Course & Session Number	SOWK 557.47 S01	Classroom	Online
Course Name	Critical Race Theory and Praxis		
Dates and Time	Zoom Sessions: Wednesdays, 5:00 - 8:00 p.m. Mountain Time (MT) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Patrina Duhaney, PhD	Office Hours	Please email the instructor should you wish to schedule an appointment.
UCalgary E-mail	patrina.duhaney@ucalgary.ca	UCalgary Phone	(403) 220 -7309

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.

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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.

Examines social work practice in specific contexts.

COURSE DESCRIPTION

This course examines the emergence of critical race theory (CRT) as a political and intellectual movement. Issues related to race, power, and racialization will be explored from local and global contexts, underpinned by relevant historical periods that advanced CRT's theoretical development. A deepened understanding of the key tenets of CRT, including intersectionality, will be drawn from its original conceptualization to current day theorization and discourse. This praxis course will interrogate both the impact of Eurocentrism and whiteness on the lives of racialized people, and the agency, resistance, and resilience of racialized thinkers and leaders in promoting social change.

This course will take place online via Desire2Learn (D2L) and Zoom. To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. When unable to participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and actively contribute to the follow-up online discussion.

This course is part of a research study that brings together CRT and transformative experiential learning. The study aims to implement and evaluate this teaching approach to ascertain its effectiveness in promoting personal transformation within the classroom, develop a model of practice from the outcomes of the research to be used in future courses and disseminate findings to the broader university. Additional information will be shared with students during the course.

COURSE LEARNING OUTCOMES

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

1. Understand the antecedents, formation, and development of critical race theory (CRT) as a theory, method, movement, and practice.

2. Critically analyze historical and contemporary institutional and systemic discrimination, oppression, colonialism, and legacy of slavery within local context of practice.

3. Identify current articulation of institutional and systemic racism in policies and practices, including economic and political systems that have influenced the experiences of Black, Indigenous, and racialized people in Canada.

4. Apply critical global race theory to examine and the historical and current-day impact of structural racism and Global North/South relations.

5. Examine and apply their understanding of intersectional oppression, systemic racism, and structural injustices through the lens of critical race theory.

6. Apply CRT values through active participation in critical reflexivity, including locating oneself, experiences, privileges, and roles, towards a critical race praxis.

7. Apply CRT knowledge and skills to community, practice, or policy contexts through participation in social change.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

A textbook is not required for this course. All required readings and audio/visual content are listed below in the class schedule.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

RELATIONSHIP TO OTHER COURSES

This course builds on core themes explored in the BSW program and provides students with tools to enhance their understanding of various forms of oppression.

IMPORTANT TERM DATES

- Start of Term: Monday, August 28, 2023
- First Day of Class: Tuesday, September 5, 2023
- End of Term: December 22, 2023
- Last Day of Class: Wednesday, December 6, 2023
- Labour Day, no classes: Monday, September 4, 2023
- National Day for Truth and Reconciliation, no classes: Saturday, September 30, 2023
- Thanksgiving Day, no classes: Monday, October 9, 2023
- Remembrance Day, no classes: Saturday, November 11, 2023 (observed Monday, November 13)
- Final Grade Submission Deadline: Monday, December 18, 2023

