022). From needs to desire: Pluriversal design as a desire-based design. *Design and Culture*, 14(3), 255-276.

brown, a. m. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.

- Introduction

\*Simpson. (2013). *Islands of decolonial love: Stories & songs*. ARP Books.

- it takes an ocean not to break

\* *This reading will be the focus of analysis for Asynchronous Integration / Discussion Board Reflection Post 2*

#### Sept 19: Thinking-Feeling Theory: Examining Relations of Power, Systems, and Structures

Raffo, S. (2022). *Liberated to the bone*. AK Press.

- Setting the conversation

Young, A. (Host). (2019, December 27). Mariame Kaba on moving past punishment [Audio podcast episode]. *For the Wild*. <https://forthewild.world/listen/mariame-kaba-on-moving-past-punishment-151>

brown, a. m. (2022, June 29). *Murmurations: Returning to the whole*. Yes! Magazine. Retrieved from: <https://www.yesmagazine.org/opinion/2022/06/29/murmurations-healing-inner-accountability>

#### Sept 24: Emergent Strategy Theorizing Session - Deepening

Ritchie, A. J. (2023). *Practicing new worlds: Abolition and emergent strategies*. AK Press

- Specific chapters will be assigned for each group on D2L

#### Sept 26: Ecological Justice, Climate Grief, and Planetary Healing

Gan, E., Tsing, A. L., Swanson, H. A., & Bubandt, N. (2017). Introduction: Haunted landscapes of the anthropocene. In A. L. Tsing, H. A. Swanson, E. Gan, & N. Bubandt (Eds.), *Arts of living on a damaged planet: Ghosts of the anthropocene; Monsters of the anthropocene*. University of Minnesota Press.

brown, a. m. (2022, September 27). *Murmurations: Accountable to earth*. Yes! Magazine. Retrieved from: <https://www.yesmagazine.org/opinion/2022/09/27/murmurations-accountable-to-earth>

Gumbs, A. P. (2022). *Undrowned: Black feminist lessons from marine mammals*. AK Press.

- Ch 1: listen (p. 15-20)
- Ch 2: breathe (p. 21-27)

#### Oct 1: Emergent Strategy Theorizing Session – Imagining

Benjamin, R. (2024). *Imagination: A manifesto*. W. W. Norton & Company.

- Imagination Incubator (p. 121-135)

#### Oct 3: Cultivating Critical Hope and Collective Healing: Lessons from Movement Work

Solnit, R. (2016). *Hope in the dark: Untold histories, wild possibilities* (3rd Ed). Haymarket Books.

- Foreword to the Third Edition: Grounds for Hope p. xi - xxvi

brown, a. m. (2021). *Holding change: The way of emergent strategy facilitation and mediation*. AK Press.

- To give your hands to freedom, first give them to grief by Malkia Devich-Cyril (p. 64-79)

brown, a. m. (2022, October 27). *Murmurations: Accountable to our ancestors*. Yes! Magazine. Retrieved from: <https://www.yesmagazine.org/opinion/2022/10/27/murmurations-accountability-ancestors>

#### Oct 15: Remaking Worlds: Decolonial Dreaming and Collective Livability

Hayes, K. (Host). (2022, May 26). Practicing new worlds in a time of collapse. [Audio podcast episode]. In *Movement Memos*. Truthout. <https://truthout.org/audio/practicing-new-worlds-in-a-time-of-collapse/>

Kimmerer, R. (2013). *Braiding sweetgrass: Indigenous wisdom, scientific knowledge and the teachings of plants*. Milkweed Editions.

