**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.

**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.

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<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Fall and Winter 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 335 – Social Analysis and Social Work Practice (6 credits)</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Thursdays, 2:00-5:00 pm (Term 1 &amp; 2)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 124, Jack Bell Building</td>
</tr>
</tbody>
</table>

**Instructor**

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christiana Bratiotis, Ph.D., MSW</td>
<td>Room 236</td>
<td>604-822-2460</td>
<td><a href="mailto:Christiana.Bratiotis@ubc.ca">Christiana.Bratiotis@ubc.ca</a></td>
</tr>
</tbody>
</table>

**Teaching Assistants**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamara Miskovic, ABD, MSW, RSW</td>
<td><a href="mailto:Miskovic@mail.ubc.ca">Miskovic@mail.ubc.ca</a></td>
</tr>
<tr>
<td>Sara Fudjack, MSW, LCSW</td>
<td><a href="mailto:SFudjack@mail.ubc.ca">SFudjack@mail.ubc.ca</a></td>
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</tbody>
</table>

**Please note:** Office hours for Instructors and Teaching Assistant are by appointment

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**Course Description:**

This two-term course provides students with understanding of the foundational concepts and ways in which racism, capitalism, settler colonialism, globalization, and patriarchy intersect to produce social locations, violence, oppressions, and political resistance. By working with various theories, methods and case scenarios, students will become familiar with essential political, social and ideological factors that influence personal and social problems and structural oppressions. In this course students will learn how to conduct an informed and critical social analysis of the key personal and social factors within structural contexts. As a final result, students will be able to develop an anti-oppressive theoretical and practice framework within which to approach work with individuals, families, and groups.

**Course Objectives & Learning Outcomes:**

1. To examine theoretical and practice contributions to structural approaches within an historical context.
2. To understand how systems of colonialism, capitalism, patriarchy, racism and globalization reproduce structural inequalities around race, gender, class, sexuality, age and ability.
3. To examine the function of ideology in shaping ways that individual and social problems are constructed, perceived, defined and addressed through practice responses.
4. To gain the knowledge and skills to analyze critically the social forces and systems that maintain oppression of individuals and social groups.
5. To become familiar with a methodology to define social problems within an historical and structural framework.
6. To critically examine ways of redefining/renaming "social problems" from a structural perspective and
making them central to social work.
7. To reflexively examine personal values and practices that are linked to the maintenance and perpetuation of oppression.
8. To develop critical awareness of social location and power within any social work relationship and develop practice strategies that are based on professional ethics and social justice.
9. To develop a structural theoretical framework for social analysis and social work intervention with individuals, families and groups that integrates critical theory and practice.

Course Structure:

This course incorporates a combination of lectures, large and small group discussion, experiential activities, guest presentations and the use of film and other media.

Student participation is expected and you are asked to complete required readings prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as to reflect on their own social locations, including Aboriginal ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in classroom conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the bachelor level. It is the student’s responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Details on course assignments and evaluation are described in detail below.

Names and Gender Pronouns:

Class rosters are generally provided to the instructor/teaching assistants with students’ legal names; however, we are happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise us of this as soon as possible so we can ensure use of your correct name and pronouns in this space.

If you need general support around this issue, please also be aware that Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity)

A special word about Electronic Devices in the Classroom:

Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student if found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class.
Course Policies:

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at 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.

Attendance and Assignments: Students are expected to attend every class session. Absences should be used for rare and unusual circumstances. Students who are unavoidably absent because of illness or disability should report to the instructors upon return to class. Attendance will be taken during each class session. Students are asked to conduct themselves with professional integrity when completing the attendance sheet.

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructors know in advance, preferably in the first week of class, if you 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. Subject to the accommodations above, there will be no extensions for assignments. Late assignments will not be accepted.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Honesty and Integrity: All work submitted in this course must be our own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of the instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person’s ideas and present them as yours without proper citations. It is plagiarism to use another student’s work (current or past) as your own.

Violations of academic honesty will be taken seriously. 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. Consequences may include failure in the course and suspension from your academic program.

Access and Disability Accommodations:

UBC School of Social Work and the instructor/teaching assistants for this course are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Access and Disability Office. Students with accommodations approved through the Access and Disability Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Access and Disability Office should do so immediately (http://you.ubc.ca/ubc-life/campus-community/students-disabilities/).

Protecting Confidentiality:

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics (https://casw-acts.ca/en/Code-of-Ethics). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.
For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

Course Context and Prerequisites:

This course is required for completion of the BSW Program. SOWK 335 is a two term continuous course series. You must successfully complete Term 1 before continuing into Term 2.

