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.

Course & Session Number	SOWK 429 S03	Classroom	Online
Course Name	Africentric Social Work Practice		
Dates and Time	Start of Classes: May 5 End of Classes- June 16 Dates and Time: Zoom sessions Tuesdays & Thursdays Zoom: 5:30pm - 8:30pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Mohammed Nurudeen Musah	Office Hours	By email
UCalgary E-mail	Mohammed.musah@ucalgary.ca	UCalgary Phone	By email

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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.

SYLLABUS STATEMENT

Learners critically examine African-centred worldviews, philosophies, values, and principles in historical and contemporary contexts, which inform the application and an exploration of the interconnections with anti-racist and anti-colonial Social Work.

COURSE DESCRIPTION

Africentric Social Work Practice informs anti-racist and "generalist" social work practice by equipping you with skills to critically analyze historical and contemporary institutional and systemic discrimination, anti-Black racism, oppression, colonialism and the legacy of slavery. As students, you will learn strategies and interventions that are grounded in Africentric principles and values of interdependence, spirituality, collectivism, transformation and agreed norms of obligation and reciprocity, that advance and promote social justice in social work. This infusion of Africentric theory and practice in the social work curriculum is informed by intersectionality, critical race theory, anti-colonialism and seeks to decolonize social work. In addition, centering Africentric perspectives aligns with the Code of Ethics on respect for diversity and helps diversify social work's generalist approaches to practices beyond dominant Western and Eurocentric knowledge bases. Knowledge and skills acquired from this course will prepare you to understand the intersectional realities and work effectively with Black communities and all other marginalized social groups.

Prerequisite: Admission to BSW Program
Anti-requisite: Credit for Social Work 429 and Social Work 555.55 will not be allowed.

COURSE LEARNING OUTCOMES

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

1. Develop an understanding of the history of slavery and colonialism of people of African descent.
2. Gain awareness of the past and present social, economic, and political systems that have influenced the experiences of people of African descent in Canada and globally.
3. Examine anti-Black racism at the micro, mezzo, and macro-levels and within social work education and practice and identify areas in which to take concrete action.
4. Explore how your social location informs your understanding of existing systems and structures and engagement with Black communities in Canada.
5. Demonstrate a comprehensive knowledge of the diverse histories of people of African descent, cultures, African ways of knowing (epistemologies) and being (ontologies).
6. Critically examine ways of integrating and applying Africentric theory, principles (e.g., ubuntu) and modalities.

LEARNING RESOURCES

SUGGESTED TEXTBOOK:

Mullings, D. V., Clarke, J., Bernard, W.T., Este, D., & Giwa, S. (2021) (Eds.). *Africentric social work*. Fernwood Publishing.

WEEKLY READINGS AND RESOURCES:

Introduction and Exploration of Key Concepts

Adichie, C. (2009). The danger of a single story. https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?subtitle=en

Asante, M. K. (2020). Afrocentricity, In R. Rabaka (Ed.). *Routledge Handbook of Pan-Africanism* (1st ed) (pp. 147 - 158). Routledge.

Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. *Journal of Human Behavior in the Social Environment*, *27*(1-2), 15-26. https://doi.org/10.1080/10911359.2016.1252601

Smith, A. X. (2020). Afrocentricity as the organizing principle for African renaissance. Interview with Prof. Molefi Kete Asante, Temple University (USA). *Vestnik RUDN. International Relations*, *20*(1), 210-217.

Thabede, D. (2008). The African worldview as the basis of practice in the helping professions. *Social Work/Maatskaplike Werk*, *44*(3), 233-245.

The Trans-Atlantic Slave Trace Movement

Bailey, J. (Director). We are the roots [Film]. Bailey and Soda Films. https://vimeo.com/257364347

Baird, C. (Host). (2020, June). *Canada's Slavery History* [Audio podcast]. Canadian History Ehx. https://canadaehx.com/2020/06/16/canadas-slavery-history

M'baye, B. (2006). The economic, political, and social impact of the Atlantic Slave Trade on Africa. *European Legacy*, *11*(6), 607-622. https://doi.org/10.1080/10848770600918091

Muhammad, P. M. (2004). The trans-Atlantic slave trade: Forgotten crime against humanity as defined by international law. *American University International Law Review*, *19*(4), 883-948.

