



## **LAND ACKNOWLEDGEMENT**

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

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

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

## **OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION**

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that equity does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

<b>Course &amp; Session Number</b>	<b>SOWK 600 S02</b>	<b>Classroom</b>	<b>Online: Zoom</b> <b>In-Person Residency: Check D2L</b>
<b>Course Name</b>	Social Justice and Theory in Advanced Social Work Practice		
<b>Dates and Time</b>	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) Synchronous 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 <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Stephanie Tyler <i>PhD, MSW, BSW, RSW</i>	<b>Office Hours</b>	By Request
<b>UCalgary E-mail</b>	<a href="mailto:stephanie.tyler1@ucalgary.ca">stephanie.tyler1@ucalgary.ca</a>	<b>UCalgary Phone</b>	By email

#### SYLLABUS STATEMENT

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

#### COURSE DESCRIPTION

This course focuses on theorizing from and with the body and mind in relationship with the natural world to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more livable present and decolonial future(s). Learners have the opportunity to: (1) examine theoretical perspectives of social justice in relation to particular histories, knowledges, and lived experiences, (2) reflect on how their social positionings and worldviews inform and impact their understandings and efforts toward social justice, (3) engage in embodied, storied, and affective learning processes, and (4) (re)imagine and restor(y) narrative possibilities for social justice in connection to social work practice. Students are encouraged to think-feel with the various knowledges, theories, and practices engaged throughout the course.

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

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 participate live/in-person 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, organized by class/topic, and are accessible through D2L via Leganto Reading list.** A list of additional recommended readings will be shared on D2L, and you are welcome to read and integrate the recommended readings into your assignments and class discussions.

#### **May 6: Coming into Relation: Identities and Power**

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

- Unthinkable thoughts: Call-out culture in the age of Covid-19 (pp. 33 – 63)
- Bergman, C., & Montgomery, N. (2017). *Joyful militancy: Building thriving resistance in toxic times*. AK Press.
- Introduction: <https://joyfulmilitancy.com/2017/09/04/intro/>
- Wong, Y. L. R. (2018) "Please call me by my true names": A decolonizing pedagogy of mindfulness and interbeing in critical social work education. In S. Batacharya, & Y. L. R. Wong (Eds.), *Sharing breath: Embodied learning and decolonization* (pp. 253-278). Athabasca University Press.

#### May 13: Literacies of Liberation: Abolition Feminism, Indigenous Knowing, and River Epistemologies

- Davis, A. Y., Dent, G., Meiners, E. R., & Richie, B. E. (2022). *Abolition. Feminism. Now* (Vol. 2). Haymarket Books.
- Introduction (pp. 1-28)
- Styers, S. (2019). Literacies of land. In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 24-37). Routledge, an imprint of the Taylor & Francis Group.
- Muñoz, M. (2019). River as lifeblood, river as border. In L.T. Smith, E. Tuck, K.W. Yang (Eds.), *Indigenous and decolonizing studies in education: Mapping the long view* (pp. 62-81). Routledge, an imprint of the Taylor & Francis Group.

#### May 20: Alternative Tools, Radical Stories: Rewriting Justice Beyond the Master's Frame

- Lorde, A. (1984). *Sister outsider: Essays and speeches*. The Crossing Press.
- The Master's Tools will not Dismantle the Master's House
- Le Guin, U.K. (1988). The carrier bag theory of fiction. The Ursula K. Le Guin Literary Trust.
- Kimmerer, R. (2013). Braiding sweetgrass: Indigenous wisdom, scientific knowledge, and the teachings of plants. Milkweed Editions.
- Windigo Footprints (pp. 303-309)

#### May 27: Listening Across Species: (Re)imagining Social Justice

- brown, a. m. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.
- Introduction (p. 1-42)
- Gumbs, A. P. (2022). *Undrowned: Black feminist lessons from marine mammals*. AK Press.
- Introduction (p. 5-14)
  - Ch 1: listen (p. 15-20)
  - Ch 2: breathe (p. 21-27)
- Klein, N., & Burr, J. (2024, July 17). *Future ecologies presents: The right to feel (Part 1 – Climate feelings)* [YouTube]. <https://www.youtube.com/watch?v=JZJImBRqsBk>

