FACULTY OF Arts **UBC**

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 Bachelor of Social Work (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	2018 Winter, Term 1
Course Title	**Communities, Social Development and Participatory Action Research: Frameworks and Strategies for Practice**
Course Schedule	Thursday 2-5 pm
Course Location	Jack Bell Building Room 223

Instructor	Office Location	Office Phone	e-mail address
Pilar Riaño-Alcalá	Room 333	604-827-5493	pilar.riano@ubc.ca
Office Hours	Thursday 12-2 pm or by appointment		

COURSE DESCRIPTION:

This course critically explores the praxis of community social development in 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 for social change. 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 analysis of the inequalities experienced by marginalized communities and the broader historical, social, economic and political forces impacting upon 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, creative and collaborative 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 brings feminist, anti-racist, and anti-colonial and intersectional perspectives on knowledge and power to examine difficult questions and contentious themes that require a deep awareness of our social location and worldviews. It fosters a learning environment that is inclusive of gender identity, gender expression, race, ethnicity, class, ability, age, sex, sexual identity, etc. The expectation is that everyone (learners and educators) be treated respectfully at all times and in all interactions. We will have differences of opinion and varying ways of learning and engaging with material. Disagreements can occur among course participants without being offensive.

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.

Please email me your name and pronoun and how you would like these to be used.

COURSE EVALUATION:

Short paper on practice framework	20%
Group Workshop	40%

A personal critical reflection on workshop theme and work   10%
Class participation (includes short class presentation)   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

SESSION 1:	Sept. 6, 2018
TOPIC:	**Introduction to course:** *Praxis: "reflection and action upon the world in order to transform it." Paulo Freire (Brazilian educator)* Why "community" matters? How do we engage community work and activism from a social justice lens? Why social change and activism in social work and education?
READING:	Brown, K. Read entry on *praxis* in the *Encyclopedia of Activism and Social Justice.* eBook Kenny, Sue. (2002). Tensions and Dilemmas in Community Development: New Discourses, New Trojans? *Community Development Journal* 37(4): 284 - 99.

SESSION 2:	Sept. 13 , 2018
TOPIC:	**In Whose Land? Place Based and Relational Approaches to Community Action, Self Determination and Resurgence** *What is meant by the call to decolonize and transform social justice praxis? Who has the authority to name which forms of knowledge are seen as legitimate?*
READING:	Corntassel, Jeff. (2012). Re-envisioning resurgence: Indigenous pathways to decolonization and sustainable self-determination. *De-colonization: Indigeneity, Education and Society* 1 (1): 86-101 Corntassel, J., & Bryce, C. (2012). Practicing Sustainable Self-Determination: Indigenous Approaches to Cultural Restoration and Revitalization. *The Brown Journal of World Affairs, 18*(2), 151-162. Simpson, L. B. (2014). Land as pedagogy: Nishnaabeg intelligence and rebellious transformation. *Decolonization: Indigeneity, Education & Society, 3*(3). Manuel, Arthur. (2017). From Dispossession to Dependency. In *Whose Land Is It Anyway? A Manual for Decolonization*, edited by Peter MacFarlene and Nicole Schaubus, pp. 18-21. Book can be downloaded at: https://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf Recommended: Escobar, A. (2008). *Territories of difference: Place, Movements, Life, Redes.* Durham: Duke University Press. eBook. Read chapter Introduction and chapter 1 "Place"

SESSION 3:	Sept. 20, 2018
TOPIC:	**Educating for social change and social justice: a workshop**

	What is the current context for social action and emplaced solidarity? What are current local strategies of movement building and resistance? What are our "theories" of change? What triggers change?
	Guest facilitators: Alejandra López and Byron Cruz, Sanctuary Health
READING:	Choudry, Aziz, Hanley, Jill and Eric Shragge, Eds. 2012. Introduction. Organize! Looking Back, Thinking Ahead, in *Organize! Building from the Local for Global Justice, edited by Aziz Choudry, Jill Hanley, and Eric Shragge,* pp. 1-22. Oakland, CA: PM Press. eBook

