Winter 2024

Course & Session Number	SOWK 371 **Sections S01 & S02 Common Course Outline**	**Classroom**	Calgary – please see D2L for classroom locations.
Course Name	**Social Work & Diversity**		
Dates and Time	Start of Classes: January 8, 2024 End of Classes: April 9, 2024 Dates and Time: **Fridays 9:00 AM-11:50 PM** Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Section S01: Dr. Ajwang' Warria Section S02: Dr. Yahya El-Lahib	**Office Hours**	Fridays After Class
UCalgary E-mail	Section S01: Ajwang.warria@ucalgary.ca Section S02: yellahib@ucalgary.ca	**UCalgary Phone**	Please Email

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

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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.

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.]()

SYLLABUS STATEMENT

Students will critically examine the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society.

COURSE DESCRIPTION

In this course, students will be exposed to issues of diversity and oppression as well as the social work professional roles and responsibilities for understanding and critically engaging in addressing them. Students will learn how to embrace diversity with responsibility and respect whilst acknowledging and celebrating differences. Through engaging in dialogues, debates, experiential learning, journaling and critical readings in this course, students will continue to develop as advocates of social justice, social change, and transformational social work practice.

Central to this course is learning about theories of power and developing critical understanding of social structures and relations and how they shape experiences of marginalization and oppression. Students are encouraged to critically engage with course material, class activities and discussions to examine and critically address issues of diversity and oppression in their journey to becoming professional social work practitioners seeking social justice and broader social change and transformation. This course is about understanding and valuing the different perspectives, experiences, and backgrounds as influenced by cultural and structural factors. There is no one right way to practice diversity and inclusion, but there are pillars of thinking, feeling and action that can lead to improved approaches in the practice of social work. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course. Also central to this course are theories and application of intersectionality as they shape social work's perceptions on issues of diversity and oppression. Students are encouraged to develop their critical understanding of intersectionality, various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels.

Although this is a common course outline, individual instructors may have a different focus within the common theme for each session, depending on their areas of practice, research interests and teaching styles. Therefore, students are expected to follow their own instructors on course expectations, guidelines, and principles.

COURSE LEARNING OUTCOMES

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

1. Demonstrate critical understanding of theories of power and articulate their understanding of how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations.
2. Advance social justice principles and values related to international human rights and socio-political economic and environmental justice.

3. Demonstrate critical self-awareness, describe how this could impact your social work practice through evaluating professional identity, and explain how it is reflective and consistent with the social justice mission of social work and the profession's Codes of Ethics.
4. Demonstrate awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.
5. Apply critical practice knowledge and skills for working with diverse populations.
6. Apply critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Between the Lines.

Additional readings outlined in the class schedule may be accessed through the University of Calgary Library system.

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. Please note that it is up to your instructor how to utilize D2L and Zoom in their section. Guidelines for Zoom sessions, where applicable, will be uploaded on D2L by the particular instructor.

RELATIONSHIP TO OTHER COURSES

This course is fundamental to developing critical analytic skills to understanding theories of power, issues of diversity oppression as well as social work's ethical and professional commitment to addressing issues of marginalization and promoting social change. This course complements theoretical and practice learnings on understanding diversity and working with diverse social groups offered in courses such as (SOWK 201; 361; 365; 383; 393;395; 397; & 399).

CLASS SCHEDULE

Important Dates for Winter 2024
- o Start of Term: Tuesday, January 2, 2024
- o First Day of Class: Monday, January 8, 2024
- o End of Term: Tuesday, April 30, 2024
- o Last Day of Class: Tuesday, April 9, 2024
- o Term Break: Sunday to Saturday, February 18 - 24, 2024
- o Fee Deadline: Friday, January 26, 2024
- o Alberta Family Day, no classes: Monday, February 19, 2024
- o Good Friday, no classes: Friday, March 29, 2024
- o Easter Monday, no classes: Monday, April 1, 2024

*January 12ᵗʰ   Class 1 : Introduction, Definitions, Positioning, & Overview of the Course
Joint Session (Waiting for room confirmation)
Readings: No readings required

