

**SW 4R03: Feminist Approaches to Social Work and Social Justice**

**Course Information:** September 8 – December 9th, 2020

**Instructor:** Dr. Saara Greene

Synchronous class Wednesdays, 11:30-2:20pm EST

(Zoom links will be posted each week on Avenue to Learn)

**Virtual group office hours:** By Appointment

**Email:** greenes@mcmaster.ca

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# Course Overview

## Course Description:

This course explores feminist frameworks and applies them to social work and social justice practices. Students will consider historical and present-day feminist social work practice discourses, feminist critiques of social work practice, and critiques of feminist social work practice. This course will also explore themes of intersectionality, oppression, power, resistance, and activism.

## Course Objectives:

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

1. Critically assess the concept of feminism as it relates to social work and social justice
2. Consider how a feminist analysis of social justice can be applied within a broad range of social work micro and macro practices
3. Gain knowledge of a range of feminist theories and approaches
4. Conceptualize and integrate an intersectional approach to feminist social work practices
5. Analyze the effects of sexism as it intersects with gender, race/ethnicity, sexuality, ability and other identities in the lives of women and transwomen and gender non-conforming individuals

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 blended with weekly synchronous (live-real-time) Zoom meetings in scheduled class time and asynchronous (Avenue content) that you work through at your own pace each week. Please be familiar with Zoom and Avenue before starting the class. To take part in this course you will need a computer and internet connection capable of streaming video and a microphone; a webcam is not needed but will be helpful.

You will need to be available to participate in the class online during the scheduled class time. Sessions will be recorded and uploaded on Avenue within 3-5 days of the lecture in the corresponding weekly module. It is expected that you will have watched the video before the following weeks class.

Things to read and watch will be included as tasks to complete before each of the synchronous classes.

Things to complete

Photovoice and FlipGrid assignments should be completed and submitted no later than the DAY BEFORE the FOLLOWING weeks class time. i.e. If the task list on September 16th states to complete a photovoice or Flipgrid assignment, it must be submitted no later than 11:30am on September 22nd.

Expect to spend about 8 hours a week working through this course, including 1.5 – 2 hours of synchronous class time and 6 – 6.5 hours of asynchronous time.

## Required Texts: No Text Required

## Additional Suggested Readings

1. Wendt, S. & Moulding, N. (2016). *Contemporary Feminisms in Social Work Practice*. Routledge.
2. Hooks, b. (2015). *Feminist Theory: From Margin to Center*. Routledge.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

1. Assignment One: Photovoice Group Project:
2. Photo Taking and Written Narrative Assignment Due date: throughout the term 5 x 10% = 50%
3. Photovoice Final Project

Zoom Presentation and Written Submission Due April 2nd and 9th 25%

Assignment 2: FlipGrid Community Engagement and Response Videos

1. Upload video onto FlipGrid Due Dates Throughout the Term 5 x 5 = 25%
2. Respond to 5 videos

## Requirement/Assignment Details

1. Photo Voice Group Project:

Purpose:

* To encourage students to reflect critically on class lectures, course readings, films, guest lecturers, class discussion and on the world around them
* To consider your own personal, political and professional responses to the course themes
* To consider implications of the course content on feminist social work and social justice work at the micro, mezzo, or macro level of practice

Details:

What is Photovoice?

Photovoice is a qualitative research method used in community-based participatory research to document the participant’s reflections, thoughts, feelings and experiences. Participants are asked to take photographs that express their points of view and/or experiences and to share the meaning of the photographs

Group Assignments

In this course, your Photovoice project will be achieved in groups of 4-5 students

* Each of you will share your photos and your reflections, point of view, and how your photos are connected to course content in your small groups. In your groups, you will choose one photo per person that you agree best reflects your shared reflections, thoughts and experiences
* Each photo session can stand alone and work with the other sessions to tell a story about what you have learned about feminist approaches to social work and social justice.
* For each photo session assignment, individual group members should take 3-5 photos, find time to share and discuss your photos with each other, choose one photo per group member to include in the assignment, and prepare and submit the photos with a 1-2 page narrative about the meaning/symbolism/stories behind the photos. Your group will prepare a written assignment that will describe what the photos mean to you and how the photos are connected to the course readings, guest lectures, and general themes – the written assignment must include references to readings and lectures.

Final Group Assignment

* The final group assignment will be a culmination of the work you did in the previous five assignments. Over zoom, groups will present their photovoice project. The presentation will include showing the photos and sharing with the class what the photos meant to your group in connection to the course themes. The presentation will also include discussion of your group’s implications for feminist approaches to social work and social justice. The presentation will be accompanied by a written assignment that corresponds to the presentation and that makes connections between the photovoice project and course content.
* The final project will ask that you pick 1-2 photos from each week to tell your feminist group story. For assessment purposes, your work must also demonstrate and reference your critical and personal reflections and knowledge of the course content (to be done over 5 weeks throughout the course and for the final project), and must include references and a bibliography.

Some Additional Things to Consider

* This is your group’s photovoice project – it is the place where your group will be supported to use photos as a way to link the personal to the political; raise questions and voice critiques; through photographing symbols, images and words you will show what feminist issues/concerns resonate for your group while at the same time, elevating feminist issues that social workers can respond to. You can use photos of anything that is in the pubic domain, anything in nature, walkways, buildings and photos of yourself…and much more.
* Details about Photovoice process will be posted on a video on Avenue in Module One under: Watch

Assessment:

* This assignment will be assessed 5 times throughout the term to include 5 photo and short written assignments (each worth 10%), and a final capstone photovoice presentation and written assignment (worth 25%).
* The assessment guidelines and the accompanying rubric will be posted on Avenue.
1. Community Engagement and Response Assignment

Purpose:

* To demonstrate the kinds of connections you are making between the course themes and the broader communities in which you live, the Province of Ontario, Canada, and globally.
* To demonstrate engagement with feminist issues beyond the classroom
* To encourage dialogue on course themes amongst the 4R03 student community

Details:

What is FlipGrid?

FlipGrid is a social learning platform that allows educators to ask a question, then students respond in a vide. Students are then able to respond to one another, creating a “web” of discussion.

You will be able to access FlipGrid to post your recording by clicking on the FlipGrid link posted on Avenue within the module that corresponds with my FlipGrid question. The link will always remain open to give you time to post. This will be under the task heading: Things to Complete.

FlipGrid Assignment

* Throughout the term, students will be required to post 5 short videos on Flipgrid that demonstrate your reflection on an issue beyond the classroom that reflects course themes.
* In addition, students will be asked to respond with a comment five times throughout the term on a video posted by another student in the course.
* In the first week students will contribute an original post, followed up in the second week by responding to their peers’ posts.
* Please post your response on students who have yet to receive a response. Ensure that you pick a different person to respond to each time you post.

Assessment:

* Each video (approx. 1-2 minutes) is worth 4%. The comments you assign to 5 videos throughout the term are each worth 1%.
* Marks will be given based on participation and quality of their contribution to the discussion.
* The assessment guidelines and the accompanying rubric will be posted on Avenue.

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* 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 and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

# Assignment Submission and Grading

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## Avenue to Learn and FlipGrid

In this course, we will be using Avenue to Learn and 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 by sending an email to greenes@mcmaster.ca

## Submitting Assignments & Grading

All Photovoice assignments can be uploaded to Avenue.

All community engagement videos and responses will be shared on Flipgrid.

## 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.

## Attendance

Classes will be both synchronous (real time, using Zoom) and asynchronous (where you engage the week’s material at your own pace and work on your photovoice projects). Students are expected to attend all synchronous classes. If you anticipate difficulty with this, please speak with the instructor. Missing a substantial number of classes often results in essential course requirements not being met (these must be met to pass the course). Students who are close to missing 20% of classes must contact the instructor to discuss.

## 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

## Authenticity/Plagiarism Detection

## Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster’s use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

## 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 to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Requests for Relief for Missed Academic Term Work

McMaster Student Absence Form (MSAF): In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar “Requests for Relief for Missed Academic Term Work”.

