

# SW 721 Changing Communities: Tensions and Possibilities for Citizenship and Social Justice

* **September 9th to December 2, 2020, Wednesday, 9:30-12:30**
* **Instructor: Ann Fudge Schormans**
* **Synchronous and asynchronous online**
* **Office: KTH- 305**
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# Course Overview

## Course Description:

This course examines contemporary theories and practices of community and citizenship in Canada. Rather than assuming a consensual and universal model of collectivity, we explore how notions of togetherness, common interests, active citizenship and rights and responsibilities are constituted, enacted, practiced and challenged in the community, and how social work workers could promote social justice through grassroots organizing, advocacy and community based research.

## Course Objectives:

At the end of the term, students are expected to be able to:

1. Improve their critical understanding of theoretical concepts surrounding community, citizenship and social justice and related issues;
2. Appreciate potential contributions and limitations of community intervention strategies and processes in the field of social work & social policy; and
3. Recognize implications for the community workers’ personal development and professional practice.

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

This course is organized as a series of seminars. The purpose is to create a participatory, dialogical and collaborative environment for collective & mutual learning.

As adult learners, students are encouraged to think critically and connect classroom discussion with their own personal, professional and political experiences in the field of social work. Students are also expected to take responsibility as active participants throughout this learning process.

In our weekly synchronous seminars (using Zoom), the bulk of each class meeting will be used to clarify, discuss, and critically examine the readings. Participants are expected to take responsibility for summarizing the key themes of the articles, identifying theoretical and practical issues, and reflecting on their own professional practice and research.

Students will also work asynchronously, in small groups (2-4 students/group), and engaging with members of communities who are active in the types of questionning and work that course readings and seminars will focus on.

As every member of the class will bring in different perspectives and experiences, students and teacher are all understood as co-learners. Discussions should be conducted in a supportive and respectful manner aimed at enhancing one another’s intellectual and professional development.

## Required Texts:

There are no required texts for this course. Weekly readings and other course materials will be posted on A2L and may fluctuate over the course of the term in response to student interests.

## Additional Suggested Readings

The instructor, as well as students, may post additional suggested readings, videos, podcasts etc, to A2L over the duration of the course.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Critical Reflection Journal/Paper (8 pages, not including title page and references) (25%), due October 20, 2020. See description below.
2. Class presentation and facilitated discussion (30%), due dates to be determined in class. See description below.
3. Discussion questions for final assignment (10%), due anytime up to November 9th, 2020. See description below.
4. Final paper (10-12 pages, not including title page and references), or an alternative format, (35%), due December 11th, 2020

## Requirement/Assignment Details

Full assignment details will be posted to Avenue to Learn.

1. Critical Reflection Journal/Paper
   * Purpose: to encourage participants to reflect critically on course readings.
   * In this journal paper, students are asked to present a critical review of the required readings that have been assigned for the class up until the due date. The reflective paper should be approximately 8 pages long. It should give a thematic overview of the readings, and examine their strengths, gaps and weaknesses. It is also important to locate the readings in the context of this course and to examine how your previous beliefs and understandings have been challenged or supported by the readings.
   * Due Date: October 20, 2020
2. Class Presentation and Facilitated Discussion
   * Purpose: to encourage students to take an active role in this collective learning process. Each student will be responsible for facilitating discussion of one week’s readings during the course. Students, with approval of the course instructor, can replace one of the assigned readings with a reading of their choice (‘readings’ can be academic articles, a non-academic source – grey literature such as a video, podcast, blog, etc: we will discuss this in the first class of the course).
   * To begin, you will provide a brief summary of the main themes and arguments presented in the required readings assigned for the class. You will then comment on the author(s)’ theoretical frameworks, the standpoint or location from which they are writing, the assumptions shaping her/ his discussion, and the ways in which they uses empirical material/ practice experience to support their arguments.
   * After your presentation, you will lead the class to explore whether they find the author(s)’ discussion persuasive? Why or why not? What do we agree or disagree with, and why? What theoretical and practice insights can be drawn from the readings? Are there any questions that are left unanswered and could be good for further research?
   * Due dates will be determined in class.
   * Students can work in pairs or individually for this assignment.
3. Discussion Questions for Final Assignment
   * Due Date: Up to November 9th, 2020
4. Final Paper
   * Purpose: to provide students with an opportunity to consolidate what they have learned from the readings, classroom discussion and personal reflections on community work, advocacy and activism as a professional practice gearing towards social justice and equal citizenship.
   * Students will work in small groups (2-4 students) with members of a community engaged in practice, advocacy and activism related to community, citizenship and activism. Based on two discussions that the group of students has with community members, and informed by the discussion questions developed following the first discussion, each student will write an individual paper or submit their work in an alternative format (to be determined in discussion with the instructor in advance of submission).
   * Due Date: December 11th, 2020