Black Presence in Canada

Austin, D. (2010). Narratives of power: Historical mythologies in contemporary Québec and Canada. *Institute of Race Relations*, *52*(1), 19 –32. https://doi.org/10.1177/0306396810371759

Bailey, J. (Director). *We are the roots* [Film]. Bailey and Soda Films. https://vimeo.com/257364347

Mensah, J. (2014). The Black, continental African presence and the nation-immigration dialectic in Canada. *Social Identities*, *20*(4-5), 279 298. https://doi.org/10.1080/13504630.2014.997200

Morgan, A., & Bullen, D. (2015). C*ivil and political wrongs: The growing gap between international civil and political rights and African Canadian lives*. African Canadian Legal Clinic. http://tbinternet.ohchr.org/Treaties/CCPR/Shared%20Documents/CAN/INT_CCPR_CSS_CAN_20858_E.pdf

The Institutionalization of Blackness

CBC Docs POV. (2017, November 3). The skin we're in: Pulling back the curtain on racism in Canada [Video]. YouTube. https://youtu.be/msoBTIv1VqM

*Clarke, J., Pon, G., & Phillips, D. (2021). The colour of child welfare: Overrepresentation of Black children in Ontario child welfare. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 94-123). Fernwood Publishing.

*Mullings, D. V., Giwa, S., & Adam, A. (2021). Black Caribbean elders. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 161-183). Fernwood Publishing.

Squire, D., Williams, B. C., & Tuitt, F. (2018). Plantation politics and neoliberal racism in higher education: A framework for reconstructing anti-racist institutions. *Teachers College Record, 120*(14), 1-20. https://doi.org.10.1177/016146811812001412

Anti-Black Racism and Social Determinants of Health

*Clarke, J., Mullings, D. V., & Giwa, S. (2021). Black lives under lockdown COVID-19 and racial injustice converge. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 284-318). Fernwood Publishing.

*Massaquoi, N., & Mullings, D. V. (2021). Practice modalities in health care with Black Canadians. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 228-256). Fernwood Publishing.

Stephens. M. (2020). Getting next to ourselves: The interpersonal dimensions of double-consciousness. *Contemporary Psychoanalysis*, *56*(2-3), 201-225. https://doi.org.10.1080/00107530.2020.1776095

Thornhill, E. M. A. (2008). So seldom for us, so often against us. Blacks and Law in Canada. *Journal of Black Studies, 28*(3), 321-337. So Seldom for Us, So Often Against Us (ucalgary.ca).

Historical and Collective Trauma

Bernard, W. T., & Smith, H. (2018). Injustice, justice, and Africentric practice in Canada. *Canadian Social Work Review*, *35*(1), 147-155. https://doi.org/10.7202/1051108ar

*Ewan, A. R., Mullings, D. V., & Clarke, J. (2021). The cultural production of problem baby mamas. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 124-159). Fernwood Publishing.

Relevance of Africentric Approaches in Social Work

Ashley, W. (2014). The angry Black woman: The impact of pejorative stereotypes on psychotherapy with Black women, *Social Work in Public Health*, *29*(1), 27-34. https://doi.org/10.1080/19371918.2011.619449

Bent-Goodley, T., Fairfax, C. N., & Carlton-LaNey, I. (2017). The significance of African-centered social work for social work practice. *Journal of Human Behavior in the Social Environment*, *27*(1-2), 1-6. https://doi.org/10.1080/10911359.2016.1273682

Daniel, J. B., & Lowe, T. B. (2014). Social work students' acceptance of Afrocentricity into the social work curriculum. *Fort Valley State University Journal of Teaching, Learning, and Scholarship*, *1*(1), 1-17. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.671.4376&rep=rep1&type=pdf

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/10.1177/00208728211022787

Osazuwa, S., & Moodley, R. (2023). "Will there be a willingness to actually engage with it?": Exploring attitudes toward culturally integrative psychotherapy among Canada's African community. *Journal of Psychotherapy Integration*. https://dx.doi.org/10.1037/int0000289

Schiele, J. H. (1996). Afrocentricity: An emerging paradigm in social work practice. *Social Work*, *41*(3), 284-294. https://doi.org/10.1093/sw/41.3.284

Africentric Ways of Knowing, Being and Doing

*Chambers, L. A. (2021). Decolonizing social work research. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 73-92). Fernwood Publishing.

Hatcher, S. S., King, D. M., Barnett, T. M., & Burley, J. T. (2017). Mental health for youth: Applying an African-centered approach. *Journal of Human Behavior in the Social Environment*, *27*(1-2), 61-72, https://doi.org/10.1080/10911359.2016.1259930

Mathebane, M. S., & Sekudu, J. (2018). A contrapuntal epistemology for social work: An Afrocentric perspective. *International Social Work*, *61*(6), 1154-1168. https://doi.org/10.1177/0020872817702704

Nicolito, A. G. (2011). Delving into the ethical dimension of ubuntu philosophy. Cultura. *International Journal of Philosophy of Culture and Axiolog*y, *8*(1), 63-82.

Theorizing Africentric Perspectives in Social Work

Pellebon, D. A. (2007). An analysis of Afrocentricity as theory for social work practice. A*dvances in Social Work*, *8*(1), 169-183. https://doi.org/10.18060/139

Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. *Journal of Human Behavior in the Social Environment, 27*(1-2), 15–26. https://doi.org/10.1080/10911359.2016.1252601

* Walmsley, C., Bernard, W. T., & Este, D. (2021). Social work pioneers. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 44-72). Fernwood Publishing.

Africentered Approaches in Social Work

Daniels, J. E. (2001). Africentric social work practice: The new approach for social work practice intervention in the 21st century. *International Social Work*, *44*(3), 301-309. https://doi.org/10.1177/002087280104400303

Gilbert, D. J., Harvey, A. R., & Belgrave, F. Z. (2009). Advancing the Africentric paradigm shift discourse: Building toward evidence-based Africentric interventions in social work practice with African Americans. *Social Work*, *54*(3), 243-252. https://doi.org/10.1093/sw/54.3.243

Graham, M. J. (1999). The African-centered worldview. Toward a paradigm for social work. *Journal of Black Studies*, *30*(1), 103-122. https://doi.org/10.1177/002193479903000106

Whitehead, M. M. (2018). *Applying Afrocentric theory to mezzo practice with African–Americans*. *Journal of Human Behavior in the Social Environment*, *28*(2), 125-141, https://doi.org/10.1080/10911359.2017.1390521

The Role of Spirituality, Religion, and Church in Black Communities

Beagan, B. L., Etowa, J., & Bernard, W. T. (2012). "With God in our lives he gives us the strength to carry on": African Nova Scotian women, spirituality, and racism-related stress. *Mental Health, Religion & Culture*, *15*(2), 103-120. https://doi.org/10.1080/13674676.2011.560145

Gayle, N. (2011). Black women's experiences of spirituality as a form of resistance and activism. *Canadian Woman Studies*, 29(1/2), 107-120.

The Significance of Black Resistance and Resilience

Forbes, J., Curling, D., & Donaldson, S. (2021). Black women's resilience. Therapy and support for refugee women. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 257-283). Fernwood Publishing.

Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counselling Psychology*, *68*(1), 1-16. https://doi.org/10.1037/cou0000430

Okello, W. K., Quaye, S. J., & Satterwhite, E. M. (2022). Between me and the world: Black survival and solidarity, here and then. *International Journal of Qualitative Studies in Education, 35*(5), 525-539. https://doi.org.10.1080/09518398.2021.1982050

2SLGBTQIA+ Communities

Channing, Gerard Joseph. (February 2, 2023). How Black queer culture shaped history. Youtube [Video]. https://youtu.be/0YT3feUhR44?si=khjlDBFy6xUznzNg

Ekoh, P. C., & George, E. O. (2025). Social work and sexual minorities: The health and psychosocial realities of Queer men in Nigeria and its implication for social work practice. *Journal of Evidence-Based Social Work*, 1-18. https://doi.org/10.1080/26408066.2025.2463381

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 introduces knowledge and skills for working with Black communities and all other marginalized social groups that can be applied across learning in all BSW courses and practicum.

CONNECTIONS TO PRACTICE

This course invites you to explore Black people's and communities' unique experiences of colonial violence and provides you with tools to identify, interrogate, and challenge social injustices and racial violence. The course will prepare you to recognize the interconnections between Africentric perspectives and other social work approaches. You will explore Africentric practice approaches including collectivity, reciprocity, and interdependence while engaging in critical reflexivity to interrogate and challenge personal and societal biases, and pejorative stereotypes.