#### June 3: Thinking-Feeling Theory: Cultivating Healing Justice and Critical Hope

- Raffo, S. (2022). *Liberated to the bone*. AK Press.
- Setting the conversation
- Smith, L. T., Tuck, E., & Yang, K. W. (2019). Afterword: Meeting the land(s) where they are at: A

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

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

#### June 4: Constellations of Co-Resistance: Land, Joy, and the Work of Building Otherwise

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

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

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

- The Joyous Work (p. 423-427)

#### June 6: (Re)making Worlds: Relational Frameworks for Justice

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

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

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

- Defeating Windigo (pp. 374-379)

### **LEARNING TECHNOLOGIES AND REQUIREMENTS**

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

#### **RELATIONSHIP TO OTHER COURSES**

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

#### **CLASS SCHEDULE**

#### **Important Dates for Spring 2025**

- Start of Term: Thursday, May 1

- First Day of Class: Monday, May 1
- End of Term: Sunday, June 29
- Last Day of Class: Monday, June 16
- Fee Deadline: Tuesday, May 13
- Victoria Day, no classes: Monday, May 19

Date	Topic	Assignments
Coming into Relation: Identities and Power		
May 6	<b>Zoom Session 5:30 – 8:30 PM MST</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Orientation to this course</li> <li>• Course outline overview</li> <li>• Enacting Justice through Collective Care</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• brown (2020). Unthinkable Thoughts</li> <li>• Bergman &amp; Montgomery (2017). Introduction</li> <li>• Wong (2018). 'Please call me by my true names'</li> </ul>	<b>Assignment 1: Post 1 – May 9</b>
Literacies of Liberation: Abolition Feminism, Indigenous Knowing, and River Epistemologies		
May 13	<b>Zoom Session 5:30 – 8:30 PM MST</b> <ul style="list-style-type: none"> <li>• Exploration of worldviews</li> <li>• Critical examination of theoretical frameworks</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Davis et al. (2022). Introduction</li> <li>• Styers (2019). Literacies of land</li> <li>• Muñoz (2019). River as lifeblood, river as border</li> </ul>	
Alternative Tools, Radical Stories: Rewriting Justice Beyond the Master's Frame		
May 20	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Critical examination of domination and systemic harms</li> <li>• Interrupting human exceptionalism</li> <li>• Proximity to 'Man'</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Lorde. (1984). The Master's tools</li> <li>• Le Guin. (1988). The Carrier Bag Theory of Fiction</li> <li>• Kimmerer. (2013). Windigo Footprints</li> </ul>	<b>Assignment 1: Post 2 – May 23</b>
Listening Across Species: (Re)imagining Social Justice		
May 27	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Responsibility and accountability</li> <li>• Extending multispecies justice into practice contexts</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• brown (2017). Introduction</li> <li>• Gumbs (2021). Undrowned</li> <li>• Klein &amp; Burr (2024). YouTube Podcast</li> </ul>	
Thinking-Feeling Theory: Cultivating Healing Justice and Critical Hope		