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted to Avenue 2 Learn with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional, social science and other literature as well as other bodies of knowledge (including non-academic sources and forms such as media, community-based, arts-based/artistic, etc.) in their assignments. When submitting, please keep a spare copy of your assignments.
* Alternative forms/formats for assignments (e.g., audio versions, arts-based, non-traditional ways of writing, etc.) *are welcome* but must be discussed with the instructor ahead of time.

## Avenue to Learn

In this course, we will be using Avenue to Learn, Zoom, and possibly FlipGrid. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

## Submitting Assignments & Grading

Please refer to the section on assignments in Avenue to Learn for details.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. This is true for synchronous zoom classes as well. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place. During synchronous Zoom class time, students using their laptops to take notes must mute their microphones.

## Attendance

In this seminar class students learn not only from the course materials, but also from engagement with their peers and the course instructor. Should you be unable to attend a particular class, please advise the course instructor ahead of the class.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, including lectures by University instructors.

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

The School of Social Work requests and expects that:

* Instructors inform students about what they will record, when they will record, and what they will do with the recording
* Students who wish to record contact the instructor first. This is so the instructor can inform the class when permission has been given to a student to record (the identity of the student will be kept confidential by the instructor).
* Recordings by students are used for personal study only, and not shared with anyone else, and are deleted when no longer needed for personal study
* There will likely be times when students or guest speakers share personal or sensitive information. In this circumstance we expect everyone to stop recording. The instructor (or student or guest sharing) may also ask for recording to stop, and we expect everyone to respect such a request.

# Course Weekly Topics and Readings

## Week 1: September 9, 2020

### Topics:

* Envisioning a social justice approach to community practice
* Introductions and reviewing the course outline

## Week 2: September 16, 2020

### Topics:

* Conceptualizing ‘Community’ and ‘Struggle’

### Readings:

* Davis, Angela, Freedom is a Constant Struggle, Chapters 3
* Burkett, I. (2001). Traversing the Swampy Terrain of Postmodern Communities: *European Journal of Social Work*, 4(3), 233-246.
* Moje, E.B. (2000). Critical Issues: Circles of Kinship, Friendship, Position and Power: Examining the community in community based literacy research. *Journal of Literacy Research, 32*(1), 77-112.

## Week 3: September 23, 2020

### Topics:

* Citizenship, “The Public, (in)Civility

### Readings:

* George, U., Lee, B., McGrath, S., & Moffat, K. (2003). Exploring citizenship in contemporary community work practice. *Journal of Community Practice, 11*(3), 71- 86.
* El-Sherif, L. (2019). "Webs of Relationships: Pedagogies of Citizenship and Modalities of Settlement for 'Muslims' in Canada," *Lateral 8.1*

<https://doi.org/10.25158/L8.2.2>

* Brough, M., & Nemer, D. (may 14, 2019). Participatory Politics in an Age of Crisis. <http://henryjenkins.org/blog/2019/5/14/participatory-politics-in-an-age-of-crisis-melissa-brough-and-david-nemer-part-i>
* Joseph, A.J. (2017). Making Civility: Historical Racial Exclusion Theories within Canadian Democracy. In Daenzer, P. (eds.), *Civil Society Engagement: Achieving Better in Canada*. (pp. 17-30). New York: Routledge.

