



## **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 S03</b>	<b>Classroom</b>	<b>Online:</b> Zoom <b>In-person Residency:</b> Check D2L
<b>Course Name</b>	Social Justice & 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: <b>Zoom Sessions:</b> Tuesdays (May 6, 13, 20, 27) from 5:30 – 8:30pm MST <b>In-person Residency:</b> June 3 <sup>rd</sup> – 6 <sup>th</sup> from 9:00am – 4:00pm MST Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Sheliza Ladhani, PhD	<b>Office Hours</b>	As Requested
<b>UCalgary E-mail</b>	<a href="mailto:sheliza.ladhani@ucalgary.ca">sheliza.ladhani@ucalgary.ca</a>	<b>UCalgary Phone</b>	By email

## SYLLABUS STATEMENT

Examines concepts of culture, identities, 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 participate live due to the time

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

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 lead 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

- 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.
- brown, a. m. (2022, October 27). *Murmurations: Accountable to our ancestors*. Yes! Magazine. Retrieved from: <https://www.yesmagazine.org/opinion/2022/10/27/murmurations-accountability-ancestors>
- Diaz, N. (2020) *The first water is the body*. Retrieved from: <https://emergencemagazine.org/poem/the-first-water-is-the-body/>

Sage and Sweetgrass. (2017, June 22). *ohtisiy*. [Video]. YouTube.  
[https://www.youtube.com/watch?v=tIO7R\\_3CXT8&t=1s](https://www.youtube.com/watch?v=tIO7R_3CXT8&t=1s)

#### May 13: Examining and Practicing Justice in Destabilizing Times

Lorde, A. (1984). *Sister outsider: Essays and speeches*. The Crossing Press.

- The Master's Tools will not Dismantle the Master's House

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 (p. 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/>

#### May 20: Moving Beyond Damage Towards Desire: (Re)imagining Justice

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review* 79(3): 409–428.

Leitão, R. M. (2022). From needs to desire: Pluriversal design as a desire-based design. *Design and Culture*, 14(3), 255-276.

brown, a. m. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.

- Introduction (p. 1-42)

\*Simpson. (2013). *Islands of decolonial love: Stories & songs*. ARP Books.

- it takes an ocean not to break (p. 79-83)

\* This reading will be the focus of analysis/integration for Discussion Board Reflection Post 2

#### May 27: Emergent Strategy – Extending and Deepening

brown. a. m. (2017). *Emergent strategy: Shaping change, changing worlds*. AK Press.

- Specific chapters will be assigned for each group on D2L

Ritchie, A. J. (2023). *Practicing new worlds: Abolition and emergent strategies*. AK Press

- Specific chapters will be assigned for each group on D2L

#### June 3: Thinking-Feeling Theory: Examining Relations of Power, Systems, and Structures

Raffo, S. (2022). *Liberated to the bone*. AK Press.

- Setting the conversation

Tall, M. (2023, April 9). #83 Let's talk about borders – Harsha Walia [Audio podcast episode]. *The Malcom Effect*.

<https://open.spotify.com/episode/2GIOgLswFULuh8CFu9Cddp?si=8svDfqoCTTCf2QHFw3R9NQ>

brown, a. m. (2022, June 29). *Murmurations: Returning to the whole*. Yes! Magazine. Retrieved from:

<https://www.yesmagazine.org/opinion/2022/06/29/murmurations-healing-inner-accountability>

#### June 4: Ecological Justice, Climate Grief, and Speculative Futures of Planetary Healing

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

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>

Gumbs, A. P. (2022). *Undrowned: Black feminist lessons from marine mammals*. AK Press.

- Ch 1: listen (p. 15-20)
- Ch 2: breathe (p. 21-27)

#### June 5: Cultivating Critical Hope Toward Collective Healing: Scaling Lessons from Movement Work

Solnit, R. (2016). *Hope in the dark: Untold histories, wild possibilities* (3rd Ed). Haymarket Books.

- Foreword to the Third Edition: Grounds for Hope p. xi - xxvi

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

- A Note on Hope (p. 397-399)

brown, a. m. (2021). *Holding change: The way of emergent strategy facilitation and mediation*. AK Press.

- To give your hands to freedom, first give them to grief by Malkia Devich-Cyril (p. 64-79)

#### June 6-13: Fractal Commitments: Seeding Accountability, Cultivating Justice

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

- Climate Oath (p. 421-422)

\* *This reading will be utilized as a framework or model for Assignment 4 to support integration of accountability to/for social justice.*

### **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: Embodied pedagogies of discomfort and affect in (un/re)learning</li> <li>• Course outline overview</li> <li>• Thinking-feeling justice and injustice</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Wong (2018)</li> <li>• Brown (2022, October 27)</li> <li>• Diaz (2020)</li> <li>• Sage and Sweetgrass (2017)</li> </ul>	<b>Assignment 1, Post 1 – May 9th</b>
Examining and Practicing Justice in Destabilizing Times		
May 13	<b>Zoom Session 5:30 – 8:30 PM MST</b> <ul style="list-style-type: none"> <li>• Critical examination of domination and systemic harms</li> <li>• Practicing justice at individual and collective scales amid conflict and instability</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Lorde (1984)</li> <li>• brown (2020). Unthinkable Thoughts</li> <li>• Bergman &amp; Montgomery (2017). Introduction</li> </ul>	
Moving Beyond Damage Towards Desire: (Re)imagining Justice		
May 20	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Refusing damage-centered narratives and approaches</li> <li>• Attending to desire as life-affirming practice</li> <li>• Change strategies towards (re)imagining justice</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Tuck (2009)</li> <li>• Leitão (2022)</li> <li>• brown (2017). Introduction</li> </ul>	<b>Assignment 1, Post 2 – May 23<sup>rd</sup></b>
Emergent Strategy – Extending and Deepening		
May 27	<b>Zoom Session 5:30 – 8:30PM MST</b> <ul style="list-style-type: none"> <li>• Deepening understandings of emergent strategy elements as tools for shaping change</li> <li>• Extending emergent strategy elements into practice contexts</li> </ul> <p>Readings:</p>	

	<ul style="list-style-type: none"> <li>• Ritchie (2023) – group assigned readings, see D2L</li> <li>• brown (2017) – group assigned readings, see D2L</li> </ul>	
Thinking-Feeling Theory: Examining Relations of Power, Systems, and Structures		
June 3 (in person residency)	<b>Morning Session 9:00AM - 12:00PM MST</b> <ul style="list-style-type: none"> <li>• Contextualizing and theorizing the materiality of physical, policy, affective, and epistemic borders across time/space</li> <li>• Restorative justice, transformative justice, and healing justice</li> <li>• Cultivating healing and accountability 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>• Tall (2023). Podcast.</li> <li>• brown (2022, June 29).</li> </ul>	
	<b>Afternoon Session 1:00PM – 4:00PM MST</b> <ul style="list-style-type: none"> <li>• Emergent Strategy Theorizing Sessions</li> </ul>	
Ecological Justice, Climate Grief, and Speculative Futures of Planetary Healing		
June 4 (in person residency)	<b>Morning Session 9:00AM - 12:00PM MST</b> <ul style="list-style-type: none"> <li>• Attending to ecological justice and climate grief</li> <li>• Multispecies flourishing and planetary healing</li> <li>• Speculative visions of climate futures</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Johnson (2024). The joyous work / Away from the brink</li> <li>• Klein &amp; Burr (2024). YouTube Podcast</li> <li>• Gumbs (2022). Ch 1 &amp; 2</li> </ul>	
	<b>Afternoon Session 1:00PM – 4:00PM MST</b> <ul style="list-style-type: none"> <li>• Emergent Strategy Theorizing Sessions</li> </ul>	
Cultivating Critical Hope Toward Collective Healing: Scaling Lessons from Movement Work		
June 5 (in person residency)	<b>Morning Session 9:00AM – 12:00PM MST</b> <ul style="list-style-type: none"> <li>• Cultivating critical hope in times of uncertainty and change</li> <li>• Honoring the relationship between hope and grief at individual and collective scales of practice</li> </ul> <p>Readings:</p> <ul style="list-style-type: none"> <li>• Solnit (2016). Foreword</li> <li>• Johnson (2024). A note on hope</li> <li>• Devich-Cyril (in brown, 2021)</li> </ul>	
	<b>Afternoon Session 1:00PM – 4:00PM MST</b> <ul style="list-style-type: none"> <li>• Emergent Strategy Theorizing Sessions</li> </ul>	
Practicing New Worlds: Emergent Strategy Curations		
June 6	<b>ALL DAY: 9:00AM - 4:00PM MST</b> <ul style="list-style-type: none"> <li>• Presentation of Emergent Strategy Curations</li> </ul>	<b>Assignment 2 – Today</b>

(in person residency)		
	<b>Assignment 3 – June 9<sup>th</sup></b> <b>Assignment 4 – June 13<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
1. Discussion Board Reflections (Post 1: 10%; Post 2: 15%)	May 9 <sup>th</sup> & 23 <sup>rd</sup>	25%
2. Practicing New Worlds: Emergent Strategy Curations	June 6 <sup>th</sup>	40%



3. Relational Engagement Reflection & Self-Assessment	June 9 <sup>th</sup>	15%
4. Fractal Commitments: Seeding Accountability, Cultivating Justice	June 13 <sup>th</sup>	20%

### **Assignment 1: Discussion Board Reflections (Post 1: 10%; Post 2: 15%) – May 9<sup>th</sup> & 23<sup>rd</sup>**

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

As part of the (un)learning and (re)learning process, you are invited to dwell on/in your encounters with various theoretical approaches, knowledges, process, content, and materials from the course. You are welcome and encouraged to utilize and integrate theoretical approaches and materials beyond/outside of the course. These reflections should examine evolving conceptualizations, understandings, and tensions related to social justice, historical and ongoing violences, structures and relations of power, as connected to various lived realities of oppression and marginalization. Your reflections should prompt ideas about social work practice in relation to your social identities, communities you may serve, and the themes, theories and concepts learned throughout the course. It is expected that students will draw on experiential, reflexive, and scholarly knowledge. Detailed descriptions of the expectations for each discussion forum will be provided on D2L. Topics for each post are as follows:

- Reflection Post 1: Complexities of Identity, Knowledge, and Naming – **May 9<sup>th</sup>**
- Reflection Post 2: Moving from Damage to Desire in Clinical Contexts – **May 23<sup>rd</sup>**

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 required and/or additional 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: Practicing New Worlds: Emergent Strategy Curations (40%) – June 6<sup>th</sup>**

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

This is a world-making project, an undertaking that requires sustained collective efforts. If we are to practice world-making amid the instability of conflict, climate collapse, racial capitalism and ongoing pandemics, we require strategies for *how* to work differently *with* complexity. How we gather and collaborate through shared desires for change can shape multiple pathways for more just and liveable worlds. This assignment engages Emergent Strategy as regenerative inquiry to “experiment with, build, and practice new ways of being in relationship with each other and the planet” (Ritchie, 2023, p. 5). Such collaborations enable us to imagine more liberatory futures and practice different ways of knowing, doing, being, and relating. Emergent strategy is a body of work rooted in workings of the natural world, complexity science, change theory, and social movement efforts that “focus on starting

small and making space for learning from uncertainty, multiplicity, experimentation, adaptation, iteration, and decentralization” (Ritchie, 2023, p. 7). This assignment is a collaborative meaning-making effort to understand and be able to apply the 6 guiding elements of Emergent Strategy (as outlined in class and on D2L) as it relates to social justice efforts. Beginning on May 13<sup>th</sup>, students will be split into 6 groups to work collaboratively for the remainder of the course. Each group will co-theorize around one Emergent Strategy element (assigned by the instructor), as a way to inquire into *and* practice change. The instructor will provide additional materials and prompts that are specific to each group’s element to initiate this exploration. Through this process of co-theorizing with their assigned element, groups will prepare a curation of the learnings to be presented on June 6<sup>th</sup>, the final day of the in-person residency.

The root of the word curate is cura meaning care. In the context of this assignment, a curation involves the care-filled selection, organization, and presentation of knowledge, materials, and experiences in a meaningful and intentional way. The group curations will invite us to critically consider and experience how each element guides us in designing and enacting justice-oriented change possibilities in sustainable, responsible, and relational ways. It is expected that groups will draw upon course encounters (i.e., content, materials, dialogues, reflections) to construct and animate their final curations. Curations should include the following:

- An overview of the assigned element
- Sharing of theorizations, questions, and reflections of the group process
- Ways to practically apply these theories and learnings to relevant social issues
- One embodied or experiential component that invites the class to experience the teachings of this element

Embodied invitations and prompts can include various forms (e.g., visual arts, story, performance, experiential, speculative fiction, podcasts, guided exercises, multisensory elements such as sound or moodscapes etc.). Each group will have a total of approximately 30 minutes, depending on final enrollment numbers, to offer their curations and facilitate comments and questions. To support knowledge sharing, groups are required to post a reference list of materials/sources engaged in APA 7<sup>th</sup> edition format for this assignment via D2L discussion board due June 6<sup>th</sup> by 11:59pm.

#### Assessment Criteria

As you prepare for this assignment, please consider how the Emergent Strategy Curations:

- Meaningfully attend to the assigned element and offer practical examples of ways to enact social justice change
- Ethically engage experiential, reflexive, scholarly, and natural world knowledges to theorize with/through the assigned element
- Creatively animate theory and practice to (re)imagine how social justice could be reflected in practice
- Draw the class into thinking-feeling with theory and practice possibilities through embodied invitations and prompts
- Evoke a sense of accountability and response-ability for social work(ers) to create and enact change possibilities for more liveable futures and planetary flourishing
- Enable us to grow our capacity to embody the just and liberated worlds that we are practicing for

Further details, instructions and assessment criteria will be discussed in class.

### **Assignment 3: Relational Engagement Self-Assessment (15%) – June 9<sup>th</sup>**

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 liveable present and future. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge and one another. 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 and held 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, you will be invited to reflect on and assess your own participation and engagement in the course. Please complete a 200-250 word reflection containing your self-assessed grade out of 15 marks. Additional criteria will be shared in class to guide your self-assessment. Sources are to be cited using APA 7<sup>th</sup> edition format. *Please note that the final participation grade is determined by the instructor after review of student recommendation.* Assignments are to be submitted via D2L dropbox **by 11:59pm on June 9th.**

### **Assignment 4: Fractal Commitments: Seeding Accountability, Cultivating Justice (20%) – June 13<sup>th</sup>**

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

Upholding and promoting social justice is a core value of the Canadian Association of Social Workers (CASW) Code of Ethics, which emphasizes the importance of accountability in social work practice. This course has intentionally woven layers of accountability as social justice—internal, relational, intergenerational, and planetary—into our collective learning. As social workers, we are called not only to acknowledge historical and contemporary injustices but to actively heal, transform, and practice for the future. The ‘Climate Oath’ as presented by Johnson and Stanescu (2024), extends the Hippocratic Oath by adapting it to the context of climate justice and intersecting social justices, serving as a model for collective accountability and ethical action. It invites us to move beyond individualism toward collective responsibility, applying harm reduction, sustainability, and relational ethics to our professional and personal commitments.

For this summative assignment, you will engage with the ‘Climate Oath’ (required reading) as a framework or model to reflect on and develop your own commitments to be accountable in working towards social justice in your practice. Reflecting upon and integrating your learnings from the course, this assignment invites you to design and solidify your accountabilities toward social justice that are grounded in your current and/or emerging social work practice. It is expected that you will engage and integrate course learnings, content, and materials into this assignment of up to 800-850 words and include a reference list (APA 7th). You are welcome and encouraged to draw on additional materials/readings beyond this course that will support the integration of your learning.

### Assessment Criteria

As you prepare for this assignment, please consider how your personalized commitments or 'oath' will:

- Reflect your professional values, ethical commitments, and role in promoting social justice
- Incorporate actions or areas of advocacy that align with your social work practice
- Invite possibilities to hold yourself, the collective, and the profession accountable to these commitments
- Aspire to a practice that holds and works toward expansive visions of social justice at multiple scales of change
- Inspire you and others to live (into) these practices of accountability as an embodiment of fractal change

This is an invitation to creatively integrate theory and practice. You are welcome to play with the form, tone, and style of this submission, utilizing creative, artistic, and/or embodied expressions of knowledge. Further details, instructions, and assessment criteria will be discussed in class.

Please cite sources used in APA 7th edition format and submit this assignment via D2L drobox **by 11:59pm on June 13th.**

### **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. Written assignments should be submitted as a **Word document whenever possible** and labeled as follows: "Last Name\_First Name\_ Assignment Name" (e.g., Ladhani\_Sheliza\_Assignment Name). **Assignments are to be submitted 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 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, 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: <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 results from AI 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 in order 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-” 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 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