January 19ᵗʰ   Class 2: Theoretical Foundations I- Diversity, Oppression & Transformational Change
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Between the Lines. (Chapter 1, pp. 1-10).
Mbakogu, I., Duhaney, P., Ferrer, I., & Lee, E. O.J. (2021). Confronting Whiteness in social work education through racialized student activism. *Canadian Social Work Review 38*(2), 113-140. https://www.erudit.org/fr/revues/cswr/2021-v38-n2-cswr06746/1086122ar/
Young, I. M. (2014). Five faces of oppression. In N. Asumah, & Mechthild Nagel (Eds.). *Diversity, Social Justice and Inclusive Excellence: Transdisciplinary and Global Perspectives.* (pp. 3-33). New York: State University of New York Press.
 https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=26&docID=3408886&tm=1512429534081
Please listen to the following CBC Massey Lectures:
Tanya Talaga (Author). (2018). *We were Always Here*. Lecture One of the" *All Our Relations: Finding the Path Forward".* [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/

Additional Readings & Resources:
Bucchianeri, M.M., Eisenberg, M.E. & Neumark-Sztainer, D. (2013). Weightism, racism, classism, and sexism: Shared forms of harassment in adolescents. *Journal of Adolescent Health, 53*(1), 47-53. https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1054139X13000475
Deutsch, M.A. (2006). Framework for thinking about oppression and its change. *Social Justice Research, 19,* 7–41. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11211-006-9998-3
Gibbons, S.B. (2011). Understanding empathy as a complex construct: A review of the literature. *Clinical Social Work, 39*, 243–252. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-010-0305-2
Segal, E.A. (2011). Social empathy: A model built on empathy, contextual understanding, and social responsibility that promotes social justice. *Journal of Social Service Research, 37*(3), 266-277. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01488376.2011.564040
Watch: Valerie Alexander – How to outsmart our own unconscious bias https://www.youtube.com/watch?v=GP-cqFLS8Q4

January 26ᵗʰ   Class 3: Theoretical Foundations II- Approaches to Power: Colonization, Anti-Colonialism and Decolonization
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Between the Lines. (Chapter 2 & 3, pp. 11-51).
Tew, J. (2006). Understanding power and powerlessness: towards a framework for emancipatory practice in social work. *Journal of Social Work, 6*(1), 33-51. http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468017306062222
Black, L. & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege.

https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/j.2161-1912.2005.tb00020.x

Please listen to the following CBC Massey Lectures:

Tanya Talaga (Author). (2018). *Big Brother Hunger*. Lecture Two of the" *All Our Relations: Finding the Path Forward"*. [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/

Additional Readings & Resources:

Deutsch, M.A. (2006). Framework for thinking about oppression and its change. *Social Justice Research, 19,* 7–41. https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11211-006-9998-3

Feldman, G. (2019). Towards a relational approach to poverty in social work: Research and practice considerations. *The British Journal of Social Work*, *49*(7), 1705–1722. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcy111

Watch: Sue Borrego - Understanding my privilege: https://www.youtube.com/watch?v=XlRxqC0Sze4

*February 2nd   Class 4: Understanding the Operation of Power: Power, Privilege, and Inequity
Joint Session (Waiting for room confirmation)
Readings:

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Between the Lines. (Chapter 4, pp. 52-75).

Please listen to the following CBC Massey Lecture:

Tanya Talaga (Author). (2018). *The Third Space*. Lecture Three of the" *All Our Relations: Finding the Path Forward"*. [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/

Please Listen to the Following Scholar Strike Canada Tech in

Scholar Strike Canada (2020). Desmond Cole on *Abolition or Death: Confronting Police Forces in Canada. [Scholar Strike Canada].* Toronto, Canada. Retrieved from: https://www.youtube.com/watch?v=m4WbptvQk8M

Additional Readings & Resources:

Gibbons, J & Gray, M (2004). Critical thinking as an integral to social work practice. *Journal of Teaching in Social Work, 24*(1/2), 19-38. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=13950685&site=ehost-live

Sue, D.W. (2004). Whiteness and ethnocentric monoculturalism: Making the "invisible" visible. *American Psychologist, 59*(8), 761-769. https://bit.ly/32k0PxI