## Week 4: September 30, 2020

### Topics:

* Organizing for Change and Justice

### Readings:

* Freire, Paulo. 1970. Pedagogy of the Oppressed. Chapter 1
* Thompson, N. (2002). Social Movements, Social Justice and Social Work. *British Journal of Social Work. 32*(6), 711-722.
* Palumbo, E. and Friedman, M. (2014). Occupying Social Work: Unpacking Connections and Contradictions in the Social Work/Activist Divide. *CAOS: The Journal of Critical Anti-Oppressive Social Inquiry*, 1, 82-100.
* Shragge, E. (2013). Theoretical Perspectives and Models of Community Work. *Activism and social change: Lessons for community organizing.* University of Toronto Press: Toronto, pp.1-28.

## Week 5: October 7, 2020

### Topics:

* Community Solidarity and Participation (1)

### Readings:

* Dobbie, D. & Richards-Schuster, K. (2008). Building Solidarity through Difference: A Practice Model for Critical Multicultural Organizing. *Journal of Community Practice*, *16*(3), 317-337.
* Fraser, H. (2005) “Four different approaches to community participation.” *Community Development Journal*, *40*(3), 286-300.
* Madonna Thunder Hawk. 2007.“Native Organizing Before the Non-Profit Industrial Complex In *Incite! Women of Color Against Violence 07. The Revolution Will Not Be Funded: Beyond the Non-Profit Industrial Complex.* South End Press: MA, pp101- 106.
* Koyama, E. (2003) “A Transfeminist Manifesto” <http://eminism.org/readings/pdf-rdg/tfmanifesto.pdf>

## Week 6: October 14, 2020

* **Midterm Recess, no class**

## Week 7: October 21, 2020

### Topics:

* Community Solidarity and Participation (2)

### Readings:

* Janes, J. E. (2016). Democratic encounters? Epistemic privilege, power, and community-based participatory action research. *Action Research*, *14*(1), 72-87**.**
* Cook, B. and Kothari, U. (2001). The Case for Participation as Tyranny in Cook, B. and Kothari, U (Eds.) *Participation: the New Tyranny?* Zed Books, pp 1-15.
* Drolet, J., Dominelli, L., Alston, M., Ersing, R., Mathbor, G., & Wu, H. (2015) Women rebuilding lives post-disaster: innovative community practices for building resilience and promoting sustainable development, *Gender & Development, 23*:3, 433-448.
* Jewkes, R. and Murcott, A., (1998). Community Representatives: Representing
* Week 8: October 28, 2020

### Topics:

* Capacity Building, “Empowerment”, Freedom

### Readings:

* Toomey, A.H. 2011. “Empowerment and disempowerment in community development practice: eight roles practitioners play.” *Community Development Journal*, *46*(2), 181-195.
* McGrath, S., Moffat, K., George, U., & Lee, B. (1999). Community capacity: The emperor's new clothes. *Canadian Review of Social Policy, 44*, 9-23.
* Craig, G. (2007). Community capacity-building: Something old, something new...? *Critical Social Policy*, *27*(3), 335-359.
* Chaskin R. J. (2001). Building Community Capacity: A definitional framework and case studies from a comprehensive community initiative. *Urban Affairs Review*, *36*(3), 291- 323.

## Week 9: November 4, 2020

### Topics:

* Movements and Activism (1)

### Readings:

* Staples, L. (2012). Community organizing for social justice: Grassroots groups for power. *Social Work with Groups, 35*(3),287-296.
* Smith, A. (2006). Heteropatriarchy and the Three Pillars of White Supremacy. In, Color of Violence: the Incite Anthology! (Ed.) Color of Violence: Incite! Women of Color Against Violence. Cambridge: South End Press: 65-74.
* Policy.M4BL.org. *A vision for Black Lives: Policy Demands for Black Power, Freedom, & Justice: The movement for Black Lives.* <https://neweconomy.net/sites/default/files/resources/20160726-m4bl-Vision-Booklet-V3.pdf>
* Peretz, T. (2020) Why Atlanta?: a case study of how place produces intersectional social movement groups, Gender, Place & Culture, 27(10), 1438-1459, DOI: 10.1080/0966369X.2019.1693340