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

Walia, Harsha. 2017. Moving Beyond a Politics of Solidarity toward a Practice of Decolonization in *Organize! Building from the Local for Global Justice*, edited by Aziz Choudry, Jill Hanley, and Eric Shragge, pp. 240-253. Oakland, CA: PM Press. eBook

Unzueta, Tania. 2017. Expanding Sanctuary. What Makes a City a Sanctuary Now? MiJente. Download from https://mijente.net/2017/01/27/sanctuary-report/

Craig Fortier. 2017. Unsettling Methodologies/Decolonizing Movements, *Journal of Indigenous Social Development* 6, no. 1: 20-36. Available at: https://umanitoba.ca/faculties/social_work/media/V6i1-02_fortier.pdf |

SESSION 4:	Sept. 27, 2018
TOPIC:	**Participatory Action Research (PAR) as an approach to social justice praxis and community development [Treasure Hunt, part 1]**

What are the key concepts in a PAR project? How does PAR-CBR engage with social knowledge and action? |
| **READING:** | Fine, M. and M. E. Torre (2006). Intimate details: Participatory Action Research in Prison. *Action Research,* 4: 253-269

Research for Health: From Processes to Outcomes. 2nd ed. San Francisco: Jossey-Bass. (Part I and II) Ebook.

Kenny, S. (2016). Community development today: engaging challenges through cosmopolitanism? *Community Development Journal, 51*(1), 23-41.

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. |

SESSION 5:	Oct. 4, 2018
TOPIC:	**Participatory Action Research (PAR) as an approach to community action and social development: ethics and process [Treasure hunt, part II]**
READING:	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.

Ayala, J. (2008). Split scenes, converging visions: The ethical terrains where PAR and Borderlands scholarship meet. *The Urban Review*, 41(1), 66–84.

Tuck, Eve. (2009). Suspending damage: a letter to communities. *Harvard* |

Educational Review 79(3): 409.

Pittaway, E., Bartolomei, L., & Hugman, R. (2010). 'Stop Stealing Our Stories': The Ethics of Research with Vulnerable Groups. *Journal of Human Rights Practice, 2*(2), 229-251.

Recommended:

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 andN. 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.

SESSION 6:	Oct. 11, 2018
TOPIC:	**The Capacity to Aspire and Act: Knowledge, Consciousness and Activist Praxis**
READING:	**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. Roy, Arundhati. *The Greater Common Good*. Available at: http://www.narmada.org/gcg/gcg.html Choudry, A., & Shragge, E. (2011). Disciplining Dissent: NGOs and Community Organizations. *Globalizations, 8*(4), 503-517. doi:10.1080/14747731.2011.585855 McCrea, N., Meade, R. R., & Shaw, M. (2017). Solidarity, organizing and tactics of resistance in the 21st century: social movements and community development praxis in dialogue. *Community Development Journal, 52*(3), 385-404.

SESSION 7:	Oct. 18, 2018
TOPIC:	**Rethinking Spaces to break discrimination through PAR: Feminist Planning, grassroots interventions and Policy** Workshop facilitator: Sara Ortiz (**Collectiu Punt 6**)
READING:	Brinton-Lykes, M., & Crosby, A. (2013). Feminist Practice of Action and Community Research. In S. Hesse-Biber (Ed.), *Feminist Research Practice. A Primer*. SAGE. Gatenby, Bev, and Maria Humphries. (2000) Feminist participatory action research: Methodological and ethical issues. *Women's Studies International Forum*. Vol. 23. No. 1. Pergamon. Tuck, Eve. (2009). Re-visioning action: Participatory action research and Indigenous theories of change. *The Urban Review* 41.1 (2009): 47-65.

