



### **LAND ACKNOWLEDGEMENT**

Our students, faculty and staff are located across Indigenous lands. On our Calgary campus, we acknowledge and pay tribute to the traditional territories of the peoples who made Treaty 7, which include the Blackfoot Confederacy (comprised of the Siksika, the Piikani and the Kainai First Nations), the Tsuut'ina First Nation and the Stoney Nakoda (including Chiniki, Bearspaw and Goodstoney First Nations). The city of Calgary is also home to the Métis Nation of Alberta (Districts 5 and 6). Our Calgary campus is situated on land northwest of where the Bow River meets the Elbow River, a site known as Moh'kins'tsis to the Blackfoot, Wîchîspa Oyade to the Îyâxe Nakoda (Stoney Nakoda), and Guts'ists'i to the Tsuut'ina and Otos-kwunee to the Metis.

At our Edmonton campus, we acknowledge the Treaty 6 region, the traditional homelands of Cree, Blackfoot, Nakota Sioux, Iroquois, Dene, Ojibway/ Saulteaux/ Anishinaabe, Inuit and Métis people (Districts 9 and 10). We recognize the rich cultural history of the place, now called the City of Edmonton, which has, for centuries, been a traditional gathering place of Indigenous peoples from across Alberta, BC, and Saskatchewan.

At our Lethbridge campus, we acknowledge the traditional territories of the Blackfoot people of the Canadian Plains and pay respect to the Blackfoot people past, present and future while recognizing and respecting their cultural heritage, beliefs and relationship to the land. We offer respect to the Metis and all who have lived on this land and made Lethbridge their home.

### **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.

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](#).

<b>Course &amp; Session Number</b>	<b>SOWK 600 S01</b>	<b>Classroom</b>	<b>Online</b>
<b>Course Name</b>	Social Justice and Theory in Advanced Social Work Practice		
<b>Dates and Time</b>	Start of Classes: Sept 2, 2025 End of Classes: Oct 16, 2025 Dates and Time: Tuesdays & Thursdays, 5:30-8:30pm MST Synchronous Zoom Sessions: Sept 2, 4, 9, 11, 16, 18, 23, 25, Oct 2, 7, 9, 16 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Stephanie Tyler <i>PhD, MSW, BSW, RSW</i>	<b>Office Hours</b>	Tues/Thurs 8:30-9pm MST
<b>UCalgary E-mail</b>	<a href="mailto:stephanie.tyler1@ucalgary.ca">stephanie.tyler1@ucalgary.ca</a>	<b>UCalgary Phone</b>	By email

#### 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 in relationship with the natural world to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more livable present and decolonial 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.

This course will take place **online** via Zoom and Desire2Learn (D2L). To best succeed in the course, you are expected to participate in the synchronous Zoom sessions and asynchronous learning tasks using the D2L learning environment. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation

<sup>1</sup> In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

activity (e.g., submit a brief reflection and actively contribute to the follow-up online discussion). There will be 12 synchronous Zoom sessions throughout the term (Sept 2, 4, 9, 11, 16, 18, 23, 25, Oct 2, 7, 9, 16 on Tuesdays and Thursdays from 5:30-8:30pm), which will be recorded, and 1 asynchronous class on Oct 14.

Pre-requisite(s): Admission to the MSW with a BSW; or the MSW with a non-BSW and completion of 27 units of foundation courses; 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 leads 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 READINGS, TEXTBOOKS AND LEARNING MATERIALS**

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 2: Coming into Relation

brown, a. m. (2020). *We will not cancel us: And other dreams of transformative justice*. AK Press.

- Unthinkable thoughts: Call-out culture in the age of Covid-19 (pp. 33 – 63)

Bergman, C., & Montgomery, N. (2017). *Joyful militancy: Building thriving resistance in toxic times*. AK Press.