Todd, S. (2011). "That power and privilege thing": Securing whiteness in community work. *Journal of Progressive Human Services, 22*(2), 117-134. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2011.606528

Tyler, K.M., Stevens-Watkins, D., Burris, J.L, Fisher, S.D. & Hargons, C.N. (2021). Black psychology and whiteness: Toward a conceptual model of black trauma through the prism of whiteness. *Journal of Black Psychology*. https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00957984211034948

February 9th   Class 5: Understanding Oppression & Marginalization: Anti-Oppressive Social Work
Readings:

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Between the Lines. (Chapter 5, pp. 76-94).

Bilge, S. & Denis, A. (2010). Introduction: women, intersectionality & diasporas. *Journal of Intercultural*

Studies, 31(1)1-8. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/07256860903487653

Please listen to the following CBC Massey Lecture:

Tanya Talaga (Author). (2018). *Breath for Them*. Lecture Four of the" *All Our Relations: Finding the Path Forward".* [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/

Please Listen to the Following Scholar Strike Tech in

Scholar Strike Canada (2020). Eve Tuck, Megan Scribe & Billie-Ray Belcourt: *Co-Conspiring Against Carceral System. [Scholar Strike Canada].* Toronto, Canada. Retrieved from: https://www.youtube.com/watch?v=YoZm6agdctA

Additional Readings & Resources:

Almeida, R.V., Rozas, L.M.W., Cross-Denny, B., Lee, K.K. & Yamada, A. (2019) Coloniality and Intersectionality in social work education and practice. *Journal of Progressive Human Services, 30*(2), 148-164. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2019.1574195

Crisp, C. (2014). White and lesbian: Intersections of privilege and oppression. *Journal of Lesbian Studies, 18*(2), 106-117. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10894160.2014.849161

Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of Women & Social Work, 24*(1), 44-55. http://aff.sagepub.com.ezproxy.lib.ucalgary.ca/content/24/1/44

Mwangi, E.W. & Constance-Huggins, M. (2019). Intersectionality and black women's health: Making room for rurality. *Journal of Progressive Human Services, 30*(1), 11-24. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2017.1399037

February 16ᵗʰ   Class 6: Intersectionality & Intersectional Analysis

Readings:

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). Case critical: Social services and social justice in Canada (7th Ed.). Between the Lines. (Chapter 6, pp. 95-122).

Please listen to the following CBC Massey Lecture:

Tanya Talaga (Author). (2018). *We are not going anywhere*. Lecture Five of the" *All Our Relations: Finding the Path Forward".* [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/

Please Listen to the Following Scholar Strike Tech in

Scholar Strike Canada (2020). Bonita Lawrence: *Indigenous Responses to Black Resistance. [Scholar Strike Canada].* Toronto, Canada. Retrieved from: https://www.youtube.com/watch?v=qbSwlqMRwBY

Please Listen to the Following YouTube Lecture

DiAngelo, R. (2020, July 3). "*White Fragility*". [Video]. YouTube: https://www.youtube.com/watch?v=45ey4jgoxeU&feature=youtu.be

Additional Readings & Resources:

Barnoff, L. & Moffatt, K. (2007). Contradictory tensions in anti-oppression practice in feminist social services. *Affilia: Journal of Women & Social Work, 22*(1), 56-70. http://aff.sagepub.com.ezproxy.lib.ucalgary.ca/content/22/1/56

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work (35)*, 435-452. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106521512&site=ehost-live

Mclaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. *Critical Social Policy, 25*(3), 283-305.
http://csp.sagepub.com.ezproxy.lib.ucalgary.ca/content/25/3/283

Salami, B. (2020). Community Based Participatory Action Research [*A Participatory Action Research to promote the mental health of African, Black and Caribbean youths in Alberta].* Qualitative Methods Master Class Webinar Series. Retrieved from:
https://www.youtube.com/watch?v=Ed36qPrpnq8&feature=youtu.be

Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education 31*(7), 866-879.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=79308246&site=ehost-live

*February 23rd Reading Week-NO CLASS

*March 1st   Class 7: Reflexivity, Ethics & Social Work Practice: Relational Theory & Ubuntu
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Between the Lines. (Chapter 7, pp 123-138).