June 3 (in person residency)	<b>Morning Session 9:00AM - 12:00PM MST</b> <ul style="list-style-type: none"> <li>Restorative justice, transformative justice, and healing justice</li> <li>Cultivating healing and critical hope towards more socially just presents-futures</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Raffo (2022). Setting the conversation</li> <li>Smith et al. (in Smith et al., 2019). Afterword</li> <li>meunier (in Wilson et al., 2019). Breath as Research</li> </ul>	
	<b>Afternoon Session 1:00PM – 4:00PM MST</b> <ul style="list-style-type: none"> <li>Collective Storying Theorizing Sessions</li> </ul>	
Constellations of Co-Resistance: Land, Joy, and the Work of Building Otherwise		
June 4 (in person residency)	<b>Morning Session 9:00AM - 12:00PM MST</b> <ul style="list-style-type: none"> <li>Explore how decolonial and abolitionist frameworks disrupt colonial spatial logics and examine the entangled struggles and solidarities</li> <li>Engage joy as a political and collective practice—a means of survival, resistance, and orientation toward liberatory futures.</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Daigle &amp; Ramírez (2018). Decolonial geographies</li> <li>Maynard &amp; Simpson (in Diverlus, et al., 2020). Towards Black and Indigenous Futures</li> <li>Johnson (2024). The Joyous Work</li> </ul>	
	<b>Afternoon Session 1:00PM – 4:00PM MST</b> <ul style="list-style-type: none"> <li>Collective Storying Theorizing Sessions</li> </ul>	
(Re)stor(y)ing Justice: Collective Storytelling and Sharing		
June 5 (in person residency)	<b>ALL DAY: 9:00AM – 4:00PM MST</b> <ul style="list-style-type: none"> <li>Presentation of Collective Storying</li> </ul>	<b>Assignment 2: Part A – Today</b>
(Re)making Worlds: Relational Frameworks for Justice		
June 6 (in person residency)	<b>Morning Session 9:00AM – 12:00PM MST</b> <ul style="list-style-type: none"> <li>Enacting relational accountability and response-ability through aesthetic response</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>Kimmerer (2013). Defeating Windigo</li> <li>Johnson (2024). Away from the brink</li> </ul>	<b>Assignment 2: Part B – Today</b>
	<b>Afternoon Session 1:00PM – 4:00PM MST</b> <ul style="list-style-type: none"> <li>Explore how rest, reciprocity, gratitude, and interdependence function as acts of resistance and essential tools for survival</li> </ul>	
<b>Assignment 3 – June 9<sup>th</sup></b>		

## ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

### INSTRUCTOR EMAIL POLICY

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

### GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

### MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

### RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

## ASSESSMENT COMPONENTS

Summary of Assignments	Due Dates	Weight
Assignment 1: Discussion Board Reflections (Post 1: 10%; Post 2: 15%)	May 9 <sup>th</sup> & 23 <sup>rd</sup>	25%
Assignment 2: (Re)imagining Social Justice through Collective Storying and Sharing - <b>Part A (30-min Presentation)</b>	June 5 <sup>th</sup>	40%
Assignment 2: (Re)imagining Social Justice through Collective Storying and Sharing - <b>Part B (Responses)</b>	June 6 <sup>th</sup>	20%



Assignment 3: Relational Engagement Reflection & Self-Assessment	June 9 <sup>th</sup>	15%
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### **Assignment 1: Discussion Board Reflections (10%; 15%) – due May 9 & 23**

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

As part of the (un/re)learning process, you will be invited to engage in critical reflection throughout the course including their encounters with various theoretical approaches, knowledges, process, content, and materials. These reflections should examine evolving conceptualizations, understandings, and tensions related to social justice, structures and relations of power, various lived realities of oppression and marginalization as connected to relationship to Land. As an embodied approach, you are invited to think-feel with and through theory, attuning to how knowledge is experienced and cultivated through the body, heart, spirit, and mind. This assignment should incite your reflections about social work practice in relation to their social identities, communities they serve, and the themes, theories and concepts learned throughout the course. It is expected that you will draw on experiential, reflexive, and scholarly knowledge.

- Reflection Post 1: (10% **due by 11:59pm on May 9**) - Complexities of Identity, Knowledge, and Naming (250-300 words)
- Reflection Post 2: (15% **due by 11:59pm on May 23**) - Moving from Damage to Desire in Clinical Contexts (450-500 words)

Please ensure your reflections are posted to the respective D2L discussion boards by the above dates.

#### 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 clinical 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

Assessment will be based on quality and depth of contributions, 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, as this will be a factor in assessing your 'Relational Engagement Reflection & Self-Assessment' assignment. Please cite sources used in APA 7th edition format.

### **Assignment 2: (Re)imagining Social Justice through Collective Storying and Sharing**

**Part A: 30-min Presentation – due in-class on June 5 (40%)**

**Part B: Responses – due in-class June 6 (20%)**

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

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

As queer Black social activist, author, and artist, adrienne maree brown, reminds us, emergent strategy embodies “ways for humans to practice being in right relationship to our home and each other [and is] how we intentionally change in ways that grow our capacity to embody the just and liberated world we long for” (p. 24). This assignment recognizes developing and strengthening relationships to Land as both

a reckoning with coloniality and an embodied pathway towards decolonial social justice movement. Collectively storying and sharing this process offers you the opportunity to (re)imagine what social justice and healing could look/feel like beyond its current conceptualizations.