- Three Sisters

brown, a. m. (2022, November 29). *Murmurations: Accountable endings*. Yes! Magazine. Retrieved from: <https://www.yesmagazine.org/opinion/2022/11/29/murmurations-collective-accountability>

**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**

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing students’ unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

**CLASS SCHEDULE**

**Important Dates for Fall 2024**

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- Fall Break November 10 – 16, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

Date	Topic	Assignments
<b>Coming into Relation: Identities and Power</b>		
Sept 3 (Zoom)	<p><b>Zoom Session 5:30 – 8:30 PM MST</b></p> <ul style="list-style-type: none"> <li>● Introductions</li> <li>● Orientation to this course: Embodied pedagogies of discomfort and affect in (un/re)learning</li> <li>● Course outline overview</li> <li>● Thinking-feeling justice and injustice</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>● Wong (2018)</li> <li>● Diaz (2020)</li> </ul>	

	<ul style="list-style-type: none"> <li>• Sage and Sweetgrass (2017)</li> </ul>	
<b>Complexities of Identity, Knowledge, and Naming</b>		
Sept 5 (Async)	<b>Asynchronous Integration</b> <ul style="list-style-type: none"> <li>• Detailed description of asynchronous integration activity will be posted on the D2L discussion board.</li> </ul>	<b>Assignment 1, Post 1 – Sept 6</b>
<b>Historical and Contemporary Hauntings of Coloniality and Domination</b>		
Sept 10 (Zoom)	<b>Zoom Session 5:30 – 8:30 PM MST</b> <ul style="list-style-type: none"> <li>• Proximity to ‘Man’ and examining colonial technologies</li> <li>• Critical examination of domination and systemic harms</li> </ul> Readings: <ul style="list-style-type: none"> <li>• Lorde (1984)</li> <li>• Le Guin (1986)</li> <li>• Davis et al. (2022). Introduction</li> </ul>	
<b>Moving Beyond Damage Towards Desire: (Re)imagining Justice</b>		
Sept 12 (Zoom)	<b>Zoom Session 5:30 – 8:30 PM MST</b> <ul style="list-style-type: none"> <li>• Refusing damage-centered narratives and approaches</li> <li>• Attending to desire as life-affirming practice</li> <li>• Change strategies towards (re)imagining justice</li> </ul> Readings: <ul style="list-style-type: none"> <li>• Tuck (2009)</li> <li>• Leitão (2022)</li> <li>• brown (2017). Introduction</li> </ul>	
<b>Moving From Damage to Desire in Clinical Contexts</b>		
Sept 17 (Async)	<b>Asynchronous Integration</b> <ul style="list-style-type: none"> <li>• Detailed description of asynchronous integration activity will be posted on the D2L discussion board.</li> </ul>	<b>Assignment 2, Post 2 – Sept 18<sup>th</sup></b>
<b>Thinking-Feeling Theory: Examining Relations of Power, Systems, and Structures</b>		
Sept 19 (Zoom)	<b>Zoom Session 5:30 – 8:30 PM MST</b> <ul style="list-style-type: none"> <li>• Restorative justice, transformative justice, and healing justice</li> <li>• Cultivating healing and accountability</li> </ul> Readings: <ul style="list-style-type: none"> <li>• Raffo (2022)</li> <li>• Young (2017). Podcast.</li> <li>• brown (2022, June 29).</li> </ul>	
<b>Emergent Strategy Theorizing Session - Deepening</b>		
Sept 24 (Zoom)	<b>Zoom Session 5:30 – 8:30 PM MST</b> <ul style="list-style-type: none"> <li>• Emergent Strategy Theorizing Sessions</li> </ul> Readings: <ul style="list-style-type: none"> <li>• Ritchie (2023) – specific chapters for each group outlined on D2L</li> </ul>	