Mayaka, B. & Truell, R. (2021). Ubuntu and its potential impact on the international social work profession. *International Social Work, 64*(5), 649-662. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F00208728211022787

Van Breda, A.D. (2019). Developing the notion of Ubuntu as African theory for social work practice. *Social Work*, *55*(4), 439-450.https://socialwork.journals.ac.za/pub/article/view/762

Please Listen to the Following Scholar Strike Tech in

Scholar Strike Canada (2020). Sandy Hudson: *Scholars and Educators for Black Lives. [Scholar Strike Canada].* Toronto, Canada. Retrieved from: https://www.youtube.com/watch?v=nth39Sas1bg

McIntosh, P. (2012, November 5). *How studying privilege systems can strengthen compassion.* TEDx Timberlane Schools [Video]. YouTube. https://www.youtube.com/watch?v=e-BY9UEewHw&feature=youtu.be

Additional Readings & Resources:
Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work Practice, 6*(3), 281-299.
http://qsw.sagepub.com.ezproxy.lib.ucalgary.ca/content/6/3/281

D'cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. *British Journal of Social Work, 37*(1), 73-90. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcl001

Gray, M. (2010). Moral sources and emergent ethical theories in social work. *British Journal of Social Work, 40*(6), 1794-1811. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcp104

Freud, S. & Krug, S. (2002). Beyond the Code of Ethics: Complexities of ethical decision making in social work practice. *Families & Society: The Journal of Contemporary Human Services, 83*(5/6), 474-482. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.55

Ferguson, H. (2018). How social workers reflect in action and when and why they don't: the possibilities and limits to reflective practice in social work. *Social Work Education, 37*(4), 415-427.
https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02615479.2017.1413083

Hugman, R. (2003). Professional ethics in social work: Living with the legacy. *Australian Social Work, 56*(1), 5-15.
http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=9584865&site=ehost-live

Pitner, R.O. & Sakamoto, I. (2005). The role of critical consciousness in multicultural practice: Examining how its strength becomes its limitation. *American Journal of Orthopsychiatry, 75*(4), 684-694. https://bit.ly/33RvraB

Trevelyan, C., Crath, R., & Chambon, A. (2014). Promoting critical reflexivity through arts-based media: A case study. *British Journal of Social Work, 44*(-), 7-26. https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcs090

March 8th   Class 8: Examples from Practice
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Between the Lines. (Chapter 8, pp. 139-159). https://ojs.uwindsor.ca/index.php/csw/article/download/5842/4808?inline=1

Galambos, C.M. (2004). Social work practice with people with disabilities: Are we doing enough? *Health & Social Work, 29*(3), 163-165. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106672420&site=ehost-live

Select one reading from the following:
Clarke, J., & Wan, E. (2011). Transforming settlement work: From traditional to a critical anti-oppression approach with newcomer youth in secondary school. *Critical Social Work, 12*(1), 14-26.

Hanna, F.J., Talley, W.B. & Guindon, M.H. (2000). The power of perception: Toward a model of cultural oppression and liberation. *Journal of Counselling and Development.* https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/j.1556-6676.2000.tb01926.x

Pyne, J. (2011). Unsuitable bodies: Trans people and cisnormativity in shelter services, *Canadian Social Work Review, 28* (1), 129-137. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41658838

Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review, 24*(1), 105-114. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41669865

Stainton, T., Chenoweth, L. & Bigby, C. (2010). Social work and disability: An uneasy relationship. *Australian Social Work, 63*(1), 1-3. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=48433913&site=ehost-live

Siddiqui, S. (2011). Critical social work with mixed-race individuals: Implications for anti-racist and anti-oppressive practice. *Canadian Social Work Review, 28*(2), 255-272. http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1018179945?accountid=9838

March 15th   Class 9: Examples from Policy
Readings:
Potts, K. & Brown, L. (2015). Introduction. In L. Brown and S. Strega (Eds.). *Research as resistance (2nd edition)* (pp. 7-19). Toronto: Canadian Scholars' Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6282047&ppg=20