## 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.

## 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.

## 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.

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### Extensions and Incomplete Courses

Extensions

All instructors understand that life situations sometimes make it very difficult to hand in an assignment on the date it is due. If you need more time to complete an assignment, talk with your instructor – in advance of the assignment deadline! Once you and your instructor have agreed on a new due date, it is your responsibility to submit your assignment on time. If you find yourself unable to meet deadlines in more than one course, please reach out to Tammy Maikawa, Administrator (millet@mcmaster.ca ) or Sandra Preston, Undergraduate Chair (prestosl@mcmaster.ca ). We are here to support you to think about options (such as reducing your course load) that can take the stress off and contribute to your success in the program overall.

Incomplete courses

If you are not able to complete all of your assignments by the end of term, you have the option of contacting the instructor to request an Incomplete (INC) on the course. If the instructor agrees, (taking into account the amount of outstanding coursework and the time it will likely take to complete), the instructor will enter the grade you have so far in the course (the default grade) and the course will appear in Mosaic as INC (incomplete).

The School’s requirements for completing courses depend on a) the nature of the course (whether it is a foundation course\*, or a social and political context course) and b) when you are hoping to start placement. For example, a student who has an incomplete in a foundation course cannot start placement. Please see the Policy on Extensions and Incompletes in the BSW Program for more details.

At approximately 52-60 days after the end of term, the Mosaic system will automatically change an INC to the default grade. Depending on the default grade, this might affect your standing or progress in the program.

*As always, if you have any questions or concerns about your progress in the program, please connect with Tammy Maikawa, Administrator (**millet@mcmaster.ca* *) or Sandra Preston, Undergraduate Chair (**prestosl@mcmaster.ca**).*

# Course Weekly Topics and Readings

## Week 1: September 9th

Zoom:

### Topics:

* Introduction to course themes, activities and assignments
* Feminist Voices: Renee Hall (Hip Hop Feminism), Marufa Shinwari (Stories from Afghanistan), Sheila Nyman (Moon Time Teaching)

WATCH:

#### Watch Photovoice PPT on Avenue

COMPLETE:

#### Establish your Photovoice project group (this can be done among yourselves or with my support).

* Request a group Photovoice Support Session

Week 2: September 16th

## Zoom:

### Topic:

### Is Feminism for Everybody?

READ

* <https://excoradfeminisms.files.wordpress.com/2010/03/bell_hooks-feminism_is_for_everybody.pdf> pages: 13-18; 55-60
* <https://www.theguardian.com/commentisfree/2019/may/19/valerie-jackson-trans-women-misogyny-feminism>
* <https://theconversation.com/destroy-the-joint-sure-but-feminism-must-include-disability-politics-51119>

Watch:

* <https://www.npr.org/2020/05/05/850963562/what-does-hood-feminism-mean-for-a-pandemic>
* <https://www.cbc.ca/news/indigenous/indigenous-feminism-facebook-live-panel-1.4428484>

Complete:

* Photovoice Assignment #1
* Starting your photovoice project: In response to this weeks reading, take a series of photos that reflect your understanding and reflections of the ways that social positioning shapes one’s view, experience and identity as a feminist. What does this mean for social workers who are grounded in feminist and social justice practice at the micro and macro level of practice?
* Submit 3-5 photos with a 1-2 page written narrative.

## Week 3: September 23rd

ASYNCHRONOUS

### Topics:

* Transformative and Transforming Feminism for Social Work Practice and Education

READ

* Mehotra, G. (2010). Toward a Continuum of Intersectionality Theorizing for Feminist Social Work Scholarship, *Afillia*, 25(4), 417- 430.
* Grey, Sam (2003/4). Decolonising Feminism: Aboriginal Women and ‘Global’ Sisterhood. Enweyin, 3, 9-22.
* Garland-Thomson, R. (2002). Integrating Disability, Transforming Feminist Theory in Feminist Disability Studies, NWSA Journal, Vol. 14, No. 3: 1-32

#### Pyne, J. (2011). Unsuitable Bodies: Trans People and Cisnormativity in Shelter Services. Canadian Social Work Review, 28(1): 129-137.

COMPLETE

* Community Engagement Video #1 to Flipgrid

## Week 4: September 30th

Zoom:

### Topics:

* Violence against Women
* Guest Speakers: Madison Brockbank, Sarah Adjekum, Carol Lopez

READ

* Sokoloff, N.J. and Dupont, I. (2005). Domestic Violence at the Intersections of Race, Class, and Gender in *Violence against Women*, 11(1): 38-64.
* Perry, Barbara (2014). Gendered Islamophobia: hate crime against Muslim women. Social Identities, DOI - 10.1080/13504630.2013.864467
* <http://www.cbc.ca/radio/asithappens/features/missingandmurdered>

COMPLETE

* Photo Voice Assignment #2
* In response to this weeks reading, take a series of photos that reflect your understanding and reflections of the ways that social positioning shapes one’s view, experience and feminist analysis of violence against women (including trans women and girls). What does this mean for social workers who are grounded in feminist and social justice practice at the micro and macro level of practice?
* Submit photos with a one page narrative.

## Week 5: October 7th

Zoom:

### Topics:

Criminalized/Criminalizing Women: interface between social work and the law

#### Guest Speaker: Elene Lam

### READ

* Chakraborti, N. and Zempi, I. (2015) ‘‘They Make Us Feel Like We’re a Virus’: The Impact of Islamophobic Victimization on Veiled Muslim Women’, Current Issues in Criminal Justice.
* <https://www.huffpost.com/entry/do-black-womens-lives-matter-to-social-work-a-gender-analysis-of-racialized-state-sanctioned-police-violence_b_11656162>
* <http://www.humandignitytrust.org/uploaded/Library/Other_Material/Breaking_the_Silence-Criminalisation_of_LB_Women_and_its_Impacts-FINAL.pdf>
* Sloan, L., and Wahab, S. (2000). Feminist Voices on Sex Work: Implications for Social Work. *Afillia*, 15: 457-479.

COMPLETE

* Community Engagement Video Post #2

Week 6: READING WEEK October 12-16

Week 7: October 21st

Zoom:

### Topic:

### Reproductive Justice

Guest Speakers: Rochelle Maurice and Gabrielle Griffith

### READ:

* <https://rewire.news/article/2016/05/24/breastfeeding-bias-trevor-macdonald/?fbclid=IwAR0_u1aR5COhyKoYAc91dn8Bxv7woBQBbCKFz5aQQScGNsCqoNR91ZW3TUI>
* [httpsa://www.actioncanadashr.org/news/2017-12-22-broad-vision-reproductive-justice](https://www.actioncanadashr.org/news/2017-12-22-broad-vision-reproductive-justice)
* <https://www.lilianefonds.org/uploads/media/5ae9db10d7be7/everybody-matters-dcdd-sharenet.pdf>

Watch: What is Reproductive Justice? <https://www.youtube.com/watch?v=I4mwQhKLBiM>

Watch: Period. End of Sentence

<https://www.youtube.com/watch?v=Lrm2pD0qofM>

COMPLETE:

* Photo Voice Assignment #3
* In response to readings and lectures and your community engagement assignment, take a series of photos that reflect your understanding and reflections of the ways that social positioning shapes one’s views, thoughts, and experience of issues related to reproductive justice and/or mothering/parenting. What does this mean for social workers who are grounded in feminist and social justice practice at the micro and macro level of practice?
* Submit 3-5 photos with a 1-2 page written narrative.

### Week 8: October 28th

ASYNCHRONOUS

### Topics:

### Feminist Approaches to Understanding and Supporting Mothers

### READ:

* Malacrida, C. (2009). Performing motherhood in a disablist world: dilemmas of motherhood, femininity and disability, *International Journal of Qualitative Studies in Education*, 22:1, 99-117, DOI: [10.1080/09518390802581927](https://doi.org/10.1080/09518390802581927)
* Friedman, M. (2015). Mother blame, fat shame and moral panic: Obesity and child welfare. *Fat Studies: An Interdisciplinary Journal of Body Weight and Society*, 4(1), 14-27.