Ecological Justice, Climate Grief, and Planetary Healing		
Sept 26 (Zoom)	<p><b>Zoom Session 5:30 – 8:30 PM MST</b></p> <ul style="list-style-type: none"> <li>Attending to ecological justice, difference, and climate grief</li> <li>Accountability to earth – reconnecting work</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Gan et al. (2017)</li> <li>brown (2022, September 27)</li> <li>Gumbs (2020). Ch 1 &amp; 2 (p. 15-27)</li> </ul>	
Emergency Strategy Theorizing Session - Imagining		
Oct 1 (Zoom)	<p><b>Zoom Session 5:30 – 8:30 PM MST</b></p> <ul style="list-style-type: none"> <li>Emergent Strategy Theorizing Sessions</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Benjamin (2024). Imagination Incubator (p. 121-135)</li> </ul>	
Cultivating Critical Hope and Collective Healing: Lessons from Movement Work		
Oct 3 (Zoom)	<p><b>Zoom Session 5:30 – 8:30 PM MST</b></p> <ul style="list-style-type: none"> <li>Relational and intergenerational accountability</li> <li>Cultivating collective care practices to honor hope and grief</li> <li>Emergent Strategy Theorizing Sessions</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Solnit (2016)</li> <li>Devich-Cyril (in brown, 2021)</li> <li>brown (2022, October 27)</li> </ul>	
Practicing New Worlds: Emergent Strategy Curations		
Oct 8 (Zoom)	<p><b>Zoom Session 5:30PM – 8:30PM MST</b></p> <ul style="list-style-type: none"> <li>Presentation of Emergent Strategy Curations</li> </ul>	<b>Assignment 2 – Today</b>
Practicing New Worlds: Emergent Strategy Curations Cont'd		
Oct 10 (Zoom)	<p><b>Zoom Session 5:30 – 8:30 PM MST</b></p> <ul style="list-style-type: none"> <li>Presentation of Emergent Strategy Curations</li> </ul>	<b>Assignment 2 – Today</b>
Remaking Worlds: Decolonial Dreaming and Collective Livability		
Oct 15 (Zoom)	<p><b>Zoom Session 5:30 – 8:30 PM MST</b></p> <ul style="list-style-type: none"> <li>Practicing for the world(s) we need now and, in the future</li> <li>Collective accountability and care as survival in working for freedom</li> <li>Course reflections</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Hayes (2022, May 26) Podcast.</li> <li>Kimmerer (2013). Three Sisters</li> <li>brown (2022, November 29)</li> </ul>	
<b>Assignment 3: Part A &amp; B – Oct 18<sup>th</sup></b>		

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom 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. Students will be advised before the instructor initiates a recording of a Zoom session

### RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

## ASSESSMENT COMPONENTS

Summary of Assignments	Due Dates	Weight
1. Discussion Board Reflections (2 x 10%)	Sept 6 <sup>th</sup> & 18 <sup>th</sup>	20%
2. Practicing New Worlds: Emergent Strategy Curations	Oct 8 <sup>th</sup> and 10 <sup>th</sup>	35%
3. Accountability as Social Justice Reflection & Relational Engagement Self-Assessment	Oct 18 <sup>th</sup>	Part A: 30% Part B: 15%

### **Assignment 1: Discussion Board Reflections (20% - 10% each) – Sept 6<sup>th</sup> & 18<sup>th</sup>**

Aligned Course Learning Outcomes: 1,2,3,4, 5, 6, 7

As part of the (un)learning and (re)learning process, you are invited to dwell on/in your encounters with various theoretical approaches, knowledges, process, content, and materials from the course. These reflections should examine evolving conceptualizations, understandings, and tensions related to social justice, historical and ongoing violences, structures and relations of power, as connected to various lived realities of oppression and marginalization. Your reflections should prompt ideas about social work practice in relation to your social identities, communities you may serve, and the themes, theories and



concepts learned throughout the course. As asynchronous components of this course, it is expected that you will utilize the allotted time to complete this reflection, while drawing on experiential, reflexive, and scholarly knowledge. Detailed descriptions of the expectations for each discussion forum will be provided on D2L. Topics for each post are as follows:

- Reflection Post 1: Complexities of Identity, Knowledge, and Naming – **Sept 6<sup>th</sup>**
- Reflection Post 2: Moving from Damage to Desire in Clinical Contexts – **Sept 18<sup>th</sup>**

**Please ensure your reflections are posted to the respective D2L discussion boards by the above dates.**

Assessment Criteria:

As you prepare your reflections, consider how your posts:

- Draw on experiential, reflexive, and scholarly knowledges
- Make connections between theory and practice and how social justice concepts in the readings and class discussions might materialize in clinical practice
- Illustrate relationality and embodied learning as it relates to and responds to social positionings, tensions around historical injustices, and the concepts engaged in the course

Assessment will be based on quality and depth of contributions, evidence of critical reflection and reflexivity, contributing to collective learning and furthering dialogue. Given the relational and dialogic orientation to this course, you are encouraged to meaningfully engage (reading/responding) with the contributions of your peers, as this will be a factor in assessing your *'Relational Engagement Reflection & Self-Assessment'* assignment. Please cite sources used in APA 7th edition format.

