



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 600 S01	Classroom	Online: Zoom In-Person Residency: Check D2L
Course Name	Social Justice and Theory in Advanced Social Work Practice		
Dates and Time	Start of Classes: May 5, 2025 End of Classes: June 16, 2025 Dates and Time: Tuesdays (5:30-8:30pm MST)/In-person Residency (9am-4pm MST) Zoom Sessions: May 6, 13, 20, 27 4-day In-person Residency: June 3-6 Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Karen Richards <i>MSW, RSW</i>	Office Hours	By Request
UCalgary E-mail	karen.richards@ucalgary.ca	UCalgary Phone	By email

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

This course focuses on theorizing from and with the body and mind, to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more liveable present and future(s). You will have the opportunity to: (1) engage in an embodied and affective learning process, (2) theorize social justice from various bodies of knowledge, perspectives, and experiential learning opportunities, (3) reflect on how your social positionings and worldviews inform and impact your understandings and efforts toward social justice, (4) collectively theorize, design, and enact justice-oriented change possibilities in connection to social work practice, and (5) cultivate layered and holistic understandings of accountability for/as social justice. You are encouraged to think-feel with the various knowledges, theories, and practices engaged throughout the course.

This is a blended course comprised of 4 online sessions and a 4-day in person residency (as indicated in the course schedule). Classes will include critical dialogues, group work, experiential activities, and embodied exercises to support multiple ways of knowing, doing, being, and relating. When unable to

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

participate live due to the time difference or unforeseen circumstances, inform the instructor in advance and propose and implement an alternative participation activity (e.g., submit a brief reflection and actively contribute to the follow-up online discussion).

Pre-requisite(s): Admission to the MSW with a BSW; or the MSW with a non-BSW and completion of 27 units of foundation courses; or the Graduate Certificate in Advanced Social Work Practice.

COURSE LEARNING OUTCOMES

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

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

LEARNING RESOURCES

REQUIRED READINGS, TEXTBOOKS AND LEARNING MATERIALS

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

Amnesty International launches annual letter-writing campaign amid clampdown on human rights. (2023). In M2 Presswire. Normans Media Ltd.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.proquest.com/docview/2899300846?pq-origsite=primo&accountid=9838>

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

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

- Blackstock, C. (2019). The Occasional Evil of Angels: Learning From the Experiences of Aboriginal Peoples and Social Work1. *First Peoples Child & Family Review*, 14(1), 137–152.
<https://doi.org/10.7202/1071292ar>
- brown, a. m. (2017). *Emergent strategy: shaping change, changing worlds* (ProQuest (Firm), Ed.) (pp. 1-34). AK Press.
- Brown, J. (2019). *Anti-oppressive counseling and psychotherapy: action for personal and social change*. (pp. 134-147). Routledge.
- Butler, A., Ford, D., & Tregaskis, C. (2007). Who Do We Think We Are?: Self and Reflexivity in Social Work Practice. *Qualitative Social Work: QSW: Research and Practice*, 6(3), 281–299.
<https://doi.org/10.1177/1473325007080402>
- Capeheart, L. (2020). *Social justice: theories, issues, and movements* (D. Milovanovic, Ed.; (Revised and expanded edition, pp. 117 -143). Rutgers University Press.
- Chigangaidze RK, Mafa I, Simango TG, Mudehwe E. Establishing the relevance of the Ubuntu philosophy in social work practice: Inspired by the Ubuntu World Social Work Day, 2021 celebrations and the IFSW and IASSW's (2014) Global Definition of Social Work. *International social work*. 2023; 66(1), 6-20. doi:10.1177/00208728221078374
- Couser, G. T. (2021). On 'Freedom Writing': Expression and Repression. In *The Work of Life Writing* (1st ed., Vol. 1, pp. 162–169). Routledge. <https://doi.org/10.4324/9781003107842-12>
- Currie, D. (2022). *Pop Culture and Power: Teaching Media Literacy for Social Justice* (D. M. Kelly, Ed.; First edition., pp.22-40). University of Toronto Press. <https://doi.org/10.3138/9781487536558>
- Fernández, J. S., Fine, M., Madyaningrum, M. E., & Ciofalo, N. (2022). Dissident women's letter writing as decolonial plurilogues of relational solidarities for epistemic justice. *American Journal of Community Psychology*, 69(3–4), 391–402. <https://doi.org/10.1002/ajcp.12567>
- Hankela, E. (2017). 'There is a Reason': A Call to Re-Consider the Relationship between Charity and Social Justice. *Exchange* (Leiden, Netherlands), 46(1), 46–71. <https://doi.org/10.1163/1572543X-12341427>
- hooks, bell. (2000). *Where we stand: class matters* (pp. 156-164). Routledge.
- Kennedy-Kish (Bell), B. (2017). *Case critical : social services & social justice in Canada* (B. Carniol, D. Baines, & R. Sinclair, Eds.; Seventh edition.). *Between the Lines*. (pp. 11-27)
- Klein, N., & Burr, J. (2024, July 17). *Future ecologies presents: The right to feel (Part 1 – Climate feelings)* [YouTube]. <https://www.youtube.com/watch?v=JZJImBRqsBk>

