



FACTOR-INWENTASH FACULTY OF SOCIAL WORK

SWK 4512
Research knowledge for social justice

Winter 2025
Mondays 1:30pm – 4:30pm

Meet at Room 418, Social Work Building, 246 Bloor Street West
Instructor: Izumi Sakamoto, RSW, MSW, MA, MS, Ph.D.,
Associate Professor, Factor-Inwentash Faculty of Social Work, University of Toronto

“Research for social justice expands and improves the conditions for justice; it is an intellectual, cognitive and moral project, often fraught, never complete, but worthwhile”
— Linda Tuhiwai Smith, Decolonizing Methodologies: Research and Indigenous Peoples.

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Course Syllabus

Course Name:	Research Knowledge for Social Justice	Year, Term:	2025, Winter Semester
Course Code:	SWK 4512	Instructor Office:	Room 414, FIFSW
Instructor Name:	Izumi Sakamoto, MSW, Ph.D.	Instructor Office Hrs:	12:15-1:15pm on Mondays or by appointment
Instructor Phone:	(416)946-8224	Instructor email:	Izumi.sakamoto@utoronto.ca

Land Acknowledgement

“I wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work and learn on this land.”

Located on Treaty 13 territory, the Factor-Inwentash Faculty of Social Work acknowledges its responsibility to learn about the histories of Indigenous peoples, to teach our students about the complicit role social work has played in contributing to harms and intergenerational trauma, and to work together to confront the racism and oppression that persists in our field and in our communities. We are committed to working collectively for and with Indigenous communities towards reconciliation. (visit [here](#) for our EDI and TRC Commitment at FIFSW)

Course Description

This course explores the promotion of social justice through research and evaluation in social work practice and other community-based settings. Learners will become familiar with some of the methodologies that have been developed to challenge social inequalities. Central to this course are methodologies that seek to redress power dynamics between researchers and those being “researched,” and explores models of research with, rather than on, communities. We will examine the strengths and challenges of

community-based research methods, also exploring insights provided by Indigenous/decolonizing, arts-based, participatory, and other anti-oppressive approaches to research. Whereas this course will focus more on qualitative and participatory research methods in the context of community-based approaches to inquiry and knowledge production, social justice research may also be conducted using quantitative and survey-based methods, and strategies for doing so through a lens of cultural humility will be discussed. During the course, learners will have an opportunity to explore a diverse range of research methods through experiential in-class research “workshops” and applied learning exercises. Learners will then design their own research project proposal that reflects one or more of such approaches to research and evaluation as discussed in the course. This course is required for MSW students in the Social Justice & Diversity Field of Study and is also cross-listed with the [Centre for Critical Qualitative Health Research](#) at the University of Toronto.

Course Learning Outcomes

In this course, learners will have opportunities to:

- Familiarize themselves with how both quantitative and qualitative research projects may be developed and facilitated through a lens of cultural humility and for the purposes of influencing social change and social justice.
- Consider the foundations and practical application of community-based methodologies, including Indigenous/decolonizing, arts-based, participatory, and other anti-oppressive approaches to research.
- Engage in experiential learning exercises that facilitate opportunities for learners to participate in community-based research project simulations from the vantage points of actual participants.
- Reflect upon ethics, power differentials, and relationship-building practices to take in order to collaboratively develop research with, rather than on, communities.
- Develop mutually beneficial practices for working with “outside” researchers and evaluators from the perspective of being a member of a community and/or from within a community-based organization.
- Identify opportunities for working with administrative, evaluation, or secondary data sources for social good.
- Formulate research questions and learn feasible, methodologically sound and inclusive approaches to research design, data collection, analysis, and dissemination.
- Seek and provide constructive feedback from/to others regarding research proposal development to improve the quality and responsiveness of projects.

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- Complete a research proposal incorporating insights from community-based, social justice-oriented methodologies discussed in the course.

Course Grade Components

The final course grade reflects your level of demonstrated achievement of the Course Learning Outcomes listed above. Assessments of individual deliverables provide feedback on your progress towards the course grade. Your final grade will be determined using the component marks you receive on the course deliverables and the relative weights given below.