Required Texts (for use during Term 1):


*This text will also be used in Term 2


*This text will also be used in Term 2


**Other readings are in eBooks and ejournals and can be found on the UBC Library website.

Student Evaluation:

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional degree bachelor program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there will not be a grade assigned for attendance and participation. The instructors will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Late papers/assignments are not accepted in this course. (With rare exception and prior approval by the instructors, assignments can be submitted one week late for extraordinary circumstances only.) Incomplete Grades are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request an incomplete grade, a formal letter must be written and submitted to the instructors prior to the final class session. Grading criteria are as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td>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.</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td>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.</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td>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.</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td>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.</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td>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.</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td>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.</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
</tr>
</tbody>
</table>
Evaluation of student performances will be based on assignment completion during Term 1 and weighted in the following way:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: My Social Location</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 2: Current Event Discussion</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 3: Janet Mock: A Case Study</td>
<td>20%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* Please see SOWK335 Assignment Addendum for specific details on assignments, weighting, submission and grading*

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**Course Schedule: Term 1**

The course starts by situating each participant in the course in their lived experiences. introducing a structural and critical framework to understand intersectionality of oppressions and conduct a social analysis as it applies to social work practice. Afterward, the course moves into sections structured around each of the case studies. In between case studies, the instructors will introduce key concepts and methods for social analysis and to examine the relationships between such analysis and the development of a social work practice framework.

**Week 1: September 7**

Course Introduction, Expectations, Getting Acquainted  
(Lead Instructor: CB)

- **Read**
  1. Review Syllabus and Assignment Addendum
- **Watch/Listen**
  1. Tracy Chapman, “Talkin’ About a Revolution” [https://www.youtube.com/watch?v=Q2wneBVssPc](https://www.youtube.com/watch?v=Q2wneBVssPc)
- **Do**
  1. Come prepared to ask clarifying questions regarding syllabus and assignments

**Week 2: September 14**

Discussion Group Formation, Shared Agreements, Doing Our Work  
(Lead Instructor: CB)

- **Read**
  1. Thompson: Introduction & Chapter 1
  2. Al-Krenawi: Chapter 1
- **Watch/Listen**
- **Do**
  1. Bring items for social identity chest (see handout distributed in class during week 1)

**Week 3: September 21**

Reflection and Reflexivity  
(Lead Instructor: CB)

- **Read**
- **Watch**
- **Do**
  1. Write briefly (notes to yourself, list, etc.) with intentional reflection about one event during the week in your role as a social work student. Use concepts from the reading in your writing.
Week 4: September 28

Power, Privilege, Oppression & Intersectional Identities

(Lead Instructor: CB)

- **Read**
  3. Al-Krenawi: Chapter 3
  4. Al-Krenawi: Chapter 6

- **Watch/Listen**
  1. “Intersectional Feminism” [https://www.youtube.com/watch?v=3-nmxnm__XeU](https://www.youtube.com/watch?v=3-nmxnm__XeU)

- **Do**
  1. Explore the website of The Centre or Social Justice ([http://www.socialjustice.org/](http://www.socialjustice.org/)), especially the Key Issues section.

Week 5: October 5

Framework for Social Analysis & Anti-Oppressive Practice

(Lead Instructor: Teaching Assistant TM)

- **Read**
  2. Thompson: Chapter 2

- **Watch/Listen**
  1. “Debate, Discussion and Dialogue” [https://www.youtube.com/watch?v=btmfVLQWYdE](https://www.youtube.com/watch?v=btmfVLQWYdE)

- **Do**
  1. After reading the Campbell and Tester articles, determine your position and anchor your thinking with three main points in support of your perspective.

Week 6: October 12

Structural and Critical Theories: An Overview

(Lead Instructor: Teaching Assistant TM)

- **Read**

- **Do**
  1. After reading about critical and structural social work, engage in a time of reflexive thinking—what do you believe about each of these theories? How do they fit with your lived experience? What don’t you understand? How will they inform your understandings in this class and social work practice life? Come to class ready to discuss.

Week 7: October 19

Race and Racism (Structural)

(Lead Instructor: CB)

- **Read**
  2. Thompson (2016): Ch. 4: Ethnicity and racism

- **Watch/Listen**

- **Do**
  1. Select 4 words from the website listed in Watch/Listen and watch videos. Note your questions, thoughts, reactions. Think reflexively—that is, how will use you use what you think in practice.
Week 8: October 26
Race and Racism (Personal) & Ethnicity and Cultural Identities
(Lead Instructor: CB)

- **Read**

- **Watch/Listen**

- **Do**
  1. Revisit your *I Am From* poem written early in the course. Is it still relevant? Do you want to revise it? Add to it? Change it? If so, feel free—if not, what is it about your first draft that is still relevant given this week’s content on race, ethnicity and cultural identities?

