

Course Number	SOWK 743	Classroom	Online
Course Name	Theory, History and Philosophy: Values, Ethics and Professional Beliefs		Section S01
Day(s) & Time	Zoom Sessions: Tuesdays 1:00-3:50 PM		
Instructors	Dorothy Eleanor Badry & Yahya El-Lahib		
U of C E-mail	Dorothy Eleanor Badry: badry@ucalgary.ca Yahya El-Lahib: yellahib@ucalgary.ca	Phone	Please Email

SYLLABUS STATEMENT

An exploration of the philosophical and ideological issues that have been historically important to the profession with respect to its conception of ethics, mandate and practices. The relevance of this exploration to the student's area of interest is emphasized.

COURSE DESCRIPTION

This course will provide students with an opportunity to examine the philosophical, epistemological, theoretical and ethical foundations of social work knowledge base. Starting from key theoretical paradigms, students will have a chance to interrogate social work's value systems and examine theories of morality as they shape the professions understanding of social problems and how they can be addressed. Using key moments in the history of the profession, the course seeks to help students trace back the evolution of the profession and the key shifts that took place to shape its historical and contemporary approaches to practice. As such, the course will be an opportunity to interrogate power, examine power dynamics and relations as they shape social problems and question the oppressive social structures and systems that maintain power imbalance and shape the marginalization experiences of social groups. In this course, we will attempt to decenter dominant knowledge and practice modalities as a way of centering historically marginalized voices and knowledge bases. Students are encouraged to be independent learners and bring forward their own understanding and analysis of the theories and perspectives discussed in class. Classes will use various engagement modalities and students are encouraged to collectively facilitate an engaging and intellectually stimulating learning environment where knowledge mobilization activities can take different shapes and formats. In addition, students are invited to be creative and actively participate in the creating and facilitation of an inspiring and thought-provoking shared learning space.

COURSE LEARNING OUTCOMES

This course will focus on helping students integrate theory and practice and develop sophisticated understanding of social work's philosophical, epistemological and theoretical knowledge base and value systems that shape historical and contemporary trends in the profession as they relate to students' own areas of focus. Upon completion of the course, students will be able to:

1. Develop critical understanding of key theoretical frameworks as they shape power dynamics, structures and relations.
2. Engage with a critical examination of their own knowledge base as they shape their own understanding of their areas of research focus
3. Interrogate dominant discourses and knowledges that shape social work's understanding of social problems and bring forward alternative knowledge bases and discourse that value lived experiences and voices
4. Develop knowledge and skills to interrogate oppressive power dynamics, relations and systems that facilitate oppression and marginalization and acquire knowledge and skills to resist and dismantle them
5. Apply critical practice knowledge and skills for working with diverse and marginalized social groups
6. Develop knowledge and critical analytic skills to understand and apply various emancipatory theories and approaches such as intersectionality, critical race theories, critical disability theories, queer theories, and so forth.
7. Develop professional identity and explain how it is consistent with the social justice mission of social work; and also, how it is reflective of and adheres to the profession's Codes of Ethics
8. To describe awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

There is no text for this course. Some readings will be required, others recommended but more importantly students will develop and share their own reading lists in light of their own research interests.

Required and additional readings outlined in the class schedule may be accessed through the University of Calgary Library system

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains all 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

History and theory are foundational issues. Work accomplished for this course should provide a deepened understanding of the issues addressed in other doctoral courses (and the student's independent research).

CLASS SCHEDULE

January 12th
Readings:

Class 1 : Introduction, Positioning the Course & Overview
No readings required

January 19th

Class 2: Theoretical Foundations I- Theories & Approaches to Power-Understanding the Other & Othering Process

Readings:

Chambon, A. (2013). Recognizing the Other, understanding the Other: A brief history of social work and

otherness. *Nordic Social Work Research*, 3(2), 120-129.

<http://dx.doi.org.ezproxy.lib.ualgary.ca/10.1080/2156857X.2013.835137>

Gringeri, C., Barusch, A., & Cambron, C. (2013). Epistemology in qualitative social work research: A review of published articles, 2008–2010. *Social work research*, 37(1), 55-63. <https://academic-oup-com.ezproxy.lib.ualgary.ca/swr/article/37/1/55/1655717>

Lincoln, Y. S., Lynham, S. A., & Guba, E. G. (2018). *Paradigmatic controversies, contradictions, and emerging confluences, revisited*. In Y. S. Lincoln & E. G. Guba (Eds.), *The SAGE Handbook of Qualitative Research* (5th ed., pp. 108-150). SAGE Publications.