SESSION 8:	Oct. 25, 2018
TOPIC:	**Participatory Methods for knowing and action: counter mapping and storytelling**
READING:	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/

SESSION 9:	Nov. 8, 2018
TOPIC:	**CBR, HIV and Stigma with Francisco Ibañez Carrasco (1:15 hour)** **Second half of class: Workshops lead by students**
READING:	Mulkins, A. L., Ibáñez-Carrasco, F., Boyack, D., & Verhoef, M. J. (2014). The Living Well Lab: a community-based HIV/AIDS research initiative. *Journal of Complementary and Integrative Medicine, 11*(3), 213-222. Miewald, C., Ibanez-Carrasco, F., & Turner, S. (2010). Negotiating the Local Food Environment: The Lived Experience of Food Access for Low-Income People Living With HIV/AIDS. *Journal of Hunger & Environmental Nutrition, 5*(4), 510-525.

SESSION 10:	Nov. 15, 2018
TOPIC:	**Workshops lead by students**

SESSION 11:	Nov. 22, 2018
TOPIC:	**No class**

SESSION 12:	Nov. 29, 2018
TOPIC:	**Creativity and Resistance**: **Border Art and Community action**
READING:	Anzaldúa, Gloria. (2015). Border Arte. Nepantla, el lugar de la Frontera. *Light in the dark: Luz en lo oscuro : rewriting identity, spirituality, reality*. Durham, North Carolina: Duke University Press.chapter in ebook 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
	qualitative description? *Research in Nursing and Health, 23*(4), 334-340.**

ASSIGNMENTS

Workshop Presentations   **40%**
Students will form small groups at the beginning of the semester. The small group will:

a) Research and critically examine a project or process of community organizing/social action by a social action group, social movement, community based organization, protest cycle, social program or policy (organized around a particular social issue)
b) Submit to instructor a one to two pages proposal on workshop topic, content, format by October 4th
c) Review relevant literature that will help you contextualize the area of praxis, approach and history that best describes this project, experience or issue.
d) Prepare a 2 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 and course readings
    - 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/learning 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.

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
c) Discuss activities or methods for engagement in class and/or learning and skill development.

Short paper on practice framework   **30%**
Due: October 25th

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 understanding social change and social justice that inform your

social praxis. Length: 10-12 pages. I can consider alternative formats (podcast, multimedia, graphic or visual formats) but please discuss them with me in advance. For written pieces use APA style.

Class participation: 30%

Regular attendance, informed participation in class discussions, demonstrated engagement with the assigned course readings and class activities is critical. I will assess your class participation based on two criteria:

a) A short class presentation (15%): In pairs, you will be responsible for delivering a presentation in which you introduce the class to a collective, community organization, activist(s) or artists **whose work corresponds to the discussion topic for the week**. The presentation should be no more than 10 minutes long. Your presentation should include:

• A description of the work of the collective/group/or individual
• A clear reference to how this work relates to the class theme and overall to the course content
• Use at least one of the readings for the week
• Use visuals to describe/show the work
• Prepare two questions for class discussion

2) Your engagement with the course material (15%): You will demonstrate this by posing questions on the class blog in connect, uploading material you find relevant or through your active engagement in class discussion and 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.

Van Katwyk, T., & Ashcroft, R. (2016). Using Participatory Action Research to Access Social Work Voices:

Acknowledging the Fit. *Journal of Progressive Human Services, 27*(3), 191-204. doi:10.1080/10428232.2016.1191242

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

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 School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

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.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, please discuss with me what has lead to your absence. The School's policy is that three unjustified absences can lead to a failure of the course.

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 Grade	Percent Range	Mid-Point	
A+	90-100	95	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.
A	85-89	87	
A-	80-84	82	
B+	76-79	77.5	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.
B	72-75	83.5	
B-	68-71	69.5	
C+	64-67	65.5	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.
C	60-63	62.5	
C-	55-59	57	
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.