CLASS SCHEDULE

DATE	TOPIC	REQUIRED TEXTS
September 6, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Introduction, overview of course, assignments and expectations**	Ahenkorah, E. (2020, September 21). "Safe and brave spaces don't work and what you can do instead." *Medium*. https://medium.com/@elise.k.ahen/safe-and-brave-spaces-dont-work-and-what-you-can-do-instead-f265aa339aff Zembylas, M. (2015). 'Pedagogy of discomfort' and its ethical implications: The tensions of ethical violence in social justice education. *Ethics and Education*, *10*(2), 163-174. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/17449642.2015.1039274
September 13, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Legacy of racism in Canada**	Bakali, N. (2016). Understanding Anti-Muslim Racism through the lived experiences of Muslim youth. *Transgressions: Cultural Studies and Education,* 116*, 9-25.* https://brill-com.ezproxy.lib.ucalgary.ca/display/book/9789463007795/BP000003.xml Williams, M.T., Roy, A. K., MacIntyre, M-P., & Faber, S. (2022). The traumatizing impact of racism in Canadians of colour. *Current Trauma Report, 8*(2), 17-34. https://doi-org.ezproxy.lib.ucalgary.ca/10.1007/s40719-022-00225-5
September 20, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Deconstructing whiteness and settler colonialism**	Lee, E., & Ferrer, I. (2014). Examining social work as a Canadian settler colonial project: Colonial continuities of circles of reform, civilization, and in/visibility. *Journal of Critical Anti-Oppressive Social Inquiry*, *1*(1), 1-20. https://caos.library.ryerson.ca/index.php/caos/article/view/96 Mudde, L. (2020). Framing The Truth and Reconciliation Commission process in Canada: A media analysis of settler colonial rhetoric and colonial denial, 2003-2016. *Journal of Critical Race*

		Inquiry, *7*(2), 46-73. https://doi.org/10.24908/jcri.v7i2.13525
Quiz 1 Due Due September 22, 2023, by 11:59 p.m.		
September 27, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Foundations of critical race theory, key tenets, and offshoots**	Aylward. C. A. (1999). *Canadian critical race theory: Racism and the law*. (pp. 19-49). Fernwood Publishing. https://canadacommons.ca/artifacts/1869243/canadian-critical-race-theory/2618338/ Constance-Huggins, M. (2019). Critical race theory and social work. In Stephen A. Webb (Ed.), *Critical race and social work. The Routledge Handbook of Critical Social Work* (pp. 163-170). Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781351264402-15/critical-race-theory-social-work-monique-constance-huggins Viramontes, J. D. R. (2022). Critical race theory offshoots: Building on the foundations of CRT and emphasizing the nuances they offer. In Marvin Lynn & A. D Dixson (Eds.), *Handbook of critical race theory in education*. (2nd ed; pp. 108-124). Taylor & Francis. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781351032223-11/critical-race-theory-offshoots-jos%C3%A9-del-real-viramontes?context=ubx&refId=82fb8850-29e8-432b-a3bb-ab259ce46ddc
October 4, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Disrupting colour-blind ideologies**	Block, S., Galabuzi, G-E., & Tranjan, R. (2019, December). Canada's colour coded income inequality. Canadian Centre for Policy Alternatives. https://canadacommons-ca.ezproxy.lib.ucalgary.ca/artifacts/1210821/canadas-colour-coded-income-inequality/1763929/ Lipsitz, G. (2019). The sounds of silence: How race neutrality preserves white supremacy. In K. W. Crenshaw (Ed.) *Seeing race again: Countering colorblindness across the disciplines* (pp. 23-51). University of California Press.

		https://www-degruyter-com.ezproxy.lib.ucalgary.ca/document/doi/10.1525/9780520972148-003/html
October 11 , 2023 5:00 – 8:00 p.m. MT Synchronous Zoom Session	**Processes of racialization**	Guo, S. (2015). The colour of skill: Contesting a racialised regime of skill from the experience of recent immigrants in Canada. *Studies in Continuing Education*, *37*(3), 236-250. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0158037X.2015.1067766 Henry, F., Dua., E., Kobayashi, A., James, C., Li, P., Ramos, H., & Smith, M. S. (2017). Race, racialization and Indigeneity in Canadian universities. *Race Ethnicity and Education*, *20*(3), 300-314. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13613324.2016.1260226. Jiwani, Y. (2019). The criminalization of "race," the racialization of crime. In W. Chan & K. Mirchandani (Eds.), *Crimes of colour: Racialization and the criminal justice system in Canada* (pp. 67-86). University of Toronto Press. https://doi-org.ezproxy.lib.ucalgary.ca/10.3138/9781442602502-005.
Quiz 2 Due Due October 13, 2023, by 11:59 p.m.		
October 18, 2023 5:00 – 8:00 p.m. MT Synchronous Zoom Session	**Critical race theory, policy and analysis**	Kaka, E. (2020). The Supreme Court of Canada's justification of charter breaches and its effect on Black and Indigenous communities. *Manitoba Law Journal*, *43*(5), 117-143. http://ezproxy.lib.ucalgary.ca/login?url=https://heinonline.org/HOL/P?h=hein.journals/manitob43&i=1408 Mullings, D. V. (2014). The institutionalization of whiteness in contemporary Canadian public policy. In V. Watson, D. Howard-Wagner & L. Spanierman (Eds.), *Unveiling whiteness in the twenty-first century: Global manifestations, transdisciplinary interventions* (pp. 115-142). Lexington Books. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=4694671&ppg=138 Villegas, P. (2018). "We must use every legal means to…put them behind bars or turn them out of town":