Additional Readings & Resources:

Madibbo, A. I. (2007). Race, gender, language and power relations: Blacks within Francophone communities in Ontario, Canada. *Race, Gender & Class*, 14(1-2), 213-226.

<https://www-jstor-org.ezproxy.lib.ualgary.ca/stable/41675205>

Olson, C. J., Reid, C., Threadgill-Goldson, N., Riffe, A. H., & Ryan, P. A. (2013). Voices from the field: Social workers define and apply social justice. *Journal of Progressive Human Services*, 24(1), 23-42.

<http://dx.doi.org.ezproxy.lib.ualgary.ca/10.1080/10428232.2013.740407>

January 26th

Class 3: Theoretical Foundations II- Unpacking Power Relations & Operation in Social Work

Readings:

Aymer, C., & Okitikpi, T. (2000). Epistemology, ontology and methodology: what's that got to do with social work? *Social Work Education*, 19(1), 67-75. <https://www-tandfonline-com.ezproxy.lib.ualgary.ca/doi/abs/10.1080/026154700114667?src=recsys>

Boetto, H. (2017). A transformative eco-social model: Challenging modernist assumptions in social work. *British Journal of Social Work*, 47(1), 48-67. <https://academic-oup-com.ezproxy.lib.ualgary.ca/bjsw/article/47/1/48/2452347>

<https://academic-oup-com.ezproxy.lib.ualgary.ca/bjsw/article/47/1/48/2452347>

Tew, J. (2006). Understanding power and powerlessness: towards a framework for emancipatory practice in social work. *Journal of social work*, 6(1), 33-51.

<http://journals.sagepub.com.ezproxy.lib.ualgary.ca/doi/abs/10.1177/1468017306062222>

February 2nd

Class 4: Theoretical Foundations III: Modes & Operation of Power & Discourse

Readings:

Hall, S. (2006). The West & the rest: Discourse and power. In C. A. Maaka & C. Andersen (Eds.), *The Indigenous experience: Global perspectives* (pp. 165-173). Toronto, ON: Canadian Scholar Press.

Quijano, A. (2000). Coloniality of power and Eurocentrism in Latin America. *International Sociology*, 15(2), 215-232.

<http://iss.sagepub.com.ezproxy.lib.ualgary.ca/content/15/2/215>

Wehbi, S., Elin, L., & El-Lahib, Y. (2010). Neo-colonial discourse and disability: The case of Canadian international development NGOs. *Community Development Journal*, 45(4), 404-422.

<http://cdj.oxfordjournals.org.ezproxy.lib.ualgary.ca/content/45/4/404>

Young, I. M. (2014). Five faces of oppression. In N. Asumah, & Mechthild Nagel (Eds.). *Diversity, Social Justice and Inclusive Excellence: Transdisciplinary and Global Perspectives*. (pp. 3-33). New York: State University of New York Press.

<https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?ppg=26&docID=3408886&tm=1512429534081>

February 9th

Class 5: Unsettling Current Realities in Social Work: Indigenous Ways of Knowing & Contemporary Philosophical & Theoretical Challenges

Readings:

Bonnycastle, C. (2011). Social Justice along a Continuum: A Relational, Illustrative Model. *Social Service*