Lorde, A. (1984). *Sister outsider: essays and speeches*. (pp. 106-109). Crossing Press.

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

Nguyen, Q. H., & Ngo, H. V. (2021). Strain Theories and Labelling Theories: A Critical Examination through an Anti-Oppressive Lens. *Critical Social Work*, 22(1).
<https://doi.org/10.22329/csw.v22i1.6900>

Perkins, P. E. (2020). *Local activism for global climate justice: The Great Lakes Watershed* (1st ed., pp.95-107). Routledge.

Trentham, B. L., & Neysmith, S. M. (2018). Exercising senior citizenship in an ageist society through participatory action research: A critical occupational perspective. *Journal of Occupational Science*, 25(2), 174–190. <https://doi.org/10.1080/14427591.2017.1402809>

Wong, Y.-L. R. (2018). ‘Please Call Me by My True Names’: A Decolonizing Pedagogy of Mindfulness and Interbeing in Critical Social Work Education. In S. Batacharya & Y.-L. R. Wong (Eds.), *Sharing Breath* (pp. 253–277). Athabasca University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

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

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

Important Dates for Spring 2025

- Start of Term: Thursday, May 1
- First Day of Class: Monday, May 5 (Tuesday, May 5 for SOWK 600)
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16 (Friday, June 6 for SOWK 600)
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

Date	Topic	Assignments and Notes
Class 1 - May 6: Who Am I? Identities		
May 6	Zoom Session 5:30 – 8:30 PM MST <ul style="list-style-type: none"> • Introductions • Orientation to this course and expectations • Course outline overview Readings: <ul style="list-style-type: none"> • hooks, bell. (2000). • Butler, A., Ford, D., & Tregaskis, C. (2007). • Wong (2018). 'Please call me by my true names' 	
Class 2 - May 13: Who Are You? Power		
May 13	Zoom Session 5:30 – 8:30 PM MST <ul style="list-style-type: none"> • Exploration of power and colonialism in Social Work • Power in We as Ubuntu Readings: <ul style="list-style-type: none"> • Blackstock, C. (2019). • Kennedy-Kish (Bell), B. (2017) • Chigangaidze RK, Mafa I, Simango TG, Mudehwe E. (2023) 	Assignment 1: Post: Due: May 14 @ 11:59pm
Class 3 - May 20: What Is That? Theories of Social Justice I		
May 20	Zoom Session 5:30 – 8:30PM MST <ul style="list-style-type: none"> • Exploring Multicultural and Globalism • Critical examination of Charity and Social Justice Readings: <ul style="list-style-type: none"> • Capeheart, L. (2020). • Hankela, E. (2017). 	
Class 4 - May 20: What Is That? Theories of Social Justice II		
May 27	Zoom Session 5:30 – 8:30PM MST <ul style="list-style-type: none"> • Critical examination of Anti-Oppressive Practice and Criminality • Climate Justice and Feeling Readings: <ul style="list-style-type: none"> • Nguyen, Q. H., & Ngo, H. V. (2021) • Perkins, P. E. (2020) • Klein & Burr (2024). YouTube Podcast 	Assignment 1: Response: Due: May 26 @11:59pm
Class 5 – June 3: Where (How) Are We: Emergent Strategy for Advocacy		
June 3 (in person residency)	Morning Session 9:00AM - 12:00PM MST <ul style="list-style-type: none"> • Emergent Strategy • Letter Writing as Social Justice • Get Out! Exploratory Walk for Social (In)Justice in Edmonton Readings: <ul style="list-style-type: none"> • brown, a. m. (2017) • Fernández, J. S., Fine, M., Madyaningrum, M. E., & Ciofalo, N. (2022) • Amnesty International launches annual letter-writing campaign • Couser, G. T. (2021) 	