		Assembling citizenship deservingness in Toronto. *Journal of Critical Race Theory Inquiry*, *5(*1), 27-49. https://doi.org/10.24908/jcri.v5i1.9135
October 25, 2023 5:00 – 8:00 p.m. MT Synchronous Zoom Session	**Critical race theory in a digital era**	Crichlow, W., & Lauricella, S. (2018). An analysis of anti-Black crime reporting in Toronto: Evidence from news frames and critical race theory. In M. Bhatia, S. Poynting & W. Tufail (Eds.) *Media, crime and racism* (pp. 301-316). Palgrave studies in crime, media and culture. Palgrave Macmillan. https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=5341996&ppg=311 Hamilton A. M. (2020). A genealogy of critical race and digital studies: Past, present, and future. *Sociology of Race and Ethnicity*, *6*(3), 292–301. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/2332649220922577 Peterson-Salahuddin, C. (2022). "Pose": Examining moments of "digital" dark sousveillance on TikTok. *New Media & Society*, 1-20. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/14614448221080480
Critical Media Analysis Paper Due October 27, 2023, by 11:59 p.m.		
November 1, 2023 5:00 – 8:00 p.m. MT Synchronous Zoom Session	**Critical race theory in a global context**	Christian, M. (2019). A global critical race and racism framework: Racial entanglements and deep and malleable whiteness. *Sociology of Race and Ethnicity*, *5*(2), 169-185. https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/2332649218783220 Gillborn, D. (2006). Critical race theory beyond North America: Toward a trans-Atlantic dialogue on racism and antiracism in educational theory and praxis. In A. D. Dixson & C. K. Rosseau (Eds.) *Critical race theory: All God's children got a song*. Routledge. https://www-taylorfrancis-com.ezproxy.lib.ucalgary.ca/chapters/edit/10.4324/9781315709796-9/critical-race-theory-beyond-north-america-david-gillborn?context=ubx&refId=00d5c2c9-adfd-4914-9374-e51899f9a122

Quiz 3 Due November 3, 2023, by 11:59 p.m.		
November 8, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Current debate on critical race theory**	Duhaney, P. (2022, March 8). Why does critical race theory make people so uncomfortable. *The Conversation*. https://theconversation.com/why-does-critical-race-theory-make-people-so-uncomfortable-176125 Morgan, H. (2022). Resisting the movement to ban critical race theory from schools. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 95(1), 35-41.* https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/00098655.2021.2025023 Srivastava, V. (Host). (2022-present). Don't call me resilient. [Audio podcast]. *The Conversation* https://theconversation.com/why-you-shouldnt-be-afraid-of-critical-race-theory-podcast-183973
November 12-18, 2023 **TERM BREAK (NO CLASSES)**		
November 22, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Critical race theory and praxis**	Chapman, T. K. (2013). Origins of and connections to social justice in critical race theory in education. In M. Lynn & A. D. Dixson (Eds.), *Handbook of critical race theory in education* (pp. 101-112). Routledge. Hughes, R., & Giles, M. (2010). CRiT walking in higher education: Activating critical race theory in the academy, *Race Ethnicity and Education*, *13*(1), 41-57. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/13613320903549685 **Action-Oriented Praxis Project Presentations**
November 29, 2023 **5:00 – 8:00 p.m. MT** Synchronous Zoom Session	**Critical race theory in research**	Daftary, A. (2020). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in Social Work*, *29*(6), 439-454. https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/15313204.2018.1534223 Duhaney, P. (2022). Criminalized Black women's experiences of intimate partner violence in Canada. *Violence Against Women*, *28*(11), 2765-2787. https://doi-

		org.ezproxy.lib.ucalgary.ca/10.1177/1077801221103 5791
		Action-Oriented Praxis Project Presentations
Participation Self-Evaluation Due December 1, 2023, by 11:59 p.m.		
December 6, 2023 5:00 – 8:00 p.m. MT Synchronous Zoom Session	**Implications of critical race theory for social work practice**	Elkassem, S., & Murray-Lichtman, A. (2022). Mapping an integrative critical race and anti-colonial theoretical framework in social work practice. *Advances in Social Work*, *22*(2), 628-646. Quiros, L., Varghese, R., & Vanidestine, T. (2020). Disrupting the single story: Challenging dominant trauma narratives through a critical race lens. *Traumatology*, *26*(2), 160-168. https://ezproxy.lib.ucalgary.ca/login?url=https://ovid sp-ovid- com.ezproxy.lib.ucalgary.ca/ovidweb.cgi?T=JS&CSC= Y&NEWS=N&PAGE=fulltext&AN=00748816- 202006000-00002&D=ovft&PDF=y
Quiz 4 Due December 8, 2023, by 11:59 p.m.		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING
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.

ZOOM RECORDINGS OF ONLINE CLASSES
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a

session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

COMMUNICATION

Email communication is a form of professional communication and reflects a culture of respect and professional mannerism. Students _**are expected to adhere**_ to professional codes of conduct in all communications with their instructor and peers. Students are encouraged to communicate with the instructor throughout the semester and inform them of any challenges they may be experiencing. Unless instructed otherwise, please refer to the instructor using their professional title/honorific of "Dr. Duhaney" or "Professor Duhaney." As per the university policy, please note that all communication with the instructor **must be done through the U of C email address**, and the instructor maintains the rights _**not to**_ respond to communications through personal email addresses. Please allow up to **48 hours** for response time to your email communications. Emails will not be checked on weekends or holidays.

ASSESSMENT COMPONENTS

Assignment 1: Test your Knowledge: Asynchronous Quizzes (20%)
Due date: September 22nd, October 13th, November 3rd, December 8th, 2023
Aligned Learning Outcomes: 1, 5, 6, 7

Assessment Criteria

The purpose of this assignment is to conduct formative assessment of student learning, increase students' understanding and integration of course content and determine gaps in their knowledge. Students will complete four asynchronous (online) quizzes in D2L within a set period throughout the semester. Students will be informed of the material that will be covered on the quiz. Two weeks prior to the quiz, each student will be invited to provide one potential question and the correct answer. One week prior to the quiz, the proposed questions will be shared with students. Final questions for the quiz will be a combination of student and professor generated questions. Each quiz is weighted at 5% for a total of 20% towards the final grade. Questions will be automatically graded to provide students with immediate feedback. Students must not access any websites or copy/share answers with peers while completing their quiz. No make-up quizzes will be given.

Assignment 2: Critical Media Analysis (30%)
Due date: October 25, 2023, by 11:59 p.m.
Aligned Learning Outcomes: 2, 5, 6, 7

Assessment Criteria

The purpose of this assignment is for students to examine the politics of representation in media, articulate the relationship between power and knowledge and develop critical media literacy to challenge negative representations of Indigenous, Black, and racialized individuals.

Students will draw on one media genre (e.g., podcasts, documentaries, music, music videos, video games, comics/graphic novels) to articulate the ways in which critical race theory informs their understanding of the representations of Indigenous, Black, and racialized individuals. Students will

critically analyze the pervasiveness of race, class, gender, islamophobia, xenophobia, and their ramifications.

Key questions to address include:

(1) What role does media play in shaping and reinforcing representations of a specific racial group?
(2) What beliefs, values, and ideologies are represented in your media source?
(3) How does this media source promote bias, discrimination, and/or violence?
(3) How does exposure to this media source influence your views of racialized people?
(4) What is needed to resist, challenge, and disrupt stereotypical and discriminatory representations of this racial group?