- Review 85(2), 267-295. <https://www-jstor-org.ezproxy.lib.ualgary.ca/stable/pdf/10.1086/660703.pdf?refreqid=excelsior%3A29b5e6f22a53d36901a75cd412ba06a1>
- Brodie, J. (2007). Reforming social justice in neoliberal times. *Studies in social justice*, 1(2), 93-107. <https://www-proquest-com.ezproxy.lib.ualgary.ca/docview/1315940555/fulltextPDF/3DEB5D2D122B4E1CPQ/1?accountid=9838>
- Hart, M. (2010). Indigenous worldviews, knowledge, and research: The development of an Indigenous research paradigm. *Journal of Indigenous Voices in Social Work*, 1(1), 1-16. <http://136.159.200.199/index.php/jisd/article/view/63043>
- Henry, E., & Pene, H. (2016). Kaupapa maori: Locating Indigenous ontology, epistemology and methodology in the academy. *Organization (London, England)*, 8(2), 234–242. https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_crossref_primary_10_1177_1350508401082009
- Additional Readings & Resources:***
- Dean, M. (2014). Rethinking neo-liberalism. *Journal of Sociology* 50(2), 150-163. <https://journals-sagepub-com.ezproxy.lib.ualgary.ca/doi/pdf/10.1177/1440783312442256>
- Fraser, N. (2014). Behind Marx's Hidden Abode: for an Expanded Conception of Capitalism. *New Left Review* 86(March/April), 55-72. <https://newleftreview-org.ezproxy.lib.ualgary.ca/issues/ii86/articles/nancy-fraser-behind-marx-s-hidden-abode>
- Lavallee, L. (2009). Practical application of an Indigenous research framework and Indigenous Research methods: Sharing circles and Anishnaabe symbol-based reflection. *International Journal of qualitative methods* 8(1), 21-40. <https://journals.library.ualberta.ca/ijqm/index.php/IJQM/article/view/943>
- Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. *Journal of Aboriginal Health*, 1(1), 80-95. <http://ezproxy.lib.ualgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ualgary.ca/docview/1131158811?accountid=9838>
- Strier, R., & Feldman, G. (2018). Re-engineering Social Work's Political Passion: Policy Practice and Neo-liberalism. *British Journal of Social Work* 48(), 751-768. <https://academic-oup-com.ezproxy.lib.ualgary.ca/bjsw/article/48/3/751/3953937>
- Webb, S. (2010). (Re)Assembling the Left: The Politics of Redistribution and Recognition in Social Work. *British Journal of Social Work* 40(8), 2364–2379. <https://academic-oup-com.ezproxy.lib.ualgary.ca/bjsw/article/40/8/2364/1670791>

***February 16th Reading Week-NO CLASS**

***February 23rd Class 6: Ethics & Moralities in Social work**

Readings:

- Blackstock, C. (2011). Wanted: Moral courage in Canadian child welfare. *First Peoples Child & Family Review*, 6(2), 35-46. <http://journals.sfu.ca/fpcfr/index.php/FPCFR/article/view/114/178>
- Gray, M. (2010). Moral sources and emergent ethical theories in social work. *British Journal of Social Work*, 40(6), 1794-1811. <https://academic-oup-com.ezproxy.lib.ualgary.ca/bjsw/article/40/6/1794/1626642>
- Healy, L. (2007). Universalism and cultural relativism in social work ethics. *International Social Work*, 50(1), 11-26. <https://doi-org.ezproxy.lib.ualgary.ca/10.1177/0020872807071479>
- Sobočan, A. M., Banks, s., Berrotti, T., Storm, K., Jong, E. D. & Melinda Weinberg (2020). In conversation

social work education. *Social Work Education*, 29(6), 670-682. <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615470903342093>

March 9th Class 8: Key Paradigm Shifts II: Social Constructionism & Postcolonial Social Work

Readings:

- Deepak, A. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. *International Social Work*, 55(6), 779-793. <http://isw.sagepub.com.ezproxy.lib.ucalgary.ca/content/55/6/779>
- Galbin, A. (2014). An introduction to social constructionism. *Social Research Reports*, 6(26). 82-92. <http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=0c4edb84-df7a-4580-b16d-d5c16d327f5b%40sessionmgr4006>
- Sahin, F. (2006). Implications of social constructionism for social work. *Asia Pacific Journal of Social Work Development*, 16(1), 57-65. <https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/21650993.2006.9755992?needAccess=true>
- Valkonen, S. & Wallenius-Korkalo (2016). Practising postcolonial intersectionality: Gender, religion and Indigeneity in Sami social work. *International social Work*, 59(5), 614-626. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0020872816646816>

Additional Readings & Resources:

- Burr, V. (2015). *Social constructionism*. Routledge. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=2011179>
- Deepak, A. C. (2014). A postcolonial feminist social work perspective on global food insecurity. *Affilia: Journal of Women and Social work*, 29(2), 153-164. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/0886109913516456>
- Deepak, A. C. (2011). Sustainability and population growth in the context of globalization: A postcolonial feminist social work perspective. *Journal of Research on Women & Gender*, 3(2).1-23. [file:///C:/Users/Yahya%20Elahib/Downloads/50-Article%20Text-184-1-10-20160408%20\(2\).pdf](file:///C:/Users/Yahya%20Elahib/Downloads/50-Article%20Text-184-1-10-20160408%20(2).pdf)
- Lock, A., & Strong, T. (2010). *Social constructionism: Sources and stirrings in theory and practice*. Cambridge University Press. <https://www.cambridge-org.ezproxy.lib.ucalgary.ca/core/books/social-constructionism/082B2A8466AD70F36E8F5946AD41A14F>
- Ranta-Tyrkkö, S. (2011). High time for postcolonial analysis in social work. *Nordic Social Work Research* 1(1), 25-41. <https://www.tandfonline.com/doi/abs/10.1080/2156857X.2011.562032>
- Witkin, S. (Ed.). (2011). *Social construction and social work practice: Interpretations and innovations*. ProQuest Ebook Central <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca>. (Please read pages 1-37).

March 16th Class 9: Critical Theories of Difference I: Intersectionality, Feminism & Feminist Thinking

Readings:

- Almeida, R. V., Werkmeister Rozas, L. M., Cross-Denny, B., Kyeunghae Lee, K., & Yamada, A. A. (2019). Coloniality and intersectionality in social work education and practice. *Journal of Progressive Human Services*, 30(2), 148-164. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1464700108086364>
- Bubar, R., Cespedes, K. & Bundy-Fazioli, K. (2016). Intersectionality and social work: Omissions of race, class and sexuality in graduate school education. *Journal of Social work Education*, 52(3), 283-296. <https://www.tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/10437797.2016.1174636?needAccess=true>

- Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspectives on what makes feminist theory successful. *Feminist theory*, 9(1), 67-85. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1464700108086364>
- Mohanty, C. T. (2013). Transnational feminist crossings: On neoliberalism and radical critiques. *Signs*, 38(4), 967-991. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/pdf/10.1086/669576.pdf?refreqid=excelsior%3A5e2b38d90e971e25034c667a28376e53>
- Thobani, s. (2007). White wars: Western feminism and the “war on terror”. *Feminist Theory*, 8(2), 169-185. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1464700107078140>

Additional Readings & Resources:

- Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing “critical hope” in teaching feminist social work research. *Journal of Social Work Education* 49(2), 277-291. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=86998672&site=ehost-live>
- Anthias, F. (2012). Hierarchies of social location, class and intersectionality: Towards a translocational frame. *International Sociology*, 28(1), 121-138. <http://iss.sagepub.com.ezproxy.lib.ucalgary.ca/content/28/1/121.abstract>
- Bilge, S., & Denis, A. (2010). Introduction: women, intersectionality & diasporas. *Journal of Intercultural Studies*, 31(1), 1-8. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/07256860903487653>
- Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. *Signs: Journal of Women in Culture and Society*, 38(4), 785-810. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=87458019&site=ehost-live>
- Hill Collins, P. (1997). How Much Difference Is Too Much? Black Feminist Thought and the Politics of Postmodern Social Theory. (pp. 3-37). In J. M. Lehmann (Ed.), *Current Perspectives in Social Theory*. London: JAI Press.
- Fee, M. & Russell, L. (2007). “Whiteness” and “Aboriginality” in Canada and Australia: Conversations and identities. *Feminist theories* 8(2), 187-208. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1464700107078141>
- Joseph, A. J. (2015). Beyond intersectionalities of identity or interlocking analyses of difference: Confluence and the problematic of “anti”-oppression. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity, and Practice*, 4(1), 15-39. <http://journals.library.mun.ca/ojs/index.php/IJ/article/view/1407>
- McCall, L. (2005). The complexity of intersectionality. *Signs*, 30(3), 1771-1800. <https://bit.ly/2P3DyqC>
- McDonald, K. E., Keys, C. B., & Balcazar, F. E. (2007). Disability, race/ethnicity and gender: Themes of cultural oppression, acts of individual resistance. *American Journal of Community Psychology*, 39(1), 145-161. <http://link.springer.com.ezproxy.lib.ucalgary.ca/article/10.1007%2Fs10464-007-9094-3>
- Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. *Affilia: Journal of Women and Social Work*, 25(4), 417-430. <http://aff.sagepub.com.ezproxy.lib.ucalgary.ca/content/25/4/417>
- Valentine, G. (2007). Theorizing and researching intersectionality: A challenge for feminist geography. *The Professional Geographer*, 59(1), 10-21. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=23750159&site=ehost-live>
- Wilson, S. (2008). *Research is ceremony: Indigenous research methods*. Fernwood.

March 23rd

Class 10: Critical Theories of Difference II: Marxism, Whiteness & Critical Race Theory

Readings:

- Ahmed, S. (2007). A phenomenology of whiteness. *Feminist Theory* 8(2), 149-168. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1464700107078139>
- Daftary, A. (2020). Critical race theory: An effective framework for social work research. *Journal of Ethnic & Cultural Diversity in social Work*, 29(6), 439-454. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/15313204.2018.1534223?needAccess=true>
- Earick, M. E. (2018). We are not social justice equals: The need for white scholars to understand their whiteness. *International Journal of Qualitative Studies in Education*, 31(8), 800-820. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/09518398.2018.1479044?needAccess=true>
- Garrett, P. M. (2009). Marx and modernization: Reading capital and social critique and inspiration for social work resistance to neoliberalism. *Journal of social Work*, 9(2), 199-221. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/1468017308101822>
- Yee, J. Y. (2015). Whiteness and white supremacy. *International Encyclopedia of the Social Behavioral Sciences (2nd Ed.)*, 25(2), 569-574. <https://www-sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/B9780080970868280999?via%3Dihub>

Additional Readings & Resources:

- Haley, J. M. (2020). Intersectional and Relational Frameworks: Confronting Anti-Blackness, settler colonialism and neoliberalism in U.S. Social work. *Journal of Poggessive Human Services*, 31(3), 210-225. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/10428232.2019.1703246?needAccess=true>
- Haug, F. (2016). Historical-critical dictionary of Marxism. *Historical materialism*, 24(4), 257-270. <http://web.a.ebscohost.com.ezproxy.lib.ucalgary.ca/ehost/pdfviewer/pdfviewer?vid=2&sid=09767b41-0978-4737-a00c-52c7f197ddd1%40sessionmgr4008>
- Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical Race Theory: Opportunities for Application in Social Work Practice and Policy. *Families in Society*, 95(4), 269–276. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1606/1044-3894.2014.95.36>
- Madibbo, A. I. (2007). Race, gender, language and power relations: Blacks within Francophone communities in Ontario, Canada. *Race, Gender & Class*, 14(1-2), 213-226. <https://www-jstor-org.ezproxy.lib.ucalgary.ca/stable/41675205>
- Nguema, S. R. W. (2020). Not if, but when whiteness shows up what do we do about it? *Social Work with Groups*, 43(1/2), 114-118. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/01609513.2019.1639013?needAccess=true>
- Solorzano, D. & Yosso, T. (2002). Critical Race Methodology: Counter-Storytelling as an Analytical Framework for Education Research. *Qualitative Inquiry* 8(1), 23-44. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1177/107780040200800103>

March 30th

Class 11: Critical Theories of Difference III: Critical Disability Theories & Queer Theory

Readings:

- Galambos, C.M. (2004). Social work practice with people with disabilities: Are we doing enough? *Health & Social Work*, 29(3), 163-165. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106672420&site=ehost-live>
- Goodley, D., Lawthom, R., Liddiard, K. & Runswick-Cole, K. (2019). Provocation for critical disability studies. *Disability & Society*, 34(6), 972-997.