CLASS SCHEDULE

Important Dates for Spring 2025
- o   Start of Term: Thursday, May 1
- o   First Day of Class: Tuesday, May 6
- o   End of Term: Sunday, June 29
- o   Last Day of Class: Monday, June 16
- o   Fee Deadline: Tuesday, May 13
- o   Victoria Day, no classes: Monday, May 19

Module 1: Locating Africentricity
Key ideas:
- ●   Conceptual understandings of Africentric paradigm
- ●   Dispossession and displacement of people of Africa descent (past and present)
- ●   Erasure /minimization of Black people's presence in Canadian History
- ●   Epistemic violence and reclaiming of Africentricity

Week / Dates	Key Topic	Preparation, Readings and Important Dates
Week 1 May 6	Introduction and Exploration of Key Concepts	Aditchie – The danger of a single story. Schiele – The Afrocentric paradigm in social work: A historical perspective and future outlook.

| Week 1
May 8	The Trans-Atlantic Slave Trade Movement	Bailey – We are the roots (Film). Baird – Canada's slavery-history (Audio podcast). M'baye - The economic, political, and social impact of the Atlantic Slave Trade on Africa.
Week 2
May 13	Black Presence in Canada	Austin - Narratives of power: Historical mythologies in contemporary Québec and Canada. Mensah - The Black, continental African presence and the nation-immigration dialectic in Canada.

Module 2: Anti-Black Racism and its Impacts
key ideas:
- Black Canadian diaspora
- Pervasiveness of institutionalized anti-Blackness racism
- Physical, mental, social impacts of anti-Black racism
- Causes and cumulative effects of racial trauma

Week / Dates	Key Topic	Preparation, Readings and Important Dates
Week 2
May 15	The Institutionalization of Blackness	CBC Docs POV. - The skin we're in: Pulling back the curtain on racism in Canada [Video]. YouTube. https://youtu.be/msoBTIv1VqM *Clarke, Pon, & Phillips - The colour of child welfare: Overrepresentation of Black children in Ontario child welfare. Squire, Williams, & Tuitt - Plantation politics and neoliberal racism in higher education: A framework for reconstructing anti-racist institutions.
Week 3
May 20	Anti-Black Racism and Social Determinants of Health	Stephens - Getting next to ourselves: The interpersonal dimensions of double-consciousness. Thornhill - So seldom for us, so often against us. Blacks and Law in Canada.
Week 3
May 22	Historical and Collective Trauma	Bernard & Smith - Injustice, justice, and Africentric practice in Canada. *Ewan, Mullings, & Clarke - The cultural production of problem baby mamas. **Poster upload to D2L due at 11:59 pm.**

Module 3: Africentric Approaches in Social Work
Key ideas:
- Institutionalized epistemic violence
- Complicity of social work programs
- Africentric approaches in social work
- African ways of knowing and being
- Theorizing Africentricity for social work
- Paradigm shifts and contemporary social work

Week / Dates	Key Topic	Preparation, Readings and Important Dates
Week 4 May 27	Relevance of Africentric Approaches in Social Work	Ashley - The angry Black woman: The impact of pejorative stereotypes on psychotherapy with Black women. Bent-Goodley, Fairfax, & Carlton-LaNey - The significance of African-centered social work for social work practice. Schiele - Afrocentricity: An emerging paradigm in social work practice.
Week 4 May 29	Africentric Ways of Knowing, Being and Doing	Hatcher, King, Barnett, & Burley - Mental health for youth: Applying an African-centered approach. Mathebane & Sekudu - A contrapuntal epistemology for social work: An Afrocentric perspective. Nicolito - Delving into the ethical dimension of ubuntu philosophy. **Personal reflection due at 11:59 pm**
Week 5 June 3	Theorizing Africentric perspectives in social work	Pellebon, D. A. - An analysis of Afrocentricity as theory for social work practice. Gilbert, Harvey, & Belgrave - Advancing the Africentric paradigm shift discourse: Building toward evidence-based Africentric interventions in social work practice with African Americans.
Week 5 June 5	Africentered Approaches in Social Work	Daniels - Africentric social work practice: The new approach for social work practice intervention in the 21st century. Whitehead - *Applying Afrocentric theory to mezzo practice with African–Americans*.

Module 4: Survival, Resilience and Resistance of Black People in the White North
Key ideas:
- Significance of religion and spirituality
- Black Church as a place for building community, healing and belonging
- Africentricity and the resistance movements
- Other forms of resistance and survival

Week / Dates	Key Topic	Preparation, Readings and Important Dates
Week 6 June 10	The Role of Spirituality, Religion, and Church in Black Communities	Beagan, B. L., Etowa, J., & Bernard, W. T. (2012). "With God in our lives he gives us the strength to carry on": African Nova Scotian women, spirituality, and racism-related stress. *Mental Health, Religion & Culture*, *15*(2), 103-120. https://doi.org/10.1080/13674676.2011.560145 Gayle, N. (2011). Black women's experiences of spirituality as a form of resistance and activism. *Canadian Woman Studies*, 29(1/2), 107-120. **Presentation due during class time.**
Week 6 June 12	The Significance of Black Resistance and Resilience	Forbes, J., Curling, D., & Donaldson, S. (2021). Black women's resilience. Therapy and support for refugee women. In D. V. Mullings, J. Clarke, W. T. Bernard, D. Este & S. Giwa (Eds.), *Africentric social work* (pp. 257-283). Fernwood Publishing. Mosley, D. V., Hargons, C. N., Meiller, C., Angyal, B., Wheeler, P., Davis, C., & Stevens-Watkins, D. (2021). Critical consciousness of anti-Black racism: A practical model to prevent and resist racial trauma. *Journal of Counselling Psychology*, *68*(1), 1-16. https://doi.org/10.1037/cou0000430 Okello, W. K., Quaye, S. J., & Satterwhite, E. M. (2022). Between me and the world: Black survival and solidarity, here and then. *International Journal of Qualitative Studies in Education, 35*(5), 525-539. https://doi.org.10.1080/09518398.2021.1982050 **Presentation due during class time.**

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

Assignment Title: Africentric Digital Poster – Commitment to Practice (30%)
Assignment Type: Individual Assignment
Weight: 30% of class score
Due Dates:
- Poster Upload: May 22nd, 2025
Aligned CLOs: 1, 2, 5, 6

Submission Format: Upload your digital poster (PDF, image file, or one-slide presentation) to the D2L Discussion Board under the thread "Africentric Commitment Posters."

Peer Engagement: Respond to at least two peers with affirming, curious, or constructive feedback by May 29, 2025.

Assignment Description

Design a visually engaging digital poster that expresses your professional commitment to Africentric social work with people of African descent and Black communities. This poster should reflect your personal and professional values and showcase your developing understanding of Africentric principles, anti-racism, and anti-oppression.

Your poster should:
- Highlight at least **three principles or values** rooted in Africentric perspectives discussed in class.
- Demonstrate a strong **anti-racist, anti-oppressive, and culturally grounded** commitment.
- Be **creative and personalized**—you are encouraged to include symbols, quotes, affirmations, images, colors, or cultural elements that resonate with your identity and goals.
- Honour the **resilience, resistance, and legacy** of Black communities and people of African descent.

Reflective Integration (on the poster, visually or in brief written captions):

Address at least **three** of the following reflective prompts:
1. What do I want others to know about the principles and values that shape my Africentric practice?
2. What are the top three principles or practices I commit to upholding?
3. How will I know that my clients—especially those of African descent—are experiencing these values in my services?
4. How can my commitment to these values be communicated to my workplace, Black communities, and broader systems?

Poster Submission Requirements:
- Upload your poster by **May 22, 2025**.
- Add a **2–3 sentence caption** to introduce your poster and invite engagement.
- Respond to **at least two peers' posters** with meaningful feedback by **May 29, 2025**.

Evaluation Criteria (30%)
- Creativity, visual clarity, and personal engagement – 10%
- Integration of Africentric principles and course content – 15%
- Thoughtful engagement with reflective prompts – 5%

Assignment II: Personal Reflection on Africentric Practice (30%)
Due Date: May 29, 2025
Aligned CLOs: 1-6

Submission Format: Word or PDF document via the D2L Assignment folder
Length: 6–8 double-spaced pages.

Assignment Description
This individual reflective paper invites you to critically and personally engage with your evolving understanding of Africentric social work. Drawing from your digital poster, peer discussions, and course content, this paper provides space to deepen your reflections and articulate your learning journey.

Please respond to the following six prompts in your paper:
1. **Poster development**: How did you approach designing your poster? What values, principles, or creative elements did you choose, and why?
2. **Learning from peers**: What insights did you gain from viewing and responding to classmates' posters? How did their work challenge, affirm, or inspire your thinking?
3. **Course integration**: How does Jerome Schiele's article *"The Afrocentric paradigm in social work: A historical perspective and future outlook"* inform your understanding of Africentric practice? Integrate at least one other course reading, discussion, or guest speaker in your reflection.
4. **Commitment to practice**: How do you plan to uphold the Africentric principles you highlighted in your poster in your future work? What might this look like in practice?
5. **Self-awareness**: What have you learned about yourself as an anti-racist practitioner through this assignment? How have your assumptions or commitments shifted?
6. **Challenges and tensions**: What tensions, discomforts, or challenges arose for you during this assignment? How are you processing or responding to them?

Writing Style
Use a **reflective, personal tone**. While formal academic structure is not required, your paper should demonstrate critical thinking, coherence, and depth. You are encouraged to use the first person.
Evaluation Criteria (30%)
• Depth of critical reflection and self-awareness – 10%
• Engagement with peer learning and community dialogue – 10%
• Integration of course concepts, especially Schiele's article, and clarity of writing – 10%

Assignment III - Facilitated Class Discussion/Participation – Group Assignment
Weight: 40%
Due Date: To be sorted in class (June 10th and 12th, 2025).
Aligned Learning Outcomes: 1, 2, 3, 5, 6

Assignment overview
You will work in groups of 3-4 people to prepare and facilitate a discussion of assigned weekly readings. Groups must be formed during the first two weeks of class. During the preparatory stages of this assignment, you will complete all assigned readings and prepare 2-3 questions to help guide the discussion. You will have 30 minutes to facilitate the classroom discussions.

Leading group discussions requires facilitation skills, an important social work skill — Your class facilitation should provide a brief overview of topic, use active listening and communication skills, collaborate with co-facilitators, and summarize the key takeaways from the discussion. This assignment does not require any power point presentation. However, you are encouraged to use creative ways to engage with the class and facilitate meaningful dialogue and learning. Your class facilitation should generate a critical engagement with your topic and invite your peers to make connections between the topic with their social work practice.
Classroom discussions will be evaluated on the extent to which the facilitating group demonstrates the ability to introduce the topic clearly, ask relevant questions, and use creative approaches to facilitate critical conversations. Please see rubric in D2L for additional information.

NB: Details of presentation will be discussed in class.

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. Campaign activities will require attendance in synchronous Zoom sessions. These are part of the course engagement grade, as outlined in the assessment components section above.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm 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.

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, 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.
- Note: Instructors may consider make-up assignments for those who miss graded in-class activities. Make-up assignments are subject to the discretion of the instructor.

- Please refer to the Ucalgary calendar for more information on supporting documentation for absences.

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. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: https://calendar.ucalgary.ca/pages/eb50d7931bba4da5942de21f51d1f514

USE OF ARTIFICIAL INTELLIGENCE TOOLS

Unrestricted Use
Students may use generative AI tools throughout this course to enhance their learning in any course learning activities, assignments, and assessments. Students are responsible for citing and referencing all work generated by AI tools as outlined by the course instructor.
- Students may use AI tools for understanding course materials and producing assignments but must be accountable for their submissions.
- AI-generated content must be submitted as an appendix with the prompt used.
- Reflections on AI tool usage should be included in assignments.
- AI-generated content must be cited appropriately.

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. Rounding Policy:

- Final grades will be rounded to the nearest whole number. For example:
    - A final grade of 89.5% or higher will be rounded up to 90%.
    - A final grade of 89.4% or lower will remain at 89%.
- No fractional rounding will occur for individual assignments. All grades will be reported as they are calculated based on their specific weighting and percentage.

This approach ensures that final grades reflect both the total achievement throughout the course and the University's standardized grading system.

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 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

See D2L for 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