- Introduction: <https://joyfulmilitancy.com/2017/09/04/intro/>

#### Sept 4: Mapping Identities and Power

Breen, A. V. (2019). You do not belong here: Storying allyship in an ugly sweater. In S. Wilson, A.V. Breen, & L. DuPré (Eds.), *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships* (pp. 50-59). Canadian Scholars.

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. Batacharya, & Y. L. R. Wong (Eds.), *Sharing breath: Embodied learning and decolonization* (pp. 253-278). Athabasca University Press.

#### Sept 9: Literacies of Liberation: Abolition Feminism, Indigenous Knowing, and River Epistemologies

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

- Introduction (pp. 1-28)

Styers, S. (2019). Literacies of land. In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 24-37). Routledge, an imprint of the Taylor & Francis Group.

Muñoz, M. (2019). River as lifeblood, river as border. In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 62-81). Routledge, an imprint of the Taylor & Francis Group.

#### Sept 11: Alternative Tools, Radical Stories: Rewriting Justice Beyond the Master's Frame

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. (1988). The carrier bag theory of fiction. The Ursula K. Le Guin Literary Trust.

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

- Windigo Footprints (pp. 303-309)

#### Sept 16: Thinking/Feeling/Sensing Theory: Surrendering Control, Storying Resistance and Renewal

Tuck, E. (2009). Suspending Damage: A Letter to Communities. *Harvard Educational Review* 79(3), 409–428.

Penak, N. (2019) The trickiness of storytelling with Indigenous social workers: Implications for research in the era of reconciliation. In S. Wilson, A.V. Breen, & L. DuPré (Eds.), *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships* (pp. 22-27). Canadian Scholars.

meunier, g. j. (2019). Breath as research: Finding cracks in the wall. In S. Wilson, A. V. Breen, & L. DuPré, L (Eds.). *Research and reconciliation: Unsettling ways of knowing through Indigenous relationships* (pp. 21-28). Canadian Scholars.

#### Sept 18: Listening Across Species: (Re)imagining Social Justice

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

- Introduction (p. 1-42)

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

- Introduction (p. 5-14)
- Ch 1: listen (p. 15-20)
- Ch 2: breathe (pp. 21-27)

Klein, N., & Burr, J. (2024, July 17). *Future ecologies presents: The right to feel (Part 1 – Climate feelings)* [YouTube]. <https://www.youtube.com/watch?v=JZJImBRqsBk>

#### Sept 23: Cultivating Healing Justice and Critical Hope

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

- Setting the conversation

Smith, L. T., Tuck, E., & Yang, K. W. (2019). Afterword: Meeting the land(s) where they are at: A conversation between Erin Marie Konsmo (Metis) and Karyn Recollet (Urban Cree). In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 238-251). Routledge, an imprint of the Taylor & Francis Group.

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

- In the footsteps of Nanabozo: Becoming Indigenous to Place (pp. 205-215)

#### Sept 25: Constellations of Co-Resistance: Land, Joy, and the Work of Building Otherwise

Daigle, M., & Ramírez, M. M. (2018). Decolonial geographies. In *Keywords in Radical Geography: Antipode at 50* (pp. 78–84). John Wiley & Sons, Inc.

Maynard R., & Simpson, L. B. (2020). Towards Black and Indigenous Futures on Turtle Island. In R. Diverlus, S. Hudson, & S. M. Ware (Eds.), *Until we are free: Reflections on Black Lives Matter in Canada* (pp. 75-94). University of Regina Press

Johnson, A. E. (2024). *What if we get it right? Visions of climate futures*. Penguin Random House: One World.

- The Joyous Work (pp. 423-427)

#### Oct 2: (Re)making Worlds: Relational Frameworks for Justice

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

Johnson, A. E. (2024). *What if we get it right? Visions of climate futures*. Penguin Random House: One World.

- Away from the Brink (pp. 428-433)

#### Oct 16: Review and Reflect

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

- Defeating Windigo (pp. 374-379)

#### 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 2025

- Start of Term: Monday, August 25
- First Day of Class: Tuesday, September 2
- End of Term: Wednesday, December 24
- Last Day of Class: Friday, December 5
- Fee Deadline: Friday, September 19
- Labour Day, no classes: Monday, September 1
- National Day for Truth and Reconciliation, no classes: Tuesday, September 30
- Thanksgiving Day, no classes: Monday, October 13
- Remembrance Day, no classes: Tuesday, November 11
- Term Break, no classes: Sunday-Saturday, November 9-15

Date	Topic	Assignments
Coming into Relation		
Tuesday Sept 2	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Orientation to this course</li> <li>• Course outline overview</li> <li>• Enacting Justice through Collective Care</li> </ul> Readings: <ul style="list-style-type: none"> <li>• brown (2020). Unthinkable Thoughts</li> <li>• Bergman &amp; Montgomery (2017). Introduction</li> </ul>	
Mapping Identities and Power: Journeying Through Difficult Knowledges		
Thursday Sept 4	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Critical analysis of privilege and oppression</li> <li>• Confronting difficult knowledge and discomfort</li> </ul> Readings:	<b>Assignment 1: Post 1 – Sept 8</b>

	<ul style="list-style-type: none"> <li>• Breen. (2019). You do not belong here: Storying allyship in an ugly sweater</li> <li>• Wong (2018). 'Please call me by my true names'</li> </ul>	
Literacies of Liberation: Abolition Feminism, Indigenous Knowing, and River Epistemologies		
Tuesday Sept 9	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Exploration of worldviews</li> <li>• Critical examination of theoretical frameworks</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Davis et al. (2022). Introduction</li> <li>• Styers (2019). Literacies of land</li> <li>• Muñoz (2019). River as lifeblood, river as border</li> </ul>	
Alternative Tools, Radical Stories: Rewriting Justice Beyond the Master's Frame		
Thursday Sept 11	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Critical examination of domination and systemic harms</li> <li>• Interrupting human exceptionalism</li> <li>• Proximity to 'Man'</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Lorde. (1984). The Master's tools</li> <li>• Le Guin. (1988). The Carrier Bag Theory of Fiction</li> <li>• Kimmerer. (2013). Windigo Footprints</li> </ul>	
Thinking/Feeling/Sensing Theory: Surrendering Control, Storying Resistance and Renewal		
Tuesday Sept 16	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Refusal, withholding, and embodied knowledge</li> <li>• Collective reflection and intention-setting</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Tuck. (2009). Suspending Damage</li> <li>• Penak. (2019). The trickiness of storytelling</li> <li>• meunier (in Wilson et al., 2019). Breath as Research</li> </ul>	
Listening Across Species: (Re)imagining Social Justice		
Thursday Sept 18	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Responsibility and accountability</li> <li>• Extending multispecies justice into practice contexts</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• brown (2017). Introduction</li> <li>• Gumbs (2021). Undrowned</li> <li>• Klein &amp; Burr (2024). YouTube Podcast</li> </ul>	<b>Assignment 1: Post 2 – Sept 22</b>
Cultivating Healing Justice and Critical Hope		
Tuesday Sept 23	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Restorative justice, transformative justice, and healing justice</li> <li>• Cultivating healing and critical hope towards more socially just presents-futures</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Raffo (2022). Setting the conversation</li> <li>• Smith et al. (in Smith et al., 2019). Afterword</li> </ul>	