	Afternoon Session 1:00PM – 4:00PM MST <ul style="list-style-type: none"> Emergent Strategy Theorizing Sessions 	
Class 6 - June 4: Where Do We Go From here? Transformative Social Justice and Hope		
June 4 (in person residency)	Morning Session 9:00AM - 12:00PM MST <ul style="list-style-type: none"> Encouraging transformation, hope, and joy Readings: <ul style="list-style-type: none"> Bergman, C., & Montgomery, N. (2017) Brown, J. (2019) Trentham, B. L., & Neysmith, S. M. (2018) 	
	Afternoon Session 1:00PM – 4:00PM MST <ul style="list-style-type: none"> Emergent Strategy Theorizing Sessions 	
Class 7 - June 5: How Do We Get There? Accountability and Healing		
June 5 (in person residency)	Morning Session 9:00AM – 12:00PM MST <ul style="list-style-type: none"> Accountability and Healing as Practice Readings: <ul style="list-style-type: none"> Maynard & Simpson (in Diverlus, et al., 2020) Currie, D. (2022) Lorde, A. (1984) 	
	Afternoon Session 1:00PM – 4:00PM MST <ul style="list-style-type: none"> Emergent Strategy Theorizing Sessions 	
Class 8 – June 6: Not the End? Onwards and Upwards		
June 6 (in person residency)	All Day 9:00AM – 4:00PM MST <ul style="list-style-type: none"> Emergent Strategy Collective Letter Presentations 	Assignment 2: Due: June 6 @ 4:00pm
Assignment 3: Due June 10 @ 11:59pm		

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 24 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

Summary of Assignments	Due Dates	Weight
Assignment 1: Discussion Board Reflection and Response	May 14, May 26	35%
Assignment 2: Get Out! (Re)imagining Social Justice through Emergent Strategy and Collective Letter Writing	June 6	40%
Assignment 3: Relational Engagement Reflection & Self-Assessment	June 10	25%

All assignments are to be posted in the D2L site assigned folder. Please cite sources used in APA 7th edition format.

Assignment 1: Discussion Board Reflection and Response (20%; 15%) – due May 14 & 26 at 11:59pm

Aligned Course Learning Outcomes: 3, 4, 5

Part A: Reflection Post of (Y)our Self: (20% due by 11:59pm on May 14) - Complexities of Identity, Knowledge, and Naming

As part of the (un/re)learning process, you will be invited to engage in critical reflection - including your encounters with various theoretical approaches, knowledges, process, content, and materials. This reflection should examine evolving conceptualizations, understandings, and tensions related to identity, social justice, structures and relations of power. Examining various lived realities of oppression and marginalization as connected to place, land, and mindfulness. As an embodied approach, you are invited to think-feel with and through theory, attuning to how knowledge (of self and others) is experienced

and cultivated through the body, heart, spirit, and mind. Self-reflection can develop a powerful sense of humanness that is reflected into the world through our interactions with others. This assignment should incite your reflections about social work practice in relation to social identities, communities, and the themes, theories and concepts learned throughout (and outside of) the course. It is expected that you will draw on experiential, relational, and scholarly knowledge.

This portion of the assignment is meant to tease out pockets of personal, community, and societal history, beingness and intersectionality that culminate in a narrative of self. The crux of the assignment is to create an autobiographical narrative as a way of online introduction to one's ways of knowing and being, beliefs, values, motivations, and stimulations. This assignment requires an openness to seeing vulnerability and self-reflection as strength. Create a personal narrative reflection post on the D2L Discussion Board titled "Identities". Posts should not exceed 600 words but may contain links to other media or documents. In your reflection, include at least one reference to scholarly literature (Peer-reviewed journal article, documentary, book, or textbook).