- <https://www.tandfonline.com/doi/pdf/10.1080/09687599.2019.1566889?needAccess=true>
- Mackinnon, K. V. R. (2011). Thinking about queer theory in social work education: a pedagogical (in)query). *Canadian social Work Review*, 28(1), 139-144. https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/901133385/fulltextPDF/BB0A1546EC9F4F0CPQ/1?account_id=9838
- McRuer, R. (2003). As good as it gets: Queer theory and critical disability. *CLQ: A Journal of Lesbian and Gay Studies*, 9(1/2), 79-105. <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/40800/pdf>
- Additional Readings & Resources:***
- Annama, S. A., Ferri, B. A. & Connor, D. J. (2018). Disability critical Race theory: Exploring the intersectional lineage, emergence and potential future of DisCrit in Education. *Review of Research in Education*, 42(1), 46-71. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.3102/0091732X18759041>
- El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services*, 26(3), 209-228. <http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2015.1063355>
- Goodley, D., Liddiard, K & Runswick-cole, K. (2018). Feeling disability: Theories of affect and critical disability studies. *Disability & Society*, 33(2), 197-217. <https://www.tandfonline.com/doi/pdf/10.1080/09687599.2017.1402752?needAccess=true&>
- Hicks, S. & Jeyasingham, D. (2016). Social Work, queer theory and after: A genealogy of sexuality theory in neo-liberal times. *British Journal of Social Work*, 46(8), 2357-2373. https://www.research.manchester.ac.uk/portal/files/44004807/Hicks_Jeyasingham_2016.pdf
- Hiranandani, V. (2005). Towards a critical theory of disability in social work. *Critical social work: An interdisciplinary journal Dedicated to Social Justice*, 6(1) <https://ojs.uwindsor.ca/index.php/csw/article/view/5712>
- McRuer, R. (2011). Disabling sex: Notes for a Crip theory of sexuality. *CLQ: Journal of Lesbian and Gay Studies*, 17(1)107-117. <https://muse-jhu-edu.ezproxy.lib.ucalgary.ca/article/409155/pdf>
- Meekosha, H. (2011). Decolonizing disability: thinking and acting globally. *Disability and Society* 26(6), 667-682. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/09687599.2011.602860?needAccess=true>
- Pyne, J. (2011). Unsuitable Bodies: Trans People and Cisnormativity in Shelter Services, *Canadian Social Work Review*, 28 (1), 129-137. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41658838>
- Stainton, T., Chenoweth, L. & Bigby, C. (2010). Social work and disability: An uneasy relationship. *Australian Social Work*, 63(1), 1-3. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=48433913&site=ehost-live>

April 6th Class 12: Anti-Oppression, Social Justice & Social work: Tensions & Possibilities

Readings:

- Bhuyan, R., Bejan, R. & Jeyapal, D. (2017). Social workers' perspectives on social justice in social work education: when mainstreaming social justice masks structural inequalities. *Social Work Education: the International Journal*, 36(4), 373-390. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/02615479.2017.1298741?needAccess=true>
- Brown, C. G. (2012). 'Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. *Critical Social Work*, 13(1), 34-65. <http://www1.uwindsor.ca/criticalsocialwork/anti-oppression-through-a-postmodern-lens-dismantling-the-master%E2%80%99s-conceptual-tools-in-discursive-so>
- Ferguson, I., & Lavalette, M. (2006). Globalization and global justice: Towards a social work of resistance. *International Social Work*, 49(3), 309-318. <https://doi->

[org.ezproxy.lib.ucalgary.ca/10.1177/0020872806063401](https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872806063401)

Solas, J. (2008). What kind of social justice does social work seek? *International Social Work*, 51(6), 813-822. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177/0020872808095252>

Additional Readings & Resources:

Tamburro, A. (2013). Including decolonization in social work education and practice. *Journal of Indigenous Social Development*, 2(1), 1-16. <http://hdl.handle.net/10125/29814>

Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education*, 31(7), 866-879. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02615479.2011.602965>

Rowe, S., Baldry, E., & Earles, W. (2015). Decolonising social work: Learning from critical Indigenous approaches. *Australian Social Work*, 68(3), 296-308. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/0312407X.2015.1024264>

*April 13th

Class 13: Course Wrap up & Moving Forward

Readings:

No Assigned Readings

Have a great Spring/Summer☺

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Please note that all class sessions consist of online synchronous and asynchronous components for group work and any necessary support for student.

A D2L site has been set up for this course which contains required readings and other relevant class resources and materials.

Zoom will be used for all synchronous classes. Zoom and/or D2L will be used for asynchronous sessions. To actively participate in these sessions, you will need a laptop, desktop or mobile device with Internet access, a camera, and headphones/earbuds.

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session.

Due to the sensitive nature of this course and the type of conversations we will have in this class, **no sessions will be recorded** and students who miss class for various reasons, can make arrangements with the instructor and/or any of their classmates to catch up on missed material.

In addition, students are expected to use computers to sign in to class and adhere to online protocols in professional manners. This includes signing into class from a private and quiet place with no background noise or disruptive sounds (as best as you are able) which will allow you to be fully present and engaged in Zoom sessions. **Cameras are expected to be turned on all the time**, unless necessary to preserve confidentiality or privacy. This is a seminar class and students' active participation in class discussions is expected at all time.

Considering the nature of this seminar, there is an emphasis on students' output in class and collaborative spaces of engaged learning. It is up to your instructor to share their slides or not on D2L.