Students must select a media source produced or published within the last three years. Students are required to write 6-7 double spaced pages maximum, excluding title page and references. A minimum of seven sources are required to support arguments. Students are expected to follow APA 7 guidelines within the text and in the reference list, and written in 12-point font, Arial or New Times Roman. Failure to adhere to these guidelines will result in a deduction of marks. Please review the rubric posted on D2L for additional information.

Assignment 3: Action-oriented praxis project presentation (35%)
Due date to indicate area of focus: September 27, 2023
Due dates for presentations: November 22, 2023, and November 29, 2023
Aligned Learning outcomes: 1, 2, 3, 4, 5, 6, 7
Assessment criteria

This assignment aims to help students acquire critical knowledge, engage in critical reflection, and take critical action in their community. Students will articulate how they have transferred their theoretical knowledge of critical race theory in the community. Students are asked to follow the guidelines below to complete this assignment.

Step One: Choose your issue

- Students will choose from one of six themes (local, national, global context) related to critical race theory. Themes will be provided in class.
- Locate a group or organization working on this issue (can be in-person or virtual).
- Confirm your choice with the instructor

Step Two: Take action

- Get involved – Dedicate approx. 10 hours to learning about the issue, and the work being done.
- Select an action where you contribute to addressing the issue (example: writing a letter to an elected official, the media or other organization; attending and helping at an event; supporting the creation of a poster, campaign, or policy brief; hosting a film on the issue for family or friends)

Step Three: Present

- Provide a brief overview of the social issue, group, or organization
- Discuss how this issue relates to you
- Discuss relevance of issue to critical race theory
- What steps did you take to learn about the issue
- Discuss how you contributed to addressing the issue and if relevant the impact
- What did you learn from completing this assignment?

Presentations will occur over two classes; students will be asked to select one of dates allocated for presentations. Each student is allowed a total of 15 minutes to present: 12 minutes to present and 3 minutes to respond to questions from peers. Students must complete their presentation within the time allotted to avoid losing marks. A PowerPoint presentation and other related material must be uploaded to D2L by the presentation date. Students are expected to follow APA 7 guidelines within the text and in the reference list, and written in 12-point font, Arial or New Times Roman. Failure to adhere to these guidelines will result in a deduction of marks. Please review the rubric posted on D2L for additional information.

Assignment 4: Participation (15%)
Student reflection due date: December 1, 2023, by 11:59 p.m.
Aligned learning outcomes: 1, 2, 3, 4, 5, 6, 7

Assessment criteria

This assignment will help foster student engagement with course content, promote critical thinking and create an ethical and collaborative learning environment. Ongoing and consistent participation is essential to student learning. Students are required to arrive on time and be actively present during discussions and knowledge exchange. A self-assessment component is included as part of this assignment. Students are encouraged to develop their own goals for participation and how they plan to achieve their goals, monitor their progress throughout the semester and determine areas for improvement. At the end of the semester, students will submit a 500-word reflection highlighting their participation in this course and it will be considered as part of their overall participation mark. Elements that students should include in the reflection are:

Participation and interactions:
- How well did you participate in class discussions?
- Were there points of tension and/or strong emotions for you? If so, how did you manage these?

Most significant learning and application:
- What stands out to you from this course as your most significant learning?
- How did your social location and experiences impact your learning?
- How do you plan to apply your learnings to social work practice and your everyday interactions?

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. All assignments must be submitted as a Word document to facilitate comments from the instructor. Assignments should have a file name as follows: "Last name, first name and name of the assignment" (e.g., Williams, Taraji, Assignment 2_Critical Media Analysis). Assignments must be submitted by 11:59 p.m. 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. Assignments are typically returned within two to three weeks from their due date.

LATE ASSIGNMENTS

Assignments submitted after the deadline may be penalized with a grade reduction of 5% per day up to 7 days after which assignments will not be accepted.

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 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. The use of ChatGPt or other generative artificial intelligence programs is prohibited in this class. 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

ATTENDANCE AND PARTICIPATION EXPECTATIONS

 Students are expected to be fully present and engaged in each class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.

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.

Only the final grade will be rounded up to the nearest whole number. For example, if a final course numeric grade is 84.5%, it will be rounded up to 85%.

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

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

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