## Week 10: November 11, 2020

### Topics:

* Movements and Activism (2)

### Readings:

* Christens, B.D., & Speer, P. (2015). Community Organizing: Practice, Research and Policy Implications. *Social Issues and Policy Review*, 9(1), 193-222.
* Naples, N.A. (1998). Introduction: Women’s Community Activism and Feminist Activist Research, in Nancy A. Naples (Ed). pp. 1-30. Community Activism and Feminist Politics: organizing across race, class and gender. Routledge: New York and London.
* Withers, A. J., et al. “Radical Disability Politics.” Routledge Handbook of Radical Politics, edited by Ruth Kinna and Uri Gordon, Routledge, 2019, pp. 178–93.
* Tagore, S. 2011. “A Slam on Feminism in Academia” in Yee, J. (Ed). 2011. *Feminism For Real: Deconstructing the Academic Industrial Complex of Feminism.* Canadian Centre for Policy Alternatives: Canada. Pp37-42.

## Week 11: November 18, 2020

### Topics:

* History, ‘Voice’ and Representation

### Readings:

* Chapman, C., & Withers, A. J. (2019). *A Violent History of Benevolence: Interlocking Oppression in the Moral Economies of Social Working*. University of Toronto Press.
* Joseph, A. J. (2019). Constituting “Lived Experience” Discourses in Mental Health: The Ethics of Racialized Identification/Representation and the Erasure of Intergeneration Colonial Violence. https://jemh.ca/issues/v9/documents/JEMH%20Inclusion%20i.pdf
* Guimont Marceau, S., & Martin, P. M. (2020). ‘Dialogue divides if it is not fair’: Québec First Nations’ youth call for responsive spaces of citizenship. *Social & Cultural Geography*, *21*(6), 767-787.
* Alonso, L., & Le, K. (2020). The Language Warriors: Transcending ideologies on bilingualism in education. *Action Research*, 1476750320931155.
* Fudge Schormans, A. (2015). Corroding the comforts of social work knowing: Persons with intellectual disabilities claim the right of inspection over public photographic images. *Social work artfully: Beyond borders and boundaries*, 173-188.

## Week 12: November 25, 2020

### Topics:

* Research and Community Action

### Readings:

* Branom, C. (2012). Community-Based Participatory Research as a Social Work Research and Intervention Approach. *Journal of Community Practice*, 12(3), 260-273.
* Maiter, S., & Joseph, A. J. (2016). Researching racism: The colour of face value, challenges and opportunities. *British Journal of Social Work*, *47*(3), 755-772.
* Smylie, J., Olding, M., & Ziegler, C. (2014). Sharing what we know about living a good life: Indigenous approaches to knowledge translation. *Canadian of the Canadian Health Libraries Association, 35*(1), 16-23. doi:10.5596/c14-009
* Schormans, A. F., Allan, H., Allen, D. O. N., Austin, C., Elbard, K., Head, K. J., ... & Marchi, R. (2019). Research as Activism?: Perspectives of people labelled/with intellectual and developmental disabilities engaged in inclusive research and knowledge co-production. In *The Routledge Handbook of Disability Activism* (pp. 354-368). Routledge.

## Week 13: December 2, 2020

### Topics:

* Ethical Tensions in Community Practices

### Readings:

* Razack, S. H. (2007). Stealing the pain of others: Reflections on Canadian humanitarian responses. *The Review of Education, Pedagogy, and Cultural Studies*, *29*(4), 375-394.
* Nancy Leong, “Racial Capitalism” (2013) 126:8 Harvard Law Review 2151
* Hardina, D. (2004). Guidelines for ethical practice in community organization. *Social Work*, 49(4): 595-604.
* Kenny, S. (2002). Tensions and dilemmas in community development: New discourses, new Trojans?. *Community Development Journal*, *37*(4), 284-299.
* Aaslund, H., & Chear, C. (2020). Marginalised groups protest against social welfare and public health: conceptualising the challenge for social workers. *European Journal of Social Work*, 1-12.

## Additional Resources

Supplementary sources will be added to Avenue 2 Learn