ZOOM RECORDINGS OF ONLINE CLASSES

Due to the nature of the course and the sensitive material that will be discussed in class, **NO recording** of the online Zoom class sessions will take place during this course. Any un-authorized recording of the session via zoom or personal recording tools is not permitted and will result in non-academic misconduct and breach of confidentiality of class.

Students are encouraged to email or communicate on D2L with the instructor throughout the seminar. Please note that email communication is a form of professional communication and reflects a culture of respect and professional mannerism. ***Students are expected to adhere*** to professional codes of conduct when communicating via email with their peers and instructors. As per the University of Calgary policy, all communication with the instructor ***must be done through the U of C email address***, and the instructor maintains the rights ***not to*** respond to communications through personal email addresses. Please allow up to **48 hours** for response time to your email communications.

ASSESSMENT COMPONENTS

Critical Response Paper: 20%.....Due: February 23rd, 2021

In this paper, students are encouraged to build on the theories and knowledge learned throughout the term to develop their own theoretical analysis. Specifically, using concepts from our course readings and class discussions students are expected to develop a response paper to issues and arguments presented by readings of your choice from the course assigned or additional readings. You are encouraged to choose an article (or a few articles that speak to the same themes or advance the complimentary arguments) and prepare a critical, in depth response to the readings you choose. Please note that this is not a summary of the readings and your response should offer a theoretical, conceptual and critical response to the readings you choose. In addition, students are encouraged to demonstrate sophisticated theoretical and epistemological rational for their response and ground their arguments in relevant bodies of scholarship.

Key questions to guide the development of student's response could focus on how the issues they examine are conceptualized and theorized? How do these concepts and theories relate to or differ from relevant social work knowledge base? What are the key contributions of the arguments advanced, key strengths and weakness and well as the relevance of the arguments that are responding to social work theories, practice, research and so forth? How are issues of social justice and transformation as they relate to social work presented, defined and interrogated in the readings? How does the authors' arguments relate to or not to the social justice mission and vision of social work? How would you suggest a re-writing of the key ideas and arguments advanced by the author as they relate to advancing resistance, social justice and transformation? Students are encouraged to go in depth of the theoretical foundations guiding their understanding of the analysed publication and their response to the arguments advanced. Grading criteria is based on the depth and quality of the response presented; quality of the arguments advanced and the way they are grounded in relevant bodies of scholarship; rational presented and their relevance to the issues examined; originality of the ideas presented and the coherence of their rational; structure and organization of the writing style; quality of communication and presentation of the arguments advanced including grammar, clarity, and proper referencing style. The paper should be 5-7 pages long maximum, double spaced, 12 points Times New Roman font,

properly sourced using the 7th edition of the APA referencing style. The paper is due on the first day of class after Winter reading week, **February 23rd, 2021.**

Tracing Your Own Research Genealogy: 20%.....Due: Please Sign Up

In this assignment, students are to choose a week where they informally engage the class with a process of tracing their own genealogy as researchers and knowledge mobilizers. The idea behind this exercise is to help students explore and interrogate the foundations of their own identities as researchers and knowledge mobilizers within a transformative form of social work research. Students are encouraged to discuss key moments that influenced their perceptions of themselves as social work researchers, discuss key authors who influenced and shaped their thinking and how they can relate to these authors' work theoretically and epistemologically, and guide the class through their own journey to becoming researchers and social work knowledge mobilizers. The focus of this assignment is intended to help students delve deeper into their own process and less worry about performativity of presenting their genealogy. Students can use artifacts, symbols and metaphors that capture the complexities, nuances and their own personal journeys as researchers and social workers. In addition, students are encouraged to use this genealogy tracing as a foundation to help them identify their own theoretical framework and establish the theoretical foundations of their final paper. Students are also encouraged to present where they currently stand in their own theoretical development and share the challenges, opportunities and limitations that they feel impacts or influence on their own theoretical conceptualization as they relate to their own doctoral research. This is an opportunity for student to present their theoretical framework and receive collegial feedback from their classmates and the instructors on how to strengthen and nuance the theories guiding their doctoral research. This is a participation assignment and students everybody is encouraged to choose the way that best help them situate their doctoral work theoretically and epistemologically. This assignment is meant to encourage co-construction of knowledge and help create a space of collegiality and co-learning and students will receive the full grade upon completion of their genealogy.