Part B: Reflection Post Response for your Peer: (15% due by 11:59pm on May 26) – Through the Awkwardness of Commonalities, Differences and Opportunity

An elephant in the room of social work practice that we do not often acknowledge is the uncomfortable space of response. Taking time to formulate a response that is sensitive, thought-provoking, and allows space for respectful challenge, reflexive practice, and growth is a skill that is often taken for granted in personal, clinical, and community-based settings. This portion of the assignment is meant to encourage students to dive deep into the reflection posts of their peers to find glimmers of connection, sparks of curiosity, and traces of trigger points. The goal of the assignment is not to critique the narrative of your peers, but rather to reflect on how our self-reflection mirrors the humanness of others. The assignment is meant to elicit thinking and feeling of "we" in the Ubuntu sense, recognizing our own identity exists because of others and the Universe around us. This assignment requires an openness to providing and accepting respectful dialogue on a personal level, with a human you may not be comfortable with. This portion of the assignment will be debriefed during the in-person residency.

Create a response post on one of your peers' Part A reflection post on D2L under the discussion board titled "Identities". Responses should be dialogic, drawing from your peers' original reflection post through curiosity and connection. Response posts should not exceed 500 words, but may contain links to other media or documents. In your response post, include at least one reference to scholarly literature (Peer-reviewed journal article, documentary, book or textbook).

To ensure each student receives a response on their Part A reflection, every student will post a formal Part B response to only one other student for the purpose of grading. The Part B response to be graded must be on a Part A peer's reflection that has not yet been responded to by another student – only the first Part B peer response on each Part A reflection will be graded. Students are free though to respond to multiple reflections if they choose, but only the first response they post on one peers' reflection will be graded.

Assessment Criteria:

As you prepare your reflections, consider how your posts:

- Draw on experiential, reflexive, and scholarly knowledges.
- Make connections between theory and practice and how social justice concepts in the readings and class discussions might materialize in social work practice.

- Illustrate relationality and embodied learning as it relates to and responds to social positionings, tensions around historical injustices, and the concepts engaged in the course.
- Explore ever-evolving self-identity as a crucial step in the journey of just social work practice
- Recognize changes, growth, and regression through learning over time.

Assessment will be based on quality and depth of contributions, use of scholarly references, evidence of critical reflection and reflexivity, contributing to collective learning and furthering dialogue. Given the relational and dialogic orientation to this course, you are encouraged to meaningfully engage (reading/responding) with the contributions of your peers.

A reminder that your engagement in this assignment will be a factor in assessing your 'Participation, Engagement, and Written Self-Assessment' assignment.

Assignment 2: Get Out! Live Experience of Social (In)Justice and Letter Writing

Part A: 30-min Collective Presentation – (30%) due in-class on June 6 @ 4:00pm

Part B: Collective Written Response (Letter) – (10%) due in class June 6 @ 4:00pm

Aligned Course Learning Outcomes: 1, 2, 4, 6

This assignment recognizes attuning ourselves to our surroundings and developing and strengthening relationships to land and place as an embodied pathway towards transformative social justice and resistance. Collectively exploring the physical world outside of the campus walls and sharing this process offers you the opportunity to (re)imagine what social justice and healing could look/feel like beyond its current conceptualizations, while spurring ideas for practical action.

For this assignment, your group will explore the streets of downtown Edmonton during a class walk near campus. Utilizing the senses, feelings, and thoughts of being immersed in nature (in this urban setting), groups will identify an area or topic they witness as social justice in action or lacking in action. The range of topics is ever expansive, to emerge organically from the collective experience of being outside in the world. ****Please inform Instructor ahead of time if any mobility issues may prevent you from participating in this portion of the class. Accommodations will be explored. ****

Drawing upon course encounters and beyond (e.g. content, readings, materials, dialogues, reflections), your group will be invited to collectively create and share a letter written to an elected official that critiques, addresses, and/or supports your emergent topic of choice through a call to action. Your presentation will include analysis of your chosen topic that contextualizes and narrates the background, power structures and associated complexities of the topic. Your topic will be explained and explored through the lens of social work practice, with a focus on social justice, drawing on course material and discussions.

Utilizing a range of different media (power point, props, song, visual art, photography, social media, interviews, food, poetry etc.) your group will explore and present a comprehensive illustration of the importance of the topic, what caused you to pick the topic (emergent strategy), and the implications of this choice as a collective. Your group will then use your collective voice to present a letter you have composed to an official (at any level) that may be relevant and able to pursue action in relation to the topic. This will require you to explore the jurisdiction, responsibility, and stakeholders related to your topic, and identify the impact certain key players may have. You are encouraged in your presentation to discuss the reasons for your choices and implications of your choices. You are also invited to critique the

action of letter writing to an official and propose an alternative body or voice that may be utilized instead.