For this assignment, your group will explore a type of social right\* (e.g., reproductive rights, labor rights, housing rights, etc.) by ethically engaging with a 'natural world teacher'—an entity of nature that symbolically or literally teaches about that right (e.g. insect, plant, animal, etc.)— which you will learn about through multiple sources (e.g. websites, books, videos, interactions, etc.).

\*Types of social rights include, but are not limited to: Reproductive Rights, Healthcare Rights, Education Rights, Labor Rights, Housing Rights, Disability Rights, Gender Rights, LGBTQ+ Right, Child Rights, Elderly Rights, Immigrants and Refugee Rights, Indigenous Rights, Food Security Rights, Environment Rights, & Digital Rights. Supporting material will be uploaded to D2L with further detail surrounding each of these topics.

Drawing upon course encounters (e.g. content, materials, dialogues, reflections), your group will be invited to collectively create and share a narrative conveying what/how this entity has taught your group about your chosen social right and its application to future social work practice.

This collective story can take many creative forms (i.e. from the perspective of the natural world teacher, a conversation and/or interaction between teacher and learners, telling a story to a character (i.e. child, grandchild) in the story about what has been learned, and/or writing a collective letter to your natural world teacher, etc.) and will be shared in-class on **June 5 (Part A: 30-min presentation)**. On the following day, you will be invited to respond to this storytelling through an aesthetic process to co-create meaning and explore how your understanding of social justice future social work practice has been impacted by this process. Responses will be submitted by the end of class on **June 6 (Part B: Responses)**.

To honor our teachers, students can: 1) begin their story and/or presentation thanking and speaking the names of their teachers (with full references listed on APA reference page); 2) make use of footnotes, so as not to interrupt the flow of the story (with full references listed on APA reference page); 3) use APA formatting throughout with full references listed on APA reference page.

#### Assessment Criteria

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

- Understanding of social right: Demonstrates deep, critical engagement with the chosen social right and its impact on social work. Thoughtfully integrates multiple perspectives and systemic analysis.
- Engagement with natural world teacher: Thoughtful, ethical, and well-researched engagement with the natural world teacher. Draws from multiple credible sources and/or meaningful interactions. Shows deep reflection on nature's wisdom.
- Creativity & Depth in Storytelling: The story 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.
- Aesthetic Response & Reflection: Deep, thoughtful response integrating learning from the collective storytelling process. Engages meaningfully with the posed reflection questions.

- Ethical Engagement & Citation Practices: Thoughtful and ethical approach to engaging with sources, land, and knowledge. Citations are clear, well-integrated, and in proper APA format.

### **Assignment 3: Participation and Engagement (15%) – due June 9**

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

Working towards social justice calls on us to make individual and collective commitments as we (re)envision the possibilities for a more livable present and future. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge, one another, and the natural world. 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 will be invited to reflect on and assess their own participation and engagement in the course by submitting a reflection (up to 500-words) via D2L dropbox **by 11:59pm on June 9**. Please be sure to draw on the invitations and reflections made in class on June 6 when articulating how you have/will enact relational accountability.

#### Assessment Criteria

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

- Ethically draws on experiential, reflexive, natural world, and scholarly knowledges from course learnings
- 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

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

#### ATTENDANCE AND COURSE ENGAGEMENT EXPECTATIONS

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

#### GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Assignments should be submitted as a Word document whenever possible and labeled as follows: "Last Name\_First Name\_Assignment Name" (e.g., Tyler\_Stephanie\_Assignment Name). Assignments are due by 11:59pm on their due date. Please note it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

### **MISSED OR LATE ASSIGNMENTS**

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

### **EXPECTATIONS FOR WRITING**

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

### **ACADEMIC MISCONDUCT**

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

### **USE OF ARTIFICIAL INTELLIGENCE TOOLS**

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

#### **Some Use Permitted**

In this course, you are expected to 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. <b>Note:</b> The grade point value (3.0) associated with this grade is the minimum acceptable <b>average</b> that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass. <b>Note:</b> Students who accumulate two grades of " <b>B-</b> " or lower can be required by the faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of " <b>C+</b> " or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	
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#### 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