	<ul style="list-style-type: none"><li>• Kimmerer. (2013). In the footsteps of Nanabozo</li></ul>	
Constellations of Co-Resistance: Land, Joy, and the Work of Building Otherwise		
Thursday Sept 25	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"><li>• Explore how decolonial and abolitionist frameworks disrupt colonial spatial logics and examine the entangled struggles and solidarities</li><li>• Engage joy as a political and collective practice—a means of survival, resistance, and orientation toward liberatory futures.</li></ul> Readings: <ul style="list-style-type: none"><li>• Daigle &amp; Ramírez (2018). Decolonial geographies</li><li>• Maynard &amp; Simpson (in Diverlus, et al., 2020). Towards Black and Indigenous Futures</li><li>• Johnson (2024). The Joyous Work</li></ul>	
Tuesday Sept 30	<b>National Trust and Reconciliation Day – No Classes</b>	
(Re)making Worlds: Relational Frameworks for Justice		
Thursday Oct 2	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"><li>• Enacting relational accountability and response-ability</li><li>• Explore how rest, reciprocity, gratitude, and interdependence function as acts of resistance and essential tools for survival</li></ul> Readings: <ul style="list-style-type: none"><li>• brown. (2022). Murmurations: Accountable Endings</li><li>• Johnson (2024). Away from the brink</li></ul>	
Narrative (re)imaginings of Justice		
Tuesday Oct 7	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"><li>• Storytelling and Sharing Presentations</li></ul>	<b>Assignment 2: Part A</b>
Thursday Oct 9	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"><li>• Storytelling and Sharing Presentations</li></ul>	
Tuesday Oct 14	<b>Asynchronous</b> <ul style="list-style-type: none"><li>• Collective (Re)imagining: Discussion Forum</li></ul>	<b>Assignment 2: Part B</b>
Review and Reflect		
Thursday Oct 16	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"><li>•</li></ul> Readings: <ul style="list-style-type: none"><li>• Kimmerer (2013). Defeating Windigo</li></ul>	
	<b>Assignment 3 – Oct 20</b>	

#### ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

#### INSTRUCTOR EMAIL POLICY

All course communication must occur through your @ucalgary email. I will respond to emails sent via your @ucalgary emails within 48 hours excluding weekends and statutory holidays.



## **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. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera 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**

<b>Summary of Assignments</b>	<b>Due Dates</b>	<b>Weight</b>
Assignment 1: Discussion Board Reflections (Post 1: 10%; Post 2: 15%)	Sept 8 & 22	25%
Assignment 2: Narrative (re)imaginings of Justice: Part A (Story Sharing & Submission)	Oct 7 or Oct 9	40%
Assignment 2: Narrative (re)imaginings of Justice: Part B (Responses)	Oct 14	20%
Assignment 3: Relational Engagement Reflection & Self-Assessment	Oct 20	15%

### **Assignment 1: Discussion Board Reflections (10%; 15%) – due Sept 8 & 22**

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

As part of the (un/re)learning process, you will be invited to engage in ongoing critical reflection that explores your encounters with diverse theoretical approaches, knowledges, process, content, and materials. These reflections should examine your evolving conceptualizations, understandings, and tensions related to social justice, structures and relations of power, and the lived realities of oppression and marginalization—particularly in relation to Land and place. As an embodied approach, you are

invited to think-feel with and through theory, attuning to how knowledge is experienced and cultivated through the body, heart, spirit, and mind. Your reflections should bridge personal experience, social positioning, and scholarly engagement, while also considering the implications for your social work practice and the communities you serve.

- Reflection Post 1: (10% **due by 11:59pm on Sept 8**) - Complexities of Identity, Knowledge, and Naming (350-450 words)
- Reflection Post 2: (15% **due by 11:59pm on Sept 22**) - Rewriting Justice Beyond the Master's Frame (450-550 words)

Please ensure your reflections are posted to the respective D2L discussion boards by the above dates. Further details will be provided in class and/or on D2L.

#### Assessment Criteria:

As you prepare your reflections, consider how your posts:

- Engage multiple ways of knowing: Draw on experiential, reflexive, and scholarly knowledge, integrating personal insight with course concepts. Cite sources using APA 7th edition format.
- Bridge theory and practice: Make thoughtful connections between theory and lived experience, showing how social justice concepts from readings and discussions might materialize in social work practice.
- Attend to relationality and embodiment: Illustrate how your learning is shaped by social location, relational dynamics, and embodied understandings of justice, identity, and place.
- Demonstrate critical reflection and contribution to collective learning: Reflections will be assessed based on the depth and quality of your engagement, your capacity for reflexivity, and your contribution to the collective learning environment.