#### Elliot, S. and Reid M. (2016). The Superstrong Black Mother. *Concepts*, 15(1): 48-53 https://journals.sagepub.com/doi/pdf/10.1177/1536504216628840

#### <https://www.todaysparent.com/family/when-mom-becomes-dad-life-as-a-transgender-parent/>

#### Khosla, P., Ion, A., & Greene, S. (2016). *Supporting Mothers in Ways that Work: A Resource Toolkit for Service Providers Working with Mothers Living with HIV*. Hamilton, ON: The HIV Mothering Study Team and the Ontario Women’s HIV/AIDS Initiative. <http://www.sexualhealthandrights.ca/wp-content/uploads/2016/03/SMWTW_FINAL_Jan2016.pdf>

COMPLETE:

* Community Engagement Video Post #3
* Work on Photovoice Projects

## Week 9: November 4th

* Fat is a Feminist Issue
* Guest Lecturer: Katie McCrindle and Alicia Pinelli

#### **READ:**

* Friedman, M. (2012). Fat is a social work issue:  Fat bodies, moral regulation and the history of social work. Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice, 1(1), 53-69.
* <https://msmagazine.com/2019/10/18/the-feminist-history-of-fat-liberation/>

**COMPLETE:**

* Community engagement Video Post #4

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## Week 10: November 11th

### Topic:

* Mad (Wo)men

### READ:

* Daley, A., Costa, L. & Ross, L. (2012). (W)righting Women: constructions of gender, sexuality and race in the psychiatric chart. Culture, Health and Sexuality, 14(8):955-969.
* Jones, L.V. and Guy-Sheftall, B. (2015). Conquering the Black Girl Blues, *Social Work*, 60 (4):343-350.
* Wilson, J. (2004). Beyond psychiatry: How social workers conceptualize women and self-starvation. Australian Social Work, 57 (2), 150-160
* <https://empowerem.ca/mental-health/>

COMPLETE:

* Photo Voice Assignment #4
* In response to readings and lectures and your community engagement assignment, take a series of photos that reflect your understanding and reflections of the ways that social positioning shapes one’s views, thoughts, and experience of issues related to issues of the criminalization of particular populations of women or Fat is a Feminist Issue or mental health. What does this mean for social workers who are grounded in feminist and social justice practice at the micro and macro level of practice?
* Submit 3-5 photos with a 1-2 page written narrative.

## Week 11: November 18th

COMPLETE:

* Group Work on PhotoVoice Projects
* Book Photovoice sessions with Saara (upon request)
* Photovoice Assignment #5
* In response to readings and lectures and your community engagement assignment, take a series of photos that reflect your understanding and reflections of the ways that social positioning shapes one’s views, thoughts, and experience of issues related to any of the course themes to date that you have not already covered. What does this mean for social workers who are grounded in feminist and social justice practice at the micro and macro level of practice?
* Submit 3-5 photos with a 1-2 page written narrative (10 marks).

## Week 12: November 25th

Topic:

* Feminist Points of Resistance

READ:

* Deepak, A. C. (2012). Globalization, power and resistance: Postcolonial and transnational feminist perspectives for social work practice. International Social Work, 55(6), 779–793. <https://doi.org/10.1177/0020872811414038>
* Check this out: <https://wcc.stanford.edu/resources/feminist-websites-blogs-and-resources>

COMPLETE

* Community Engagement Video Post #5
* Work on Photovoice Projects

## Week 13: December 2nd

WATCH

Photovoice Reveal/Presentation

COMPLETE:

* Final Photovoice Project

## Week 14: December 9th

Topic:

* Reflecting on Feminist Approaches to Social Work and Social Justice

READ:

* Park, Y., Wahab, S, and Bhuyan, R. (2017). Feminism in these Dangerous Times, *Affilia*, 32(1):5-9.

#### **WATCH:**

#### Photovoice Reveal/Presentations