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Week 9: November 2
Colonialism and Racism
(Guest Instructor: Angela Marie MacDougal)

- **Read**

- **Watch/Listen**
  1. Jay Smooth, “How I Came to Stop Worrying and Love Discussing Race” [https://www.youtube.com/watch?v=hFcQKHz72w](https://www.youtube.com/watch?v=hFcQKHz72w)

- **Do**
  1. Think about the opportunity to engage with our class guest speaker. Come prepared to ask questions and engage fully.

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Week 10: November 9
Gender, Gender Identity, Transgender Identity & Sexual Orientation
(Lead Instructor: CB)

- **Read**
  1. Thompson: Chapter 3
  2. Al-Krenawi: Chapter 13

- **Watch/Listen**
  1. Sam Killerman, "Understanding the Complexities of Gender" [https://www.youtube.com/watch?v=NrPztdKjE](https://www.youtube.com/watch?v=NrPztdKjE)

- **Do**
  1. Learn about Bell Hooks or Patricia Hill-Collins. Who are they and why do they matter to feminism? Read about them and something they wrote.

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Week 11: November 16
Gender, Gender Identity, Transgender Identity & Sexual Orientation
(Lead Instructor: Teaching Assistant TM & Guest Instructor Nikki Zawadzki)

- **Read**
  1. Thompson: Chapter 7
  2. Al-Krenawi: Chapter 12

- **Watch/Listen**
  1. "The Unseen Gays, Struggling at the Margins" [https://www.youtube.com/watch?v=ZbAqtRNKnDQ](https://www.youtube.com/watch?v=ZbAqtRNKnDQ)

- **Do**
  1. Visit the website of Egale and explore its resources and information. In particular, watch the brief video on Bill C-16 [https://egale.ca/](https://egale.ca/)

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Week 12: November 23
Case Study: Janet Mock
(Lead Instructor: Teaching Assistant TM and Guest Instructor Jeffrey McNeil)

- **Read**

- **Watch/Listen**
  1. Listen to or watch something on the internet where Janet Mock is interviewed or giving a presentation. Hear her words in her voice. Think about her words in relationship to the feminism of Bell Hooks or Patricia Hill-Collins.

- **Do**
  1. Think about and come to class ready to discuss the text *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More.* Specifically, think through the intersectional complexity of gender identity, racial identity, and sexual orientation.

**Week 13: November 30**

Reflection & Celebration (forshadowing of next term!)

(Lead Instructor: CB)

- **Read**

- **Watch/Listen**

- **Do**
  1. Think about the things that have meant the most to you this term. What’s moved you? What’s changed you? What was new (or new again)? What did you learn and from whom, how? Come to class ready to engage with these ideas. Perhaps consider making a little list for yourself.
Assignment Addendum: Term 1, 2017
Christiana Bratiotis, Ph.D., MSW
Tamara Miskovic,

In this term, there are three primary assignments on which the course grade is calculated:

Assignment 1: My Social Location  15%
Assignment 2: Current Event Discussion 15%
Assignment 3: Janet Mock: A Case Study 20%

All written assignments should adhere to the APA Writing Guide, 6th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

Students are welcome to visit with the instructor/teaching assistants in advance of submission deadline (details provided in class). For assistance with writing, please consider the following resources:

- Writing assistance at UBC
  [http://learningcommons.ubc.ca/improve-your-writing/](http://learningcommons.ubc.ca/improve-your-writing/)
- Online Writing Lab (OWL) at Purdue
  [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

The best resource is the American Psychological Association Publication Manual (6th edition). It is not available on-line. You can find a copy at the UBC library or you may wish to purchase a copy for yourself.
Assignment #1: My Social Location
Due Week 5 – 15% of your grade

In this assignment you have the opportunity to explore your social location. Social location is influenced in part by your history and by the social context. Social locations reflect the many intersections of our experiences related to race, gender, religion/faith, age, physical ability, sexual orientation, gender (identity), social class, and many other ways of being.

Aspects of social location become more salient in some contexts more than in others, usually because of structural support or lack thereof. For example, you may be the only Aboriginal student in a class at UBC or you may identify as LGBTQ and work in a queer youth agency. Both uniquely different experiences of social location.