Critical Essay: Theoretical & practice Frameworks: 60%.....Due: April 13th, 2021

In this final assignment, students are to write a theoretical paper where they build on the theories and knowledge learned throughout the term to develop their own theoretical and practice frameworks. Specifically, using concepts from our course readings and class discussions related to the various paradigms, epistemologies and theories we discussed in class, students are expected to apply their own understanding of these concepts to develop the foundation of their own doctoral research and establish key epistemological and theoretical basis for their future research programs. Students can use examples from past field placements, past/present social work practice, a form of political engagement or an example of social activism they are involved with to present a critical incident/event where they witnessed or faced injustice as they relate to marginalized social groups. These (in)justice or critical incident/events are to be examined and interrogated to help students develop their theoretical approaches understanding and to addressing such events. Specifically, students are encouraged to use scholarly literature to explain their understanding of the critical events/incidents they witnessed or faced and discuss the potential impacts on those affected by such events. Students must move away from rhetorical discussion of marginalization and oppression and concretely engage in a sound and comprehensive theoretical analysis of the issues they examine. In addition, students are expected to ground their discussion within relevant theoretical frameworks as they unpack the events/incidents they examine and discuss how they choose to address them and provide a sound rationale of their theoretical approaches relevant to their doctoral research.

The focus of this assignment is to engage in an analysis of power dynamics of the issue examined and discuss how they shape interactions within and between diverse social groups as they relate to student's

own doctoral research focus. It is also important to highlight methods and strategies of resistance and how they can shape social work theories, practice and knowledge base, especially when addressing issues related to social justice and transformation as they relate to marginalized and oppressed social groups, as relevant to their doctoral work. Students might consider the potential risks, challenges, and opportunities for transformation when connecting their theoretical approaches to practice as they relate to the incident/events they presented. Students will then be asked to describe practical steps they will take to respond or address the identified injustice (time, place, tactics, etc.). Students must also discuss their thoughts and feelings in relation to the action they are choosing to take as well as their critical reflection of their role as a social worker engaged in addressing the issues discussed. Examples of your reflections should include your thoughts on the challenges, opportunities as well as the ethical and professional tensions and considerations that shape your interventions and inform your practice.

This assignment is intended to help students develop a solid theoretical understanding of their research focus, and as such, they are encouraged to relate their papers to their own doctoral research focus. Papers will be graded based on integration of course readings and classroom content, critical analysis, originality of ideas, abilities to apply theories into practice, APA mechanics, organization and clarity. In addition, papers will be graded based on students' abilities to ground their discussion and analysis of relevant bodies of scholarship (outside sources) as well as their abilities to critically apply concepts and theories in a deep, sound and scholarly ways beyond descriptive discussions of these concepts. Grading criteria also include clarity of ideas discussed, originality and reflective approaches to the ideas examined. More details about this assignment, expectations and grading criteria will be discussed in class. The paper should be **12-15** pages long maximum, double spaced, 12 points, properly sourced using APA 7th edition referencing style. The paper is due by **April 13th, 2021** and should be submitted through D2L.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are expected to work together on their group projects and assignments are to be submitted on time.
- Make up assignments are subject to the discretion of the instructor of the section and it is the students' responsibilities to make any necessary arrangements with their instructor for any missed assignment

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please note that throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria. Please note the following requirements for all assignments:

- Please submit all assignments electronically through their respective dropbox in D2L.
- Assignments are to be submitted **ONLY** in word format
- Assignments should have a file name as follows: "Full Name- Assignment Title" (e.g., Jane Smith-Theoretical & Practice Framework Assignment).
- Assignments are due before midnight on their due date.
- Please note that it is the student's responsibility to keep a copy of each submitted assignment and

to ensure that the proper version is submitted.

- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.

LATE ASSIGNMENTS

- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided.
- Late assignments will be accepted **only** in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be ***downgraded by 2%*** of the assignment grade ***per day*** including weekends, holidays and study weekdays.
- There is a ***seven-day*** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work **must follow proper APA format within the text and in the reference list** Failure to do so will result in significant deduction of grades.
- If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar:

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

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.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. 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 below "B-" are indicative of failure at the graduate level and cannot be counted towards 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

COURSE EVALUATION

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

ADDITIONAL SUGGESTED READINGS

All additional readings have been listed in the relevant sections.

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 Calendar

<http://www.ucalgary.ca/pubs/calendar/current/k.html>

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

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

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. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

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 are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) 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 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 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. Please see the policy available at

<https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> 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 (Calgary)**
- **Safewalk (Calgary)**