Potts, K. & Brown, L. (2015). Becoming an anti-oppressive researcher. In L. Brown and S. Strega (Eds.). *Research as resistance (2nd edition)* (pp. 20-38). Toronto: Canadian Scholars' Press. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=6282047&ppg=20

Select one reading from the following:
Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research. *Journal of Social Work Education, 49*(2), 277-291.

http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=86998672&site=ehost-live

Lavallee, L. (2009). Practical application of an Indigenous research framework and Indigenous Research methods: Sharing circles and Anishnaabe symbol-based reflection. *International Journal of Qualitative Methods, 8*(1), 21-40. https://journals.library.ualberta.ca/ijqm/index.php/IJQM/article/view/943

Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. *Journal of Aboriginal Health, 1*(1), 80-95. http://ezproxy.lib.ucalgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ucalgary.ca/docview/1131158811?accountid=9838

*March 22nd   Class 10: Examples from Research
Joint Session (Waiting for room confirmation)
Readings:
Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Between the Lines. (Chapter 9 & 10, pp. 160-195).
Solas, J. (2008). What kind of social justice does social work seek? *International Social Work, 51*(6)813-822. http://isw.sagepub.com.ezproxy.lib.ucalgary.ca/content/51/6/813.abstract
Please Listen to the Following Scholar Strike Canada Tech in
Scholar Strike Canada (2020). LLana James & Rinaldo Walcott: *Two Crises: A Virus and Labour. [Scholar Strike Canada].* Toronto, Canada. Retrieved from: https://www.youtube.com/watch?v=jEaofYlHqQU

Additional Readings & Resources:
Chouinard, V., & Crooks, V. A. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society, 20*(1), 19-32. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/0968759042000283610
El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services, 26*(3), 209-228. http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2015.1063355
Lombe, M., & Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. *Journal of Policy Practice, 7*(2-3), 199-213. http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=33803364&site=ehost-live
Wilson, T. (2011). Embodied Liability: The Usefulness of "At-Risk Youth", *Canadian Social Work Review, 28*(1), 49-68. http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41658833

*March 29th   Good Friday- No Class

April 5th   Class 11: Critical Hope, Relational Accountability & the Way Forward
Readings: No Assigned Readings

Have a great Spring/Summer☺

ASSESSMENT COMPONENTS

Assignment I: Total of 4 In Class Pop-Quizzes and/Reflection(s) (4X15%=60%)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6.
Assignment Description: This assignment is designed to help students maintain a focus on course readings and class discussions. There will be a total of 4 in class pop-quizzes, each worth of 15% for a total of 60% of the class grade. Pop-quizzes **will not be announced** ahead of class, and it is up to the instructor to choose the day of a pop-quiz. **No make up assignments** will be offered to those who miss class on the day of the pop-quiz. In the case of an unexpected emergency, students are required to contact the instructor at least 24 hours in advance to discuss these matters which will be evaluated on a case-by-case basis. The instructor will provide a pre-prepared pop-quiz with questions related to course readings and class discussions with designated spaces for answers. These questions could be based on definitions of concepts discussed in the readings or analysing an issue that has been discussed in class. Typically, pop-quizzes will be done in class, the questions will be provided during break and students will have **90 minutes** to complete their answers in the designated spaces on the questions page. Students are encouraged to write succinctly and clearly in the provided space. No additional pages are to be added to the pop-quiz. Students are encouraged to keep up with course readings and class discussions to ensure their answers reflect their understanding of the key concepts discussed in class and connect these concepts to class discussions or class materials, in coherent ways. An example question in a pop-quiz could be: The author of today's readings offers a discussion of the concept X, please discuss three key characteristics of the concept and provide 1 example of how it informs your own understanding of social work's role in advancing social justice.

Grading criteria will be based on the following: **(1)** clarity of the concepts definition discussed; **(2)** connection to theories or practice approaches discussed in class; **(3)** ability to draw links between various course readings, any other resources, and class discussions; **(4)** analysis and integration of concepts from previous classes; **(5)** providing concrete examples of how to apply the knowledge gained into practice. The pop-quizzes will be an in-class exam and no students are allowed to consult with each other, the course readings, or their class notes during the quiz. The instructor will answer any questions to clarify and help during the in-class pop-quiz. Students registered with the Students Accessibility Services are encouraged to connect with the instructor to make proper arrangements for their accommodation. This assignment responds to the learning outcomes 1; 2; 3; 4; & 5.

Assignment II: Final Take Home Exam (40%): Due April 10, 2024

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6.
Assignment Description: The take-home exam will cover material from all class readings, class activities and discussions. The emphasis of the exam will be integration of class readings and discussion as well as on the application of theories learned throughout the course in different practice settings. The exam will allow students an opportunity to engage with theoretical tensions and how they can/should be taken up in the practice field. The take home exam will include a total of **15** questions divided into the following:

- **5 questions** that ask for definitions of concepts, theories and practice models worth of 2 points for each question (5X2=10)
- **5 short answer questions** about integration of course readings and class discussions into practice case examples worth 3 points (5X3=15%). Short answers are not to exceed a maximum of 250 words.
- **2 essay questions**: Students will receive a total of 5 short essay questions that they only need to answer 2 questions of their choice. Short essay questions are meant to help students develop their understanding of the theories and practice models discussed in class and how they apply those theories to engage with issues discussed in class. The short essay answers are not to exceed a total **750 words**. Each short essay question is worth 7.5 points (5.5X2=15%)

The take home exam will cover all material discussed in the class including readings, class activities as well as broader social issues relevant to class material discussed in class such as social and/or political campaigns, major events discussed in the news, etc. The exam will be distributed in class last day of class on **April 5, 2024**, and is **Due on (April 10, 2024)**. Grading criteria of the take home exam will be based on the following: **(1)** The clarity of definitions and integration of relevant scholarship in the answers; **(2)** students' abilities to connect theories and concepts to practice models and approaches; **(3)** students' abilities to examine theoretical biases and how they shape tensions in the field; **(4)** students' abilities to critically reflect on the issues discussed and how they inform their practice approaches with diverse and marginalized social groups; **(5)** students' abilities to critically engage with social justice oriented approaches to practice with diverse and marginalized social groups; **(6)** originality of ideas, APA mechanics, organization, clarity, and scholarship integration in answers.

Students are to submit the take home exam on Dropbox via D2L. Students are responsible for submitting the appropriate file and exams will be considered not submitted if students fail to attach the correct file. Students registered with the Student Accessibility Services are encouraged to connect with the instructor to arrange for proper accommodation. Please note that no exam will be accepted after the deadline unless an accommodation is granted before the take home exam is handed out.

Please note that all assignments in this class are expected to adhere to proper APA referencing system and the integration of scholarship. Responses to any question in the take home exam are expected to properly be referenced and arguments or position taken in the answers are expected to be supported by the scholarship.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are encouraged to work collaboratively during class activities to maximize the learning and create a collective learning space for all.
- There is no make up assignment for students who miss the in-class quizzes. It is the responsibility of the students to attend all classes and be present when in class quizzes are announced.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please note that throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria. Please note the following requirements for all assignments:

- All in class pop-quizzes will be done in class and **NO** make up assignment will be granted for those who miss any of these quizzes.
- Please submit the take home exam electronically through their respective dropbox in D2L.
- Take home exams are to be submitted **ONLY** in word format. Any other format will not be accepted, and it is the students' responsibilities to ensure they follow the submission requirements.
- Assignments should have a file name as follows: "Full Name- Assignment Title" (e.g., Jane Smith- Final Take Home Exam).
- Assignments are due before midnight on their due date.
- Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.
- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.

LATE ASSIGNMENTS
- Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided.
- Late assignments will be accepted **only** in exceptional circumstances and at the discretion or the instructor.
- Late assignments will be **downgraded by 5%** of the assignment grade **per day** including weekends, holidays and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING
- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.
- 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: https://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.

Grades will be based on the exact calculations of the total grades earned and there will be no rounding-up of grades.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
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 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.

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