For situations in which students are not granted an academic accommodation for a missed or late deliverable, the missed or late deliverable will not be accepted.

Item	Weight (%)	Due Date /Time	Delivery	Turnitin
Assignment 1: Research Ethics Certificate	CR/NC	Mon. January 20 – 11:59pm	Quercus upload (Certificate PDF)	<input type="checkbox"/>
Assignment 2a: Photovoice In-class Learning Activity	10%	January 27 through February 10 (in class)	Attendance & participation	<input type="checkbox"/>
Assignment 2b: Photovoice Reflection Paper	35%	Mon. February 24 – 11:59pm	Quercus upload	<input type="checkbox"/>
Assignment 3a: Peer Consultations	10%	March 24 (in class)	Attendance & participation	<input type="checkbox"/>
Assignment 3b: Final Research Proposal	45%	April 4 (Friday) – 11:59pm	Quercus upload	<input type="checkbox"/>

Deliverables Descriptions

Further details may be listed on Quercus.

Assignment 1: Research Ethics Certificate-Online Course & Certificate (Credit/No Credit)

You will complete an online course/certificate program and e-mail the instructor a PDF copy of the completion certificate by January 20 or earlier. The online course will take approximately 2-4 hours of your time to complete.

Author: The Interagency Panel on Research Ethics (PRE)

What: Online Introductory Tutorial for the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (TCPS), 2nd edition.

URL: <http://tcps2core.ca/welcome>

Assignment 2a: Photovoice In-class Learning Activity (10%)

[and]

Assignment 2b: Photovoice Reflection Paper (35%)

The purpose of Assignment 2a is to learn about and experience Photovoice, one form of arts-based and participatory research, from a lens of a participant in a community-based project. In-class activities across several class sessions will describe Photovoice, and will engage our learning community in activities that facilitate awareness-raising and making social change through the power of photography, written word, and group-based dialogue and idea generation. It is very important to attend these class sessions and to actively engage in this group-based activity and debrief.

The purpose of Assignment 2b is to contemplate your participation in the Photovoice group by writing a 5-page critical reflection paper. This paper will discuss your feelings, learnings, any transformational insights, and/or observations you may have had while participating in the group dialogue. This may include ideas you have about facilitating arts-based and other community-based research projects in the future, and considerations you would potentially employ as you develop projects or exercises using such

methodologies. This paper may be purely reflective and narrative in format, and/or may use and integrate readings, ideas, and insights presented through course readings (as long as they are properly cited).

Assignment 3(a): Research Proposal Sharing & Peer Consultations (10%)

[and]

Assignment 3(b): Final Research Proposal (45%)

The purpose of Assignment 3a is to convey your research ideas clearly to others who may or may not be familiar with your area of study (which is often the case for interdisciplinary grant review committees to which grant proposals are submitted), and to receive constructive feedback. Additionally, you, as a member of our learning community, will give supportive feedback to your peers to aid them in clarifying and strengthening their proposals as well. It is expected that you will incorporate the feedback provided to you by your peers in your final research proposal. The exact format of the peer consultation exercise will be discussed and refined within our learning community. The tentative format would be for groups of three students to gather in class, with each student presenting an overview of their research project proposal for approximately 15-20 minutes followed by an additional 15-20 minutes of intensive feedback and consultations provided from the other two group members. This process would be repeated twice more so that each person will have been a presenter once as well as a consultant twice.

As an appendix to the final research proposal, please include a one-page memo summarizing the information provided to you in the in-class peer consultation exercise, including what ideas or suggestions were shared, your responses or dialogue that occurred in the workshop, and what subsequent changes/iterations you made to your proposal as a result. This memo can be written in a narrative and/or in a point format.

The purpose of Assignment 3b is to craft a detailed description that would enable a research proposal assessment committee to evaluate the importance, viability, and methodological appropriateness of a proposed research project. It is also an opportunity for you to reflect on your own motivations, positionality, social location, and your roles in carrying out the proposed research.