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.

#### **Assignment 2: Narrative (re)imaginings of Justice**

**Part A: 7-min Story Sharing & Submission – due in-class on Oct 7 or 9 (40%)**

**Part B: Responses – due Oct 14 (20%)**

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

Length: 10-12 double-spaced pages (not including title or reference page), APA formatting

As queer Black social activist, author, and artist adrienne maree brown (2017) reminds us, emergent strategy offers “ways for humans to practice being in right relationship to our home and each other [and is] how we intentionally change in ways that grow our capacity to embody the just and liberated world we long for” (p. 24). This assignment recognizes that developing and strengthening relationships with the Land is both a reckoning with coloniality and an embodied pathway toward decoloniality. Storying this process offers you the opportunity to (re)imagine what social/ecological justice could look/feel like beyond its current conceptualizations.

You will be invited ethically engage with an entity from the natural world—such as an insect, plant, animal, or geological feature—which you will learn from and about through multiple sources (e.g., books, articles, videos, experiential encounters, oral stories, etc.). Drawing on course materials, content, reflections, and discussions, you will be invited explore what this being has taught you about social

justice—in relation to helping, healing, organizing, co-creating, or mobilizing—and how these teachings might shape your future social work practice.

To communicate these learnings, you will be invited to craft a narrative that conveys what and how your natural world teacher has taught you. This story may take many creative forms/perspectives (i.e. a story told from the perspective of the natural world teacher; a conversation or interaction between teacher and learner; a letter to your natural world teacher; a tale shared with a child or grandchild character within the story) and can be communicated in many ways (i.e. written, visual, multimedia, etc.). Whatever the form, the story should clearly articulate the social justice teachings and relational insights gained from your natural world teacher.

As part of our collective learning process, you will be invited to present a portion of your story (7-minutes) **during class on October 7 or 9**. You will then be invited to respond asynchronously to at least two classmates via the D2L discussion board **by 11:59pm on October 14**. These 400–500-word responses should reflect on how listening to others’ stories deepened your understanding of social justice and how this relates to your evolving social work practice.

To honor our teachers, you are invited to either: 1) begin your story and/or presentation thanking and speaking the names of your teachers (with full references listed on APA reference page); 2) consider using footnotes to include source material without disrupting the flow of their story (with full references listed on APA reference page); 3) use APA formatting throughout with full references listed on APA reference page. Further details will be provided in class and/or on D2L.

#### Assessment Criteria

As you prepare for this assignment, please consider the following criteria:

- Engagement with natural world teacher: Thoughtful, ethical, and well-researched engagement with the chosen natural world teacher. Draws from multiple sources and/or meaningful interactions. Demonstrates deep reflection on relational learning and nature’s teachings.
- Integration of social justice teachings: Demonstrates a strong connection between the teachings of the natural world teacher and key themes of social/ecological justice. Thoughtfully applies these insights to social work practice and course concepts, showing awareness of systemic and decolonial dimensions.
- Creativity & depth in storytelling: Story is compelling, well-structured, and emotionally resonant. Uses a unique and creative form or perspective to convey relational learning. Demonstrates narrative depth and clarity of voice.
- Presentation & participation in collective process: Clearly communicates learnings within the 7-minute time frame. Contributes meaningfully to the collective learning process. Asynchronous discussion responses (400–500 words) show thoughtful engagement with others’ stories and insights and application to future social work practice.
- Ethical engagement & citation practices: Engages with sources, land, and knowledge systems respectfully and ethically. Citations are clear, well-integrated, and formatted in APA style. Acknowledges teachers and sources with care.

#### **Assignment 3: Relational Engagement Reflection & Self-Assessment (15%) – due Oct 20**

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

Working toward social justice requires both individual and collective commitments as we (re)envision the possibilities for a more livable present and future. This course is grounded in relational

accountability and reciprocity, inviting us to respond and be response-able (Patel, 2016) to knowledge, ourselves, one another, and the natural world. As part of this relational orientation, you will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to your social work practice. Engagement is gauged not *only* by the quantity of contributions, but by how you help create and sustain a collective space of learning—including being mindful of space/voice, how power circulates, and how care and curiosity are practiced in our interactions.