Presentations will be shared in class on June 6 and are to be 30 minutes in length. Grading of presentations and letters will happen during the presentation. Your presentation should leave 5 - 10 minutes for questions, comments, or responses from the class. Guided facilitation questions may be utilized by your group to elicit responses from your classmates if necessary.

Letters should not exceed 3 double spaced pages. The letter may be formal in nature, but should reflect the essence of feeling, thinking, and being that exemplifies transformative social justice discussed in classes. Copy of the letter and list of references in APA 7th edition format will be submitted for grading by the end of class of June 6.

Assessment Criteria

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

- Understanding of topic: Demonstrates deep, critical engagement with the chosen topic and its impact on social work. Thoughtfully integrates multiple perspectives and systemic analysis.
- Engagement with nature as a form of emergent strategy: Thoughtful, ethical, and exploratory examination of how the topic is chosen and why it is relevant to the collective. Shows deep reflection on the importance of place and nature.
- Creativity & Presentation: The presentation is compelling, well-structured, and deeply engaging. Unique and creative approach that effectively conveys learning.
- Collaboration & Participation: Clear evidence of group collaboration, shared effort, and meaningful contributions from all members.
- Letter and Call to Action: Deep, thoughtful written letter that integrates thinking and feeling and how that can be transformative in social justice movement. Ensures the exploration of power structures and identifying stakeholders in addressing social justice issues. Clear call to action that is proposed through the letter writing campaign.
- Presentation sparks curiosity and reflective engagement from peers.
- Citations are from a broad range of sources, clear, and in proper APA format.

A reminder that your engagement in this assignment will be a factor in assessing your 'Participation, Engagement, and Written Self-Assessment' assignment.

Assignment 3: Participation, Engagement, and Written Self Assessment (25%) – due June 10 @ 11:59pm

Aligned Course Learning Outcomes: 2, 3, 7

Working towards social justice calls on us to make individual and collective commitments as we (re)envision the possibilities for a more livable and just present and future. This course explores through readings and discussions the importance of relationship with one another and the world around us in shaping ourselves and our social work practice through a social justice lens. As part of this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged not *only* by the quantity of contributions, but also how students facilitate a collective space of learning by being mindful of how space/voice are used. This includes being thoughtful

of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care.

Recognizing that engagement and participation are animated in multiple ways, some more overt than others, students are invited to reflect on and assess their own participation and engagement in the course by submitting a written reflection via D2L dropbox **by 11:59pm on June 10**. Please be sure to draw on the invitations and reflections made in class when articulating how you have/will enact relational accountability in this class and moving forward in social work practice. Your written reflection should not exceed 750 words but may contain links to other media or documents. In your reflection, include at least three references to scholarly literature (eg. Peer-reviewed journal article, book or textbook, with at least 2 of references written in the last ten years).

Assessment Criteria

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

- Ethically draws on experiential, reflexive, natural world, and scholarly knowledge from course learnings and previous assignments
- Makes theoretical and practical connections to how accountability as social justice materializes in your personal development and professional practice
- Considers and examines tensions related to social positionings, historical and contemporary injustices and the tensions and complicities that emerge
- Demonstrates personal-professional connections, experiences, vulnerabilities and possibilities for enacting social justice through animating accountabilities
- Utilizes creative elements as a means to exemplify and reconceptualize justice and self in relation to “we”.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

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

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Assignments should be submitted as a Word document whenever possible and labeled as follows: “StudentLastName_FirstName_ Assignment Name”. Assignments are due by 11:59pm on their due date, unless stated otherwise. Please note it is the student’s responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

MISSED OR LATE ASSIGNMENTS

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

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre:
<https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

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

USE OF ARTIFICIAL INTELLIGENCE TOOLS

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

Some Use Permitted

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

GRADING

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

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. Note: Students who accumulate two grades of " B- " or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of " C+ " or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EXPERIENCE FEEDBACK

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. They will receive an email from [UCalgary Course Experience Surveys](#) with direct links to their current course surveys, or they can access within the D2L course shell. Students are welcome to discuss the process and content of the course at any time with the instructor. They are expected to provide comments that are consistent with the [University of Calgary Code of Conduct](#), the [Alberta College of Social Work Standards of Practice \(2023\)](#) and the [Canadian Association of Social Workers Code of Ethics \(2024\)](#).

ADDITIONAL SUGGESTED READINGS

Please see D2L for any additional readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#). They are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

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

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

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

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

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk