THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline – SOWK 440-529A

School Vision: Building upon a foundation of social justice and an ethic of care, we are a community of learners actively engaged in the development of critical, transformative knowledge for social work practice.

The UBC School of Social Work acknowledges that we are located on the unceded traditional territories of the Musqueam people. We thank and honour the Musqueam people for making space in their territories for us to learn, work and live as visitors on their territory.

BSW Mission: The BSW program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

MSW Mission: The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

Year/Term	2017-2018, Term 1
Course Title	**SOWK 440C (001), SOWK 529A (001) - Communities, Social Development and Participatory Action Research: Frameworks and Strategies for Practice**
Course Schedule	Mondays, 6-9 pm
Course Location	Jack Bell Building Room 222

Instructor	Office Location	Office Phone	e-mail address
Pilar Riaño-Alcalá	Room 333	604-827-5493	pilar.riano@ubc.ca
Office Hours	Mondays 5 to 6 pm or by appointment		

Course Description:

This course critically explores the praxis of community social development in a variety of local, national and international settings and fields of practice. Through critical engagement with readings, debates, review of case studies, workshops and invited guests, we will examine the frameworks, fields, and methods for community work, social development and social action. If well several approaches to community work and development will be reviewed, the course is anchored in the principles and framework of Participatory Action Research (PAR) – also known as Community Based Research (CBR) as a social justice approach to *doing* social development. PAR offers a philosophy, approach and methods to

work collaboratively with communities to address social inequities, validate indigenous/local knowledge, and combine knowledge and action to foster social change. We will explore its potential and tensions to interrogate decolonization of social action and learning/unlearning.

The overall objective of this course is to critically explore community work and social development as components of a broader set of *critical* social praxis and processes.

Course Goals:

This course will assist participants to:

1. Develop a familiarity with the literature and current debates on activism, community social development, participatory action research and social change;
2. Enhance students skills in critical and structural analysis of the broader historical, social, economic and political forces impacting communities and marginalized social groups and their strategies of change;
3. Examine approaches to social justice praxis for working in various local and global settings;
4. Understand and apply guidelines for meaningful and ethical engagement in participatory action research projects;
5. Develop critical knowledge of process, ethics and strategies for transformative community work;
6. Enhance students' approaches to social action through a review of case studies, workshops and group activities.

Format of the course:

The goal in this course is to develop a community of praxis through mutual learning, active, respectful and democratic engagement in the various activities and discussions. The success of the seminar depends on the participant's thorough preparation and willingness to engage in open and respectful discussion grounded in thoughtful engagement of ideas in the texts/presentations and activities.

The course will consist of lectures (I will do short lectures to provide social or historical context or to clarify theoretical concepts and frameworks or to introduce methods), discussions of readings, group work on case studies, class activities, class presentations/discussions of readings, guest speakers, critical skill building workshops and critical reflective workshops. The course will be organized according to three types of sessions: a) review of key frameworks; b) discussion of key themes and issues, c) critical skill building workshops and critical reflective workshops.

Please come to each class prepared with what you believe are the central arguments, concepts and ideas of each reading, how they relate to the others and to your own work, and how they relate to the overall themes of the class.

Respectful listening:

This course examines difficult questions and contentious themes that require a deep awareness of our social location and worldviews. We will have differences of opinion and varying ways of learning and engaging with material. We ask that we listen to and learn with each other

respectfully, and we can come to an agreement the first class on how. Please refrain from using social media during class. All phones must be turned off and put away.

Course Evaluation:

Group Workshop	40%
Short paper on practice framework	15%
Class participation	15%
Final Project/paper	30%

See **section on Assignments** for a detailed explanation of the assignments
At the first class, we will review assignments and course outline and make needed changes to include students' interests and expectations.

COURSE OUTLINE

September 11th

Introduction to course:

> *Praxis: "reflection and action upon the world in order to transform it." Paulo Freire*
> *(Brazilian educator)*

Why "community" matters? For what do we engage in community work and activism as social justice strategies? What is the current context for social action? What is meant by the call to decolonize and transform social justice praxis?

Brown, K. Entry on *praxis* in the *Encyclopedia of Activism and Social Justice.* eBook

Tuck, Eve. (2009). Suspending damage: a letter to communities. *Harvard Educational Review* **79**(3): 409.

September 18th

Participatory Action Research (PAR) as an approach to social justice praxis and community development

What are the key concepts in a PAR project? How does PAR-CBR engage with social knowledge and action? In this section we will review the historical roots of PAR in the South (Latin America and Asia) and the key concepts and issues.

Rahman, Anisur. (2008). Some Trends in the Praxis of Participatory Action Research. In Reason, P., & Bradbury, H. Eds. *The SAGE Handbook of Action Research*. Thousand Oaks: SAGE. Ebook.

Minkler, M. and N. Wallerstein. (2008). *Community-Based Participatory Research for Health: From Processes to Outcomes*. 2nd ed. San Francisco: Jossey-Bass. (Part I and II) Ebook.

Fine, M. and M. E. Torre (2006). Intimate details: Participatory action research in prison. *Action Research,* 4: 253-269

Check: University Without Walls. Module 1 introduces what is community based research http://www.universitieswithoutwalls.ca/emodules/

This is an excellent and very well designed website on community based research. It has several and very useful modules on various key aspects and issues in community based research.

September 25th

Educating for change, social justice and social action: workshop Guest facilitators: Alejandra Lopez and Byron Cruz, Sanctuary City

Choudry, Aziz, Hanley, Jill and Eric Shragge, Eds. (2012). Introduction. Organize! Looking Back, Thinking Ahead, in *Organize! Building from the Local for Global Justice*. pages 1-22. Oakland, CA: PM Press. eBook

Foster, Mary. (2012). Organizing in Solidarity with "Threats to National Security": The Campaign against Immigration "Security Certificates." In, *Organize! Building from the Local for Global Justice*, pp. 254-265. Oakland, CA: PM Press. eBook

October 2nd

Participatory Action Research (PAR) as an approach to community action and social development: process and methods [A treasure hunt]

Openjuru, G. L., Jaitli, N., Tandon, R., & Hall, B. (2015). Despite knowledge democracy and community-based participatory action research: Voices from the global south and excluded north still missing. *Action Research, 13*(3), 219-229.

Chávez, V., B. Duran, Q. E. Baker, M. M. Avila, and N. Wallerstein. (2008). "The Dance of Race and Privilege in Community-Based Participatory Research." In *Community-Based Participatory Research for Health: From Processes to Outcomes*, edited by M. Minkler and N. Wallerstein, 91–103. 2nd ed. San Francisco: Jossey-Bass.

Ospina, S., Dodge, J., Godsoe, B., Minieri, M., Reza, J., & Schall, E. (2004). From Consent to mutual inquiry: Balancing democracy and authority in action research. *Action Research*, 2(1), 47–70.

Rodriguez-Garavito, Cesar. (2015). Amphibious Research Action Research in a Multimedia World. Available at
http://www.dejusticia.org/files/r2_actividades_recursos/fi_name_recurso.748.pdf.

October 9th Holiday / no class

October 16 The Capacity to Aspire and Act: knowledge, consciousness and praxis

**Appadurai, Arjun. (2004). The Capacity to Aspire: Culture and the Terms of Recognition. In V. Rao and M. Walton (Eds.), *Culture and Public Action* (59-84). Stanford: Stanford University Press.

**Freire, Paulo. (2003). Pedagogy of the Oppressed (pp. 87-124). New York: Continuum. 30th Anniversary Edition

Roy, Arundhati. *The Greater Common Good*. Available at:
http://www.narmada.org/gcg/gcg.html

October 23rd

Participatory Methods for knowing and action: counter mapping and storytelling

Kelly, Kevin and Mary van der Riet. (2000). Participatory Research in Community Settings: Processes, Methods, Challenges. In Seedat M, Lazarus S. and Duncan N. (Eds), *Theory Method and Practice in Community Psychology: South African and Other Perspectives*. Cape Town: Oxford University Press. Available at:

http://cadre.pn.predelegation.com/files/Participatory_Research_Kelly.pdf

Parker, B. (2006). Constructing Community Through Maps? Power and Praxis in Community Mapping. *The Professional Geographer, 58*(4), 470-484.

Boyer, L., Roth, W., & Wright, N. (2009). The emergence of a community mapping network: Coastal eelgrass mapping in British Columbia. *Public Understanding of Science*, 18(2), 130.

Pedersen, W., (2009). Our place and our words: Mapping downtown eastside community assets and challenges Carnegie Community Action Project. eBook

Louis, R. P., Johnson, J. T., & Pramono, A. H. (2012). Introduction: Indigenous cartographies and counter-mapping. Cartographica: The International Journal for Geographic Information and Geovisualization, 47(2), 77-79. doi:10.3138/carto.47.2.77

Quiquivix, L. (2014). Art of War, Art of Resistance: Palestinian Counter-Cartography on Google Earth. *Annals of the Association of American Geographers,* 104(3), 2014

Archibald, J-A. (2008). *Indigenous Storywork: Educating the heart, mind, body, and spirit.* Vancouver, UBC Press. eBook. Read chapter 1, 2 and 5

Check two useful websites:

Green maps http://www.greenmap.org/

UVic Community Mapping http://mapping.uvic.ca/

October 30th
Workshop: Planning, designing and seeking funding for a community action and/or PAR project.
Facilitator: TBA

Kenny, Sue. (2002). Tensions and Dilemmas in Community Development: New Discourses, New Trojans? Community Development Journal 37(4): 284 -99.

Petermann, Anne (2012). Fundraising: Politics and Strategies, in In, *Organize! Building from the Local for Global Justice*, pp. 254-265. Oakland, CA: PM Press. eBook

Review:
Module on funding in The Learning Place www.hivlearningplace.ca

Toolkit 14 in The community toolbox: http://ctb.ku.edu/en/LearnMore.aspx

November 6th: Workshop lead by students November

13th: Workshop lead by students

November 20th Place Based Approaches to Community Work and Social Development

Corntassel, Jeff. 2012. Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination. De-colonization: Indigeneity, *Education and Society* 1 (1): 86-101

Escobar, A. (2008). *Territories of difference: Place, Movements, Life, Redes.* Durham: Duke University Press. eBook. Read chapter Introduction and chapter 1 "Place"

Ife, J., & Tesoriero, F. (2006). *Community Development. Community-based Alternatives in an*

Age of Globalisation. Frechs Forest: Pearson Education Australia. Cap 2: Foundations of community development. An Ecological Perspective.

Recommended:

Patel, L; Kaseke, E. and J. Midgley (2012). Indigenous Welfare and Community-Based Social Development: Lessons from African Innovations. *Journal of Community Practice, 20 (1-2): 12-31*

November 27th
Community cultural development and the arts

Grodach, C. (2010). Art spaces, public space, and the link to community development. *Community Development Journal*, 45 (4): 474-493

Parry, W. (2011). *Against the Wall: The Art of Resistance in Palestine*. EBook

Riaño, P. Encounters with Memory and Mourning: Public Art as Collective Pedagogy of Reconciliation. In Ibanez-Carrasco, Francisco and Erica Meiners, Eds. *Public Acts: Disruptive Readings on Making Curriculum Public*. Routledge. New York. First Edition, 2004, 237 - 261.

Check these websites:
http://forecastpublicart.org/toolkit/tools/education.html
http://vancouver.ca/parks-recreation-culture/public-art.aspx

Assignments:

Workshop Presentations   **40%**
Workshops are scheduled for November 13th and 20th
Students will form small groups at the beginning of the semester. The small group will:

a) Research and critically examine a PAR project or an experience of community organizing/social action or a particular issue in a social action group, social movement, community based organization, protest cycle, social program or policy.
b) Review relevant literature that will help you contextualize the area of praxis, approach and history that best describes this project, experience or issue.
c) Prepare a 1.5 hour workshop that:
   - Describes clearly and critically the project/ issue/experience or community group/organization: who, when, how, where, when?
   - Grounds the description and workshop in key ideas from your review of literature.
   - Maps the issues at stake and the processes involved
   - Assesses the strengths, tensions, challenges and lessons that can be learned from this experience
   - Formulates praxis and conceptual questions
   - Includes interaction, discussion or activity based discussion of themes and issues
   - Creative formats are encouraged!!

This is a workshop group presentation therefore it should reflect your group work, process and thinking and engage participants.
Length: 1.5 hour

Evaluation Criteria:

Content (60%): Clear identification and analysis of issues/case study, critical review of issues relevant to practice and theory, linkages between analysis and literature review / readings, addresses the points listed above.

 Communication (40%): Clarity of presentation, flow and coherence between various parts of the presentation and between presenters, ability to critically engage class participants, quality of use of communication strategies/media, use of dynamic and appropriate methods to communicate ideas.

In preparing your workshop consider:
a) The educational objectives and the learning points you want to achieve;
b) Prepare discussion points or questions that can support you in facilitating the discussion.

Short paper on practice framework   **15%**
Due: October 23rd

Various approaches to community work, social research and social action are reviewed during the first five weeks of the course. Inspired by the readings and class discussions/activities and the preparation of the group workshop, you will examine the key ideas, concepts and ways of organizing for social action and/or community work that inform your social justice praxis. Length: 3,000 words. Use APA style.

Final work / Essay / Project   **30%**
Due: December 8th

Project or essay on a topic/issue of interest. Creative formats are encouraged and accepted (webpage, performance, video, display, poster, radio program, partnership with a community group). If you chose to write a paper, it is expected to be 5,000 words. Citations and reference style are to follow the guidelines set by the 6th edition of the APA (American Psychological Association) style manual. The style guide and a handout describing APA citations are available from the UBC Library (physical and online). **Group work is accepted and encouraged**.

Class participation: **15%**

Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings and class activities.

Recommended texts (chapters from these books have been included in the weekly readings)

Anderson, G and Herr, K. (2007). *Encyclopedia of Activism and Social Justice.* Sage reference. Ebook

Azzopardi, A., & Grech, S. (2012). *Inclusive communities: A critical Reader*. Rotterdam; Boston: Sense Pub.

Brydon, D., & Coleman, W. (Eds.). (2008). *Renegotiating Community. Interdisciplinary Perspectives, Global Contexts*. Vancouver: UBC Press.

Craig, G., et al. (2011). *The Community Development Reader: History, Themes and Issues.* Bristol: Policy Press.

Creed, G. W. (2006). *The Seductions of Community. Emancipation, Oppressions, Quandaries*. SantaFe: School of American Research Press.

Hyland, S. (Ed.). (2005). *Community Building in the Twenty-First Century*. Santa Fe: School of American Research Press.

Ife, J., & Tesoriero, F. (2006). *Community Development. Community-based Alternatives in an Age of Globalisation*. Frechs Forest: Pearson Education Australia.

Ledwith, M. (2011). *Community development: A critical approach* (2nd ed.). Bristol, UK: Policy Press

Kindon, S. L., et al. (2007). *Participatory action research approaches and methods: connecting people, participation, and place*. New York; London [England], Routledge.

Minkler, M. (2012). *Community Organizing and Community Building for Health and Welfare.* Rutgers University Press.

Sen, Amartya. (1999). *Development as Freedom*. New York: Anchor Books.

Shragge, Eric. (2003). *Activism and Social Change. Lessons for Community and Local Organizing*. Toronto: Broadview Press.

Wilson, M. G., & Whitmore, E. (2000). *Seeds of Fire: Social Development in an Era of Globalism*. Halifax: Fernwood Publishing.

Hall, B. L., Clover, D. E., Crowther, J., (2012). *Learning and Education for a Better World: The Role of Social Movements*. Papendrecht: Sense Publishers.

**Weil, M. (2013). Social Justice, Human Rights, Values, and Community Practice. In M. Weil, Ed. *The Handbook of Community Practice*. Thousand Oaks, CA, SAGE Publications, Inc.

Recommended Journals: Action

Research

Community Development Journal

Interface: A Journal for and about Social Movements

Journal of Community Practice

Journal of Urban Affairs

Resource websites:

COMM-ORG: The Online Conference on Community Organizing The

community toolbox: http://ctb.ku.edu/en/LearnMore.aspx

Globalization and Autonomy Online Compendium: www.globalautonomy.ca British

Columbia HIV/AIDS Community based Research: http://bchivcbr.org More

websites are suggested as resources in the weekly outline

Course Policies:
In May 2013, the School of Social Work Council approved an Equity Action Plan aimed at realization of an

equitable learning and working environment, and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and that welcomes and respects different worldviews, ways of knowing and social locations.

Excerpt from the UBC calendar:
Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain the digital copy of all submitted and marked assignments in case you wish to apply for a Review of Assigned Standing.

Academic Dishonesty:
Please review the UBC Calendar "Academic regulations" for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit www.arts.ubc.ca and go to the students' section for useful information on avoiding plagiarism and on correct documentation.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off. *Cellular use for texting or phoning is not allowed in class.*

GRADING CRITERIA:

Letter Grad	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	Represents work of exceptional quality. Content, organization and style are all at a high level. Student demonstrates excellent research and reference to literature where appropriate. Also, student uses sound critical thinking, has innovative ideas on the subject and shows personal engagement with the topic.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	Represents work of good quality with no major weaknesses. Writing is clear and explicit and topic coverage and comprehension is more than adequate. Shows some degree of critical thinking and personal involvement in the work. Good use of existing knowledge on the subject.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	Adequate and average work. Shows fair comprehension of the subject, but has some weaknesses in content, style and/or organization of the paper. Minimal critical awareness or personal involvement in the work. Adequate use of literature.

| D | 50-54 | 52 | Minimally adequate work, barely at a passing level. Serious flaws in content, organization and/or style. Poor comprehension of the subject, and minimal involvement in the paper. Poor use of research and existing literature. |
| F | 0-49 | | Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper. |