



McMaster University School of Social Work

Insert Course Name

January 9 to April 3, 2018, 9:30am-12:20pm.

Instructor: Cathy Paton

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Course Overview

Course Description:

Arts-based approaches are increasingly used and valued in practice, teaching and research contexts. This course explores the theory, purposes and practices of arts-informed approaches; ethical and methodological tensions; relevance for a wide range of participants and audiences; and connections to social justice goals. Throughout this course we will pay attention to the ways in which arts-informed approaches are developed and shaped by the people engaging with them, the issues they are meant to address, and the art forms themselves.

Course Objectives:

- 1) To provide students with an understanding of multidisciplinary, theoretical perspectives on arts-informed research and practice.
- 2) To critically engage students with the relevance of arts-informed work to their own social justice goals.
- 3) To help students critically analyze the ethical and methodological tensions within arts-informed research and practice contexts.
- 4) To provide students with a visceral experience of the knowledge they've gained in the course and to reflect on that experience.
- 5) To provide students with an opportunity to explore (or further explore) the ways in which arts-informed approaches could potentially shape their own practices and knowledge exchange.

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

A variety of classroom formats may be used, such as discussion, lecture, arts-informed activities, audio-visual presentations, student presentations, and guest speakers..

Required Texts:

1. On-line readings provided through Avenue to Learn

Course Requirements/Assignments

Requirements Overview and Deadlines

1. Facilitation: Arts-informed approach to theory or topic (25%)

2. Reflection Paper: Discussion of facilitation process (30%)
3. Major paper (45%)

Requirement/Assignment Details

- 1. Arts-Informed Facilitation (Individual, Pairs or Triad): 25% of Final Grade (all group members receive the same grade)**
 - **20-25 minute facilitation + 20 minute discussion/debrief**
 - **Due date TBA: Facilitations will be scheduled throughout the course and will take place in the first hour of class.**
 - This facilitation will explore either a theoretical perspective or a class topic, through an arts-informed approach.
 - Once your facilitation date is confirmed, choose either a theoretical perspective from one of the readings in your week, or the theme of that week.
 - Create or use a pre-existing, arts-informed activity to communicate, explore or express your chosen theoretical perspective or topic. Facilitate this activity with the class.
 - Facilitate a discussion/debrief of the arts-informed activity.
 - Keep in mind, we are exploring these methods and topics together – it is not expected or assumed that you have prior knowledge or experience with your chosen approach.

- 2. Reflective Paper: 30% of Final Grade – Individual Assignment**
 - **Due date: 2 weeks following facilitation date**
 - This paper is a reflection on the first assignment, the Arts-Informed Facilitation.
 - 4-6 page reflection on the facilitation process in assignment 1.
 - Include your reflections on the following:
 - Which approach you chose and why,
 - The responses and reactions of your classmates,
 - What kind of learning came out of this process for you
 - Links between this experience and social justice goals

- 3. Major Paper: 45% of Final Grade – Individual Assignment**
 - **Due date: Feb 27 – Outline**
April 10 – Final Paper

 - The guidelines for this paper are flexible; the assignment has the potential to advance existing projects/papers/research. Students will first submit an outline for this paper. The instructor will provide feedback and direction and final approval for the paper to move forward.

 - This paper provides the opportunity to deeply explore one (or more) of the major themes in the course –include a discussion of both method and theoretical perspective. This assignment includes an integration of literature and scholarly sources both from within and outside of the course. You are encouraged to

include your own arts-informed practices and research, your experiences, and your understandings to this paper.

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.

Avenue to Learn

In this course we will be using Avenue to Learn. 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

In class facilitation assignment will be completed during the assigned class. All other assignments must be submitted electronically via Avenue to Learn. Assignments are due at 11:59pm on the date assigned.

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 5 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.

Course Modification Policy

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of students to check their McMaster email and course websites weekly during the term and to note any changes.

Student Responsibilities and University Policies

- 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. 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.

Attendance

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 result 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 6 suspension or expulsion from the university. It is the student's responsibility to understand what constitutes academic dishonesty. For information on the various kinds of academic dishonesty please refer to the Academic Integrity Policy, specifically Appendix 3 at <http://www.mcmaster.ca/academicintegrity>. The following illustrates only three forms of academic dishonesty:

- a) Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained;

- b) Improper collaboration in group work; or
- c) Copying or using unauthorized aids in tests and examinations.

Academic dishonesty also entails a student having someone sign in for them on a weekly course attendance sheet when they are absent from class and/or a student signing someone in who is known to be absent.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for Academic Accommodation of Students with Disabilities. <http://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicAccommodation-StudentsWithDisabilities.pdf>

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.

Religious, Indigenous and Spiritual Observances (RISO)

The University recognizes that, on occasion, the timing of a student's religious, Indigenous, or spiritual observances and that of their academic obligations may conflict. In such cases, the University will provide reasonable academic accommodation for students that is consistent with the Ontario Human Rights Code.

Please review the [RISO information for students in the Faculty of Social Sciences](#) about how to request accommodation.

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, the instructor may not reply at his or her discretion.

Course Weekly Topics and Readings

Week 1: Jan 9, 2018

Topics:

- Introduction to each other
- Introduction to the course

- Presentation dates discussed

Readings:

- No readings assigned

Week 2: Jan 16, 2018

Topics:

- Introduction to Forum Theatre (1st half of class)
- Arts-based demonstration of data analysis and dissemination - 2nd half of class combined with SOC 771

Readings:

- Boal, A. (1973) [excerpt from] Theatre of the Oppressed (pp.79-86) In R. Caines & A. Heble (Eds.) The Improvisation studies reader: Spontaneous acts. New York, NY: Routledge.
- Sullivan, J. & Parras, J. (2008). Environmental justice and Augusto Boal's theatre of the oppressed: A unique community tool for outreach, communication, education and advocacy. *Theory in Action*, 1(2), 20-39.
- Howard, L.A. (2004). Speaking theatre/doing pedagogy: Re-visiting theatre of the oppressed. *Communication Education*, 53(3), 217-233.

Week 3: Jan 23, 2018

Topics:

- How art works
- Ways of using art

Readings:

- Sinding, C., Paton, C., & Warren, R. (2014). Social Work and the arts: Images at the intersection. *Qualitative Social Work* 13(2), 187-202.
- Nissen, L. (2017). Art and social work: History and collaborative possibilities for interdisciplinary synergy. *Research on Social Work Practice (online first)*.
- Grassau, P. (2009). Resilience and "turning it out": How the arts engage with relational and structural aspects of oppression. *Canadian Social Work Review*, 26(2), 249-265.

Week 4: Jan 30, 2018

Topics:

- Trust, Risk and Ethics part 1

Readings:

- Ignani, E. & Church, K. (2008). Disability studies and the ties and tensions with arts informed inquiry: One more reason to look away? In J.G. Knowles & A.L. Cole (Eds.), Handbook of the arts in qualitative research: Perspectives, methodologies, examples and issues (pp 625-638). Thousand Oaks, CA: Sage.
- Kuwee Kumsa, M. (2007). The Space in-between. *Qualitative Social Work*, 6(4), 489-493.

- Taiwo, A. (2011). Relational poetry in the expression of social identity: Creating interweaving dialogues. *Qualitative Social Work*, 12(2), 215-228.
- Jackson, R., Debassige, C., Masching, R., & Whitebird, W., (2015). Towards an Indigenous narrative inquiry: The importance of composite, artful representations. In H.Barnes & C.Sinding (Eds.), *Social work artfully: Beyond borders and boundaries* (pp.135-158). Waterloo, On: Wilfred University Press.

Week 5: Feb 6, 2018

Topics:

- Trust, Risk and Ethics part 2

Readings:

- Travis Jr., R. (2017). All Awareness and no action: Can social work leverage creative arts' potential? *Research on Social Work Practice (online first)*.
- Conquergood, D. (2002). Performance studies interventions and radical research. *The Drama Review*, 46(2), 145-156.
- Konrad, S.C. (2017). Art in social work: Equivocation, evidence, and ethical quandaries. *Research on Social Work Practice, (online...)*

Week 6: Feb 13, 2018

Topics:

- Student Facilitation
- Ways of telling, Guest Lecture (Potential)

Readings:

- Senehi, J., Flaherty, M., Kirupakaran, C.J., Matongo, M. & Skarlato, O. (2009). Dreams of our grandmothers: Discovering the call for social justice through storytelling. *Storytelling, Self, Society*, 5(2), 90-106.
- Witkin, S. (2007). Relational poetry: Expressing interweaving realities. *Qualitative Social Work*, 6(4), 477-481.
- Gold, K. (2012). A Space for Stories: Revisiting relational poetry as inquiry on everyday practice. *Qualitative Social Work*, 12(6), 849-857.

Reading Week - No class Feb 20

Week 7: Feb 27, 2018

Topics:

- Student Facilitation
- The art of inquiry

Readings:

- Neilsen, L. (2008). Lyric Inquiry. In J.G. Knowles & A.L. Cole (Eds.), *Handbook of the arts in qualitative research: Perspectives, methodologies, examples and issues*, pp 93-102. Thousand Oaks, CA: Sage.
- Gadow S. (2000) I felt an island rising: Interpretive inquiry as motet. *Nursing Inquiry*, 7(3), 209–214.
- Bergum, V. (2003). Relational pedagogy. Embodiment, improvisation, and interdependence. *Nursing Inquiry*, (4), 121-128

Week 8: March 6, 2018

Topics:

- Student Facilitation
- Ways of Looking

Readings:

- Phillips, C. & Bellinger, A. (2010). Feeling the cut: Exploring the use of photography in social work education. *Qualitative Social Work*, 10(1), 86-105.
- Fudge Schormans, A. (2010). Epilogues and prefaces: Research and social work and people with intellectual disabilities. *Australian Social Work*, 63(1), 51-66.
- Riva Lehrer – “Jarred: A self-portrait in formaldehyde” (lecture and artwork), Chicago Humanities Festival.
<https://www.youtube.com/watch?v=obJaZtu3Ams>

Week 9: March 13, 2018

Topics:

- Student Facilitation
- Ways of being, Guest Lecture (Potential)

Readings:

- Seligson, L.V. (2004). Beyond technique: Performance and the art of social work practice. *Families in Society: The Journal of Contemporary Social Services*, 84(4).
- Gray, J. & Kontos, P. (2017). An Aesthetic of relationality: Embodiment, imagination, and the necessity of playing the fool in research-informed theater. *Qualitative Inquiry (online first)*.

Week 10: March 20, 2018

Topics:

- Student Facilitation (depending on #s)
- Ways of learning

Readings:

- Wehbi, S. (2015). Arts-Informed teaching practice: Examples from a graduate, anti-oppression classroom. *Social Work Education*, 34(1), 46-59.
- Todd, S. (2012). Practicing in the uncertain: Reworking standardized clients as improv theatre. *Social Work Education* 31(3), 302-315.

Week 11: March 27, 2018

Topics:

- Learning/practicing/researching through movement
- Guest Lecture (Potential)

Readings:

- Boydell, K. (2011). Using performative art to communicate research: Dancing experiences of psychosis. *Canadian Theatre Review*, 146, 12-17.

- Foster, S.L. (2015). Taken by surprise: Improvisation in dance and mind. In R. Caines & A. Heble (Eds.) The Improvisation studies reader: Spontaneous acts. New York, NY: Routledge.

Week 12: April 3, 2018

Topics:

- Reflect and Review

Readings:

- No assigned readings

Additional Resources

Additional resources will be available on Avenue to Learn. These could include journal articles, book chapters, art works, audio-visual resources and podcasts.