Recognizing that participation takes many forms—some more visible than others—you will be invited to submit a 500-word reflection via the D2L Dropbox **by 11:59pm on Oct 20**. This reflection is an opportunity to self-assess your engagement throughout the course (out of 15). Please draw on the invitations and reflections shared in class on Oct 2, particularly around how you have enacted (or are working toward enacting) relational accountability and reciprocity.

#### Assessment Criteria

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

- Engages multiple ways of knowing: Ethically draws on experiential, reflexive, natural world, and scholarly knowledges explored throughout the course.
- Links theory and practice: Makes clear connections between theoretical concepts and lived practice, especially regarding how accountability as social justice is enacted in your personal development and professional commitments.
- Examines tensions and positionality: Thoughtfully considers how social positioning, historical and contemporary injustices, and systemic complicities shape your participation and understanding of justice.
- Demonstrates relational accountability: Reflects on your participation in ways that reveal personal-professional insight, vulnerability, and a commitment to collective care and transformation.

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

#### **ATTENDANCE AND COURSE ENGAGEMENT 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., Tyler\_Stephanie\_Assignment Name). Assignments are due 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.

## **MISSED OR LATE ASSIGNMENTS**

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. A request for an extension should be sent to the instructor at least **24 hours prior** to the assignment due date. Assignments that are submitted after the deadline or the negotiated extension date, without prior arrangements with the instructor, may be penalized with a grade reduction (of 5% per day - including weekends and holidays). There is a 7-day maximum limit by which students who have not requested for an extension can submit their assignments. **No assignments will be accepted after the 7-day limit.**

## **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 7<sup>th</sup> edition format. If you need writing support, please connect with the Student Success Centre:  
<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>.

## **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

Whenever new tools and technologies are introduced in society, particularly at the scale of Artificial Intelligence in contemporary times, they shake things up and bring forward important ethical considerations. Given that this course explores social justice at multiple scales, including ecological justice and planetary health, it is important to consider the impact of AI and search engine use on our environment and natural world. Before proceeding with the permitted use of AI (as outlined below), please be considerate of the ways you choose to engage with AI.

### **Some Use Permitted**

In this course, you are expected to draw upon the required readings, learning activities and additional research to complete the assignments. Students may use generative AI tools in this course in accordance with the instructions and guidelines outlined for each course assignment or assessment. Your approved use of AI tools must be documented in an appendix for each assignment. The documentation should include: 1) what tool(s) were used; 2) how they were used; 3) how the AI generated results were incorporated into the submitted work; 4) what you did to verify the AI generated results; 5) what you did to extend your work beyond the AI generated contents; and 6) your critical reflection on ethical use of AI tools. **Failure to cite the use of AI generated content in an assignment and use of generative AI outside assessment or assignment guidelines will be considered a breach of academic integrity and subject to Academic Misconduct procedures.** You are ultimately accountable for the work you submit.

## 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 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 0.5% 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>B-</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 " <b>C+</b> " 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 EXPERIENCE FEEDBACK

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. They 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. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

## ADDITIONAL SUGGESTED READINGS

Please see D2L for any 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](#). They 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 behaviours in class, including evaluations of teaching and learning, that are consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2024) and the [Alberta College of Social Work Standards of Practice](#) (2023).

### 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**

Students are advised that any research with human participants – \_including any interviewing (even with friends and family), opinion polling, or unobtrusive observation – \_must have the approval of the [Conjoint Faculties Research Ethics Board](#) or the [Conjoint Health Research Ethics Board](#).

In completing course requirements, students must not undertake any human subjects research without discussing their plans with the instructor, to determine if ethics approval is required. Some courses will include assignments that involve conducting research with human participants; in these cases, the instructor will have applied for and received ethics approval for the course 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