It is often complex and a bit messy to think about your social location, especially if you haven’t had this opportunity in the past. It is also deeply personal. There is no right or wrong way to think or feel about your social location. Social location can also represent social roles (sister, student, friend, employee), attitudes, interests, passions, responsibilities, beliefs, dreams, etc. Social location has a focus on the present, not the past or future. With this complexity and your social identity in mind, this assignment can be created in a number of ways.

You can write a paper (no more than 5 pages maximum), create a piece of art, make a quilt, write a piece of music, design a webpage, write a short story, write a letter to your instructors, create and annotate a Spotify playlist… If you have an idea about how to complete the assignment and want to make sure you’re on track, please ask one the instructors.

Whatever approach you take to exploring and communicating your social location, it is important to include the following elements in completion of your assignment:

1) Aspects of your identities, roles, experiences or relationships most essential (influential) to your sense of self
2) Ways your social locations conflict (e.g. does your role as daughter conflict with your role as a UBC social work student?)
3) Ways you stay true to yourself—perhaps you want to think about how much control you have over your identity
4) Ways you experience privilege personally and structurally
5) Ways you are marginalized personally and structurally
Assignment #2—Current Event Discussion
Due: 1 week after you facilitate – 15% of your grade

This assignment provides an opportunity for you to connect current events (in our community, province, country or world) to the content of this course and facilitate a discussion in your in-class discussion group using the following guidelines:

During the 2nd class session, once you are established as a member of an in-class discussion group, you will sign-up to facilitate discussion during one class session. Each member of the discussion group must facilitate once. There are 6 members per group, and there are 6 topics as follows:

1. Power, priviledge, intersectional identities (Week 4)
2. Race and racism-structural (Week 7)
3. Race and racism-personal (Week 8)
4. Colonialism and racistm (Week 9)
5. Gender and gender identity (Week 10)
6. Sexual orientation, transgender identity and colonialism (Week 11)

When it is your week to facilitate discussion, you are asked to bring in the current event you gathered from a credible media source. The current event must be within the past 60 days and be of direct relevance to this course and the topic of the week.

You can find your current event in print or digital media (including current podcasts, radio programs or television spots). You should provide your discussion group members with an opportunity to read or review the current event you will be discussing ahead of the class session.

During class time on the week you are presenting the current event, you will have 20 minutes to facilitate an interactive discussion. To meet the requirements of this assignment you must discuss:

1) The relevance of this event to the course content
2) Your rationale for selecting this event for discussion
3) Your perspective on the event, speaking from the “I” perspective

Additionally, you must develop 2 questions specific to your event. Please remember it is your role to provide knowledge of the event, answer the above questions and facilitate conversation. You should not be the only speaker!

After you’ve facilitated the current event discussion in class, you have one week to prepare a maximum 4 page document for submission and evaluation. It must include the following:
1) A link to the current event or an attached copy of the current event with an APA formatted citation
2) Your two questions for discussion
3) Your reflection on what was said (content) and the processes involved in the discussion group

If you are absent on the day you are scheduled to facilitate the discussion OR if you do not submit your assignment the week following facilitation you will receive 0% for this assignment.
Assignment #3—Janet Mock: A Case Study
Due: December 8th – 20% of your grade

This assignment is an opportunity for you to synthesize your learning from this term by closely engaging with a case study. In this instance, Janet Mock is the person and Redefining Realness is the case for study of race, gender, transgender identity and the intersection of these social locations.

This assignment is limited to 5 pages in length and must incorporate a minimum of 4 citations in addition to Mock’s book (all can be from course readings or other credible sources or a combination). Please do not use direct quotes from any source. Paraphrase or summarize the ideas and present them in your words with proper citation.

The aim is for you to integrate the ideas you’re encountering in this course with Janet Mock’s narrative. The more of you that is present in this reflective paper, the better. Strive to bring your authentic self and your honest read of Mock’s book.

This is not a book report. This is a synthesis of knowledge. Your central theme (or thesis) should be centered around one of the following course concepts:

1) Intersectional Identity
2) Power
3) Privilege
4) Oppression
5) Colonialism

It will be impossible for you to complete this assignment without addressing the many identities Janet discusses, but it’s critical you select one theme as primary to unite your ideas. Please overtly state the theme (one of the 5 listed above) for the reader at the beginning of the assignment.

Your assignment can evolve in whatever direction you wish, however; it is imperative you have a logical and organized flow around your central theme. You do not need to feel favourably about the book or agree with everything, or you may. It’s most important to weave your forthright reflection with the course content as Mock writes about it from her lived experience.