**Assignment 2: Practicing New Worlds: Emergent Strategy Curations (35%) – Oct 8<sup>th</sup> and 10<sup>th</sup>**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

This is a world-making project, an undertaking that requires sustained collective efforts. If we are to practice world-making amid the instability of conflict, climate collapse, racial capitalism and ongoing pandemics, we require strategies for *how* to work differently *with* complexity. How we gather and collaborate through shared desires for change can shape multiple pathways for more just and liveable worlds. This assignment engages Emergent Strategy as regenerative inquiry to “experiment with, build, and practice new ways of being in relationship with each other and the planet” (Ritchie, 2023, p. 5). Such collaborations enable us to imagine more liberatory futures and practice different ways of knowing, doing, being, and relating. Emergent strategy is a body of work rooted in workings of the natural world, complexity science, change theory, and social movement efforts that “focus on starting small and making space for learning from uncertainty, multiplicity, experimentation, adaptation, iteration, and decentralization” (Ritchie, 2023, p. 7).

This assignment is a collaborative meaning-making effort to understand and be able to apply the 6 guiding elements of Emergent Strategy as it relates to social justice efforts. By September 10<sup>th</sup>, students will be split into 6 groups to work collaboratively for the remainder of the course. Each group will co-theorize around one Emergent Strategy element (assigned by the instructor), as a way to inquire into *and* practice change. The instructor will provide additional materials and prompts that are specific to each group's element to initiate this exploration. Through this process of co-theorizing with their assigned element, groups will prepare a curation of the learnings to be presented on either October 8<sup>th</sup> or 10<sup>th</sup>.

The group curations will invite us to critically consider and experience how each element guides us in designing and enacting justice-oriented change possibilities in sustainable, responsible, and relational ways. It is expected that groups will draw upon course encounters (i.e., content, materials, dialogues, reflections) to construct and animate their final curations. Curations should include the following:

- An overview of the assigned element
- Sharing of theorizations, questions, and reflections of the group process
- Ways to practically apply these theories and learnings to relevant social issues
- One embodied invitation or prompt for the class to experience the teachings of this element

Embodied invitations and prompts can include various forms (e.g., visual arts, story, performance, experiential, speculative fiction, podcasts, guided exercises, multisensory elements such as sound or moodscapes etc.). Each group will have a total of approximately 25-30 minutes, depending on final enrollment numbers, to offer their curations and facilitate comments and questions. To support knowledge sharing, groups are required to post a reference list of materials/sources engaged in APA 7<sup>th</sup> edition format for this assignment via D2L discussion board. Please also submit any presentation materials and reference list to the respective D2L dropbox on October 8<sup>th</sup> or 10<sup>th</sup> by 11:59pm.

#### Assessment Criteria

As you prepare for this assignment, please consider how the Emergent Strategy Curations:

- Meaningfully attend to the assigned element and offer practical examples of ways to enact social justice change
- Ethically engage experiential, reflexive, scholarly, and natural world knowledges to theorize with/through the assigned element
- Creatively animate theory and practice to (re)imagine how social justice could be reflected in practice
- Draw the class into thinking-feeling with theory and practice possibilities through embodied invitations and prompts
- Evoke a sense of accountability and response-ability for social work(ers) to create and enact change possibilities for more liveable futures and planetary flourishing
- Enable us to grow our capacity to embody the just and liberated worlds that we are practicing for

Further details, instructions and assessment criteria will be discussed in class.

#### **Assignment 3: Accountability as Social Justice Reflection & Relational Engagement Self-Assessment (45%: Part A – 30% / Part B – 15%) – October 18<sup>th</sup>**

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

##### **Part A: Accountability as Social Justice Reflection (30%)**

Upholding and promoting social justice is a core value of the Canadian Association of Social Work (CASW) Code of Ethics, which also emphasizes the importance of accountability in our practice. Theorizing and practicing layers of accountability as social justice have intentionally been woven throughout this course. Through nurturing a transformative practice to heal what is and has been while practicing for the future, we will focus on cultivating internal, relational, intergenerational, and planetary accountabilities.

For this summative assignment, you are invited to reflect on your evolving understandings of accountability as social justice in your life and practice. This can also include reflection on the tensions, hesitations, and complicities that have emerged through the course as it relates to accountabilities to/for social justice. In this reflection, you will move through different layers of accountability of: self/internal, relational, ancestral/inherited, earth/planetary, and endings/beginnings, and *how* you have or will demonstrate such accountability in your practice. It is expected that you will engage and integrate course learnings, content, and materials into your written reflection of up to 1500 words and include a reference list (APA 7th) A set of questions and prompts to guide each layer of your reflection will be posted to D2L.

As you prepare for this assignment, please consider how your reflection:

- Attends to the guiding questions and explores each layer of accountability with depth and reflexivity
- Ethically draws on experiential, reflexive, natural world, and scholarly knowledges from course learnings
- Makes theoretical and practical connections to how accountability as social justice materializes in your personal development and professional practice
- Considers and examines tensions related to social positionings, historical and contemporary injustices and the tensions and complicities that emerge
- Demonstrates personal-professional connections, experiences, vulnerabilities and possibilities for enacting social justice through animating accountabilities

Further details, instructions and assessment criteria will be discussed in class.

### **Part B: Relational Engagement Reflection & Self-Assessment (15%)**

Working towards social justice calls on us to make individual and collective commitments as we (re)envision the possibilities for a more liveable present and future. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge and one another. As part of this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged not *only* by the quantity of contributions, but also how students facilitate a collective space of learning by being mindful of how space/voice are used. This includes being thoughtful of how ideas are shared and held in ways that create the conditions for ethical spaces of engagement and collective care.

Recognizing that engagement and participation are animated in multiple ways, some more overt than others, you will be invited to reflect on and assess your own participation and engagement in the course. Please complete a 200-250 word reflection containing your self-assessed grade out of 15 marks. *Please note that the final participation grade is determined by the instructor after review of student recommendation.*

Please submit **both Part A and B** as a combined document or two separate documents via D2L dropbox **by 11:59pm on October 18<sup>th</sup>.**

### **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **ATTENDANCE AND PARTICIPATION EXPECTATIONS**

Students are expected to be fully present and engaged in each class activities and discussions as part of their participation grade. Details are outlined in the assessment components section above. If you are unable to attend, please contact your instructor **prior** to class (if possible) to discuss alternative means of engagement.

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Assignments should be submitted as a Word document whenever possible and labeled as follows: "Last Name\_First Name\_Assignment Name" (e.g., Ladhani\_Sheliza Ladhani\_Assignment Name). **Assignments are to be submitted by 11:59pm on their due date.** Please note it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

### **LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Please email the instructor at least 24 hours **prior** to the assignment due date if you expect that you will need an extension. The total possible grade of an assignment will be reduced by 2.5% for each day/partial day (including weekend days) beyond the due date or the negotiated extension date. Assignments will not be accepted 7 days after the due date indicated in the course syllabus.

### **EXPECTATIONS FOR WRITING**

All 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 papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

### **ACADEMIC MISCONDUCT**

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

### **GRADING**

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L. Final grades that are within 0.25% to 0.5% of the next letter grade will be rounded up.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> 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. <b>Note:</b> 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 of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward 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
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

## COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

## ADDITIONAL SUGGESTED READINGS

Please see D2L for additional readings.

## 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
- Emergency Evacuation/ Assembly Points
- Safewalk