- The first page of the proposal should be a one-page summary. The summary is a brief synopsis of all the components of the research proposal that are described in the “detailed description” (subsequent 5 pages). Note: Calls for proposals often have

exceptionally specific formatting rules that you must follow (and proposals may often be deemed ineligible if such parameters are not met). As such, for this assignment, please adhere to the following requirements: All margins must be set to one inch; Font must be Times New Roman or Arial (at least 11-point), and proposals are to be single-spaced and follow APA 7th Ed. for citations. The reference list is to be appended and does not count toward the page limit of the main proposal.

- The detailed description (“5-pager”) will usually start out by setting out the question/problem, objectives, intellectual context, and theoretical/practical rationale of your research. Your detailed description should include the following components:
 - Background evidence that supports the purpose of the study (e.g., why is this project being proposed? This could include elements of literature review, organizational/community needs identified, or other foundational supporting information to introduce the issue to be addressed).
 - A brief overview of methodological, epistemological, and/or theoretical frameworks that serve as a foundation to the proposed project.
 - How does this research project aim to address questions of power in the production and dissemination of knowledge? In what ways will the research contribute toward social change?
 - A discussion of your social location in relation to the research (***this is not part of most proposals but is part of this assignment because it is central to knowledge creation from a lens of social justice***). How do you perceive yourself in relation to the research and the community? How may your collaborators and community members perceive you? Why should you, instead of somebody else, be conducting this research study?
 - Describe the methods of data collection and analysis.
 - Discuss your proposed community partnership(s). Where and with whom are data to be collected and knowledges created? What is the philosophical foundation to the partnership? How will your research method of choice work in practice? How will you address inequality and difference in the partnership? What needs to be in place for you to be a credible and effective social justice researcher working with the community?
 - Explain your plans for dissemination of the research findings, including collaboration with community partners and use of techniques to reach the community participating in the study, if applicable.
- Include a budget and budget justification in the appendix (1-2 pages).
- Include a one-page summary of peer consultation feedback/response in the appendix (can be shorter than 1 page).

Reading and Materials

The syllabus, course readings, and additional resources will be posted on Quercus, including links for submitting each of the assignments to Turnitin ([Plagiarism Detection - Centre for Teaching Support & Innovation \(utoronto.ca\)](https://qstudents.utoronto.ca/)). Login at <https://qstudents.utoronto.ca/> using your UTORid and password. Courses you are enrolled in will display in Quercus in alphabetical order by course name. Most course materials, organized week by week, will be accessed within each course.

If a course name for a course you are enrolled in does not appear on your Quercus Dashboard, select Courses from the left menu and All Courses. Click on the star beside a course title to add to the course's menu.

Online Student Quercus Resources are available at [Quercus for Students - University of Toronto \(utoronto.ca\)](https://utoronto.ca/quercus)

Schedule

Date	#	Topics	Contents	Readings
Jan 6, 2025	1	Introduction	<ul style="list-style-type: none"> • Discussion of syllabus and assignments • Introduction to each other; establishing norms and expectations for our learning community • “How did we get here?”: Examining our world view(s) and knowledge(s) in a research context 	<p>No Assigned Readings</p> <p>[Optional Reading]. Access Alliance. (2013). <i>Everyone can do research toolkit</i>. Toronto: https://accessalliance.ca/wp-content/uploads/2020/07/CBR-toolkit_2_May-2013.pdf</p> <p>Note: This is an optional reading and can be viewed as a resource that you can refer to throughout the class and beyond.</p>

Date	#	Topics	Contents	Readings
			<ul style="list-style-type: none"> Overview of the diversity of social justice research methods with which we will engage in this course and the importance of social justice and applied research methods in our social work practice 	
Jan 13, 2025	2	Introduction to Community-based (Participatory) Research (CBR/CBPR), Research Ethics, Power	<ul style="list-style-type: none"> Community-Based (Participatory) Research Research ethics (1) Power differentials in research Developing partnerships and designing community-based research projects Brief introduction of Photovoice 	<p>Trinidad, A.M.O. (2021). Community-Based Participatory Research, In C. Franklin (Ed.), <i>Encyclopedia of Social Work</i>. Washington, D.C.: NASW Press & New York, NY: Oxford University Press. https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-69</p> <p>🗣️ Poland, Blake. (August 15, 2018). Community-based Participatory Research [video file]. Available at: http://qualitative-research-ontario.openetext.utoronto.ca/.</p> <p>Sakamoto, I., Lin, K., Tang, J., Lam, H., Yeung, B., Nhkum, A., Cheung, E., Zhao, K. & Quan, P. (2023 March). <i>2020 in Hindsight: Intergenerational conversations on Anti-Asian Racism during the COVID-19 pandemic</i>. Chinese Canadian National Council Toronto Chapter & Factor-Inwentash Faculty of Social Work, University of Toronto.</p>

Date	#	Topics	Contents	Readings
				<p>Access Alliance. (2012). <i>Community-based research toolkit: Resources and tools for doing research with community for social change</i>. Toronto: http://accessalliance.ca/wp-content/uploads/2015/03/CBR_Toolkit_Jan2012.pdf</p> <p>Note: Please SKIM through Chapters 1 through 6 (You may find that suggestions and examples in this document may help in conceptualizing your research proposal; not all parts will apply to your projects, but I want you to at least know that these materials are available as a reference for you to consider throughout the course).</p> <p>Chapter 1 Introduction to Community-Based Research (pp. XIII – 30). Chapter 2 Planning Your Community-Based Research Project (pp. 33-43) Chapter 3 Developing Partnerships for Community-Based Research (pp. 47-61) Chapter 4: Working with Communities (pp. 65-81) Chapter 5: Designing Your Community-Based Research Project (pp. 85-107) Chapter 6 Ethics and Community-Based Research (pp. 109-131)</p>
Jan 20, 2025	3	Introduction to Arts-Based Research & CBR/CBRP (continued);	<ul style="list-style-type: none"> Overview of an array of arts-based research strategies (e.g., Photovoice, use of theatre, body-map storytelling) 	<p>Sakamoto, I. (2014). The use of the arts in promoting social justice. In Michael Reisch (Ed.). <i>Routledge International Handbook of Social Justice</i>, Chapter 30.</p> <p>Wang, C. C. (2006). Youth Participation in Photovoice as a Strategy for Community Change. <i>Journal of Community Practice</i>, 14(1–2), 147–161.</p> <p>Freedman, D. et al., (2014). Using Photovoice to develop a grounded theory of</p>

Date	#	Topics	Contents	Readings
		Research Examples	<ul style="list-style-type: none"> Applied example of arts-based research: Introduction to Photovoice 	<p>socio-environmental attributes influencing the health of community environments. <i>British Journal of Social Work</i>, 44(5), 1301- 1321.</p> <p>***See Quercus for different arts-based research examples.</p> <p>***[ASSIGNMENT 1 (ethics certificate) DUE BY 11:59PM]***</p>
Jan 27, 2025	4	Decolonizing and Indigenous Research Methods	<p>Guest speaker: Billie Allan, MSW, Ph.D., Associate Professor, University of Victoria</p> <ul style="list-style-type: none"> Nature of our knowledge base; decolonizing/Indigenous approaches to research Applied example of research methods rooted in Indigenous cultures and practices 	<p>Echo-Hawk, A. (2017, January 5). Indigenous research as storytelling [video file]. <i>RED Talks</i>. Available from: https://www.youtube.com/watch?v=4kcrXNurZfY</p> <p>Gaudry, A.J.P. (2011). Insurgent research. <i>Wicazo Sa Review</i>, 26(1), 113-136.</p> <p>Tuck, E. (2009). Suspending damage: A letter to community. <i>Harvard Educational Review</i>, 79(3), 409-427.</p> <p>Rowe, G. (2022, October 31). Indigenous insight: An evaluation podcast Season 1 Episode 1: Making introductions. [Podcast] Available from: https://gladysrowe.com/s01e01-indigenous-insights-making-introductions/</p> <p>Suggested Readings:</p> <p>Smith, Linda Tuhiwai. (2012). <i>Decolonizing methodologies: Research and Indigenous peoples</i> (2nd ed.). Zed Books. (First edition, 1999) Introduction (pp. 1-18)</p>

Date	#	Topics	Contents	Readings
				<p>Allan, B. & Smylie, J. (2015). <i>First Peoples, second class treatment: The role of racism in the health and well-being of Indigenous peoples in Canada</i>. Toronto, ON: the Wellesley Institute.</p> <p>Beltrán, R. (2019). “I (We) Refuse to Be Silenced”: Poetic Self-Reflexivity as a Feminist Tool of Resistance. <i>Affilia: Feminist Inquiry in Social Work</i>, 34(2), 145-150.</p>
Feb 3, 2025	5	Arts-based Research (Continued)	<ul style="list-style-type: none"> • Research ethics (2) • Applied example of arts-based research: Photovoice (continued) • Engage in readings pertaining to other/overlapping tenets and approaches to social justice research (e.g., critical consciousness, intersectionality, reflexivity) 	<p>Yanchapaxi, M. F., Nixon, J., Tuck, E., & Feminist Review Collective. (2023). Consent practices in desire-based and beauty-affirming social science research. <i>Feminist Review</i>, 135(1), 113–125.</p> <p>Wang, C. C., & Redwood-Jones, Y. A. (2001). Photovoice Ethics: Perspectives from Flint Photovoice. <i>Health Education & Behavior</i>, 28(5), 560–572.</p> <p>Yoshihama, M. & Yunomae, T. (2018). Participatory Investigation of the Great East Japan Disaster: PhotoVoice from Women Affected by the Calamity. <i>Social Work</i>, 63(3), 234- 243.</p> <p>Also see: https://photovoicejapan.com/display</p> <p>Mehrotra, G. R. (2023). How we do the work is the work: Building an intersectional queer praxis for Critical Feminist Scholarship. <i>Affilia</i>, 38(4), 555–569.</p>

Date	#	Topics	Contents	Readings
Feb 10, 2025	6	Arts-based Research (Continued)	<ul style="list-style-type: none"> Applied example of arts-based research: Photovoice (continued) Photovoice data analysis Engage in readings pertaining to other/overlapping tenets and approaches to social justice research (e.g., critical consciousness, intersectionality, reflexivity, feminist action research) 	<p>Capous-Desyllas, Moshoula & Nicole F. Bromfield. (2018). Using an arts-informed eclectic approach to Photovoice data analysis. <i>International Journal of Qualitative Methods</i>, 17, 1-14.</p> <p>Exner-Cortens, D., Sitter, K. C., Van Bavel, M., & Wright, A. (2022). Photo-based evaluation: A method for participatory evaluation with adolescents. <i>American Journal of Evaluation</i>, 43(1), 132-147.</p> <p>Kalaf, L., & Plante, P. (2019). The lived experience of young Syrian refugees with an expressive arts workshop about resilience (L'expérience vécue de jeunes réfugiés syriens dans un atelier d'arts expressifs sur la résilience). <i>Canadian Art Therapy Association Journal</i>, 32(1), 18–30.</p> <p>Bleuer, J., Chin, M., & Sakamoto, I. (2018). Why theatre-based research works? Psychological theories from behind the curtain. <i>Qualitative Research in Psychology</i>, 15(2–3), 395–411.</p>
Feb 17, 2025	7	Reading Week	(no class or assigned readings)	
Feb 24, 2025	8	Photovoice Debrief and Introduction to Qualitative Research	<ul style="list-style-type: none"> Photovoice Debrief: Sharing collective insights and individual perspectives 	<p>📺 Creswell, J. (2015). Types of qualitative research [Video]. <i>Sage Research Methods</i>. https://doi.org/10.4135/9781506363431</p>

Date	#	Topics	Contents	Readings
			<ul style="list-style-type: none"> Foundations of qualitative research design and methods Differentiating between types of qualitative studies Choosing a research question and study design <p>***[ASSIGNMENT 2b DUE by 11:59PM]***</p>	<p>Creswell, J. W. (2014). The selection of a research approach. In <i>Research design: Qualitative, quantitative, and mixed methods approaches</i> (4th ed). Sage. Chapter 1: p. 3-23.</p> <p>Carter, S. M., & Little, M. (2007). Justifying knowledge, justifying method, taking action: Epistemologies, methodologies, and methods in qualitative research. <i>Qualitative Health Research</i>, 17(10), 1316-1328.</p> <p>Padgett, D. K. (2012). Mixed Methods. In <i>Qualitative and mixed methods in public health</i>. Sage. Chapter 3: p. 47-63.</p>
Mar 3, 2025	9	Qualitative Data Collection	<ul style="list-style-type: none"> Qualitative interviewing, sampling in community-based settings Strategies for effective data collection Constructing qualitative interview questions with cultural humility; respectfully “stretching” respondents in qualitative interviews 	<p>Access Alliance. (2012). <i>Community-based research toolkit: Resources and tools for doing research with community for social change</i>. Toronto. https://accessalliance.ca/wp-content/uploads/2020/07/CBR_Toolkit_1_-_Jan2012.pdf</p> <p>Chapter 7 - Implementing Your Community-Based Research Project: p. 150-172.</p> <p>Billups, F. (2021). Interview protocols. In <i>Qualitative Data Collection Tools: Design, Development, and Applications</i> (pp. 36-87). SAGE.</p> <p>👤 Sakamoto, I. (2018). Focus groups [video]. <i>Centre for Critical Qualitative Research, University of Toronto</i>.</p>

Date	#	Topics	Contents	Readings
			<ul style="list-style-type: none"> Observations, memoing, journaling 	<p>Abrams, L. S. (2010). Sampling 'hard to reach' populations in qualitative research: The case of incarcerated youth. <i>Qualitative Social Work</i>, 9(4), 536-550.</p>
Mar 10, 2025	10	Qualitative Data Analysis and Knowledge Mobilization	<ul style="list-style-type: none"> Approaches to managing and analyzing collected data Effective proposal writing and communicating results obtained: To whom are we accountable in presenting results? How do we disseminate our research, make a difference, and ensure that our results are viewed as credible? 	<p>Sakamoto, I., Ku, J., & Wei, Y. (2009). The Deep Plunge: Luocho and the Experiences of Earlier Skilled Immigrants from Mainland China in Toronto. <i>Qualitative Social Work : QSW : Research and Practice</i>, 8(4), 427–447. https://doi.org/10.1177/1473325009346518</p> <p>Braun, V. & Clarke, V. (2008). Using thematic analysis in psychology. <i>Qualitative Research in Psychology</i>, 3(2), 77-101.</p> <p>Watkins, D. C. (2017). Rapid and Rigorous Qualitative Data Analysis: The “RADaR” Technique for Applied Research. <i>International Journal of Qualitative Methods</i>, 16(1), https://doi.org/10.1177/1609406917712131</p> <p>Access Alliance. (2012). <i>Community-based research toolkit: Resources and tools for doing research with community for social change</i>. Toronto: http://accessalliance.ca/wp-content/uploads/2015/03/CBR_Toolkit_Jan2012.pdf</p> <p>Chapter 8 Data Analysis in Community-Based Research: p. 176-193.</p> <p>Chapters 9-11 Dissemination, Changing Policy, Evaluation: p. 197-254.</p>

Date	#	Topics	Contents	Readings
Mar 17, 2025	11	Quantitative Research Methods for Social Justice	<ul style="list-style-type: none"> Quantitative research methods as part of a social justice agenda: Responsive use of quantitative methods for social good Discussion of subjectivity that also exists in quantitative methods Critical examination of survey development with cultural humility; using census and other administrative or secondary data to underline needs for change 	<p>Plummer, J. A., Morales, M. G., & Dettlaff, A. J. (2024). Defund, abolish, or reform: MSW student perceptions of police reform. <i>Journal of Policy Practice and Research</i>, 5(3), 194–208.</p> <p>Cokley, K. & Awad, G. H. (2013). In defense of quantitative methods: Using the “master’s tools” to promote social justice. <i>Journal for Social Action in Counseling and Psychology</i>, 5(2), 26-41.</p> <p>Garcia, N. M., López, N., & Vélez, V. N. (2018). QuantCrit: Rectifying quantitative methods through critical race theory. <i>Race Ethnicity and Education</i>, 21(2), 149–157.</p> <p>Suggested reading:</p> <p>Schubiner, H., Jackson, B., Molina, K. M., Sturgeon, J. A., Sealy-Jefferson, S., Lumley, M. A., Jolly, J., & Trost, Z. (2023). Racism as a Source of Pain. <i>Journal of General Internal Medicine</i>, 38(7), 1729–1734.</p>
Mar 24, 2025	12	Peer Consultations and Research Proposal Workshopping	<p>**The class will start at 2pm to accommodate the lunch hour presentations.</p> <ul style="list-style-type: none"> Explain your research proposal draft with your peers in a small 	No Assigned Readings

Date	#	Topics	Contents	Readings
			<p>group & receive feedback</p> <ul style="list-style-type: none"> • Actively listen and provide feedback to your peers in a small group • Come to class with questions that need addressed in designing your research proposal – there will be time for Q & A 	
Mar 31, 2025	13	Final Reflections, Course Wrap-up, Call to Action	<ul style="list-style-type: none"> • Politics of research/knowledge production & strategies to push back • Reflection of our semester • Celebration of our academic year! Please feel free to bring food & drinks. 	<p>Beltrán, R. & Mehrotra, G. (2015). Honoring our intellectual ancestors: A feminist of color treaty. <i>Affilia: Feminist Inquiry in Social Work</i>, 30(1), 106-116.</p> <p>Byers, D. S., Fareed, A., & Hreish, K. (2022). The vernacular ethics of stigmatized care: Reinterpreting acceptance and confidentiality for social work in the West Bank, Palestine. <i>Social Service Review</i>, 96(1), 73–109.</p>
[ASSIGNMENT 3b DUE ON Friday, APRIL 4th by 1:59pm]				

Class Participation

Student attendance and participation are critical for both the individual and communal learning experience. Prolonged or excessive absences will impact students' ability to integrate course content, as well as the opportunity to engage in experiential learning presented by class participation. Please note where class participation is required and notify the instructor well in advance of those class dates. Class participation can take multiple forms, including large classroom discussions, small group discussions, and active listening.

NEW *Absence Declaration Policy*

Students who are absent from academic participation for any reason (e.g., COVID, cold, flu and other illness or injury, family situation) and who require consideration for missed academic work should report their absence through the online absence declaration. The declaration is available on [ACORN](#) under the Profile and Settings menu. See details [here](#).

Students use the Absence Declaration Tool without documentation requirements, with the following restrictions:

1. Students will be able to declare absences of up to seven (7) consecutive calendar days.
2. The seven-day declaration period can be retroactive for up to 6 days in the past, or proactive, up to 6 days in the future.
3. Students with an accommodation may use the Tool within these parameters
4. The Tool is for in-term consideration only (not for Exam Periods).
5. Evidence of an absence from the ACORN Absence Declaration Tool cannot be used to seek academic consideration for matters that require a petition (e.g., final exam/final assessments)
6. The ACORN Absence Declaration Tool requires students to select the course(s) they wish to have academic consideration granted, as well as provide the email address(es) to whom their course syllabus identifies as the contact (e.g., instructor, advisor). A record of the absence is sent to the self-provided email(s) at the time of submission, and a receipt of the absence declaration is also sent to the student's University of Toronto email address.
7. Submitting an absence declaration does not initiate the process of academic consideration. It is the student's responsibility to arrange for academic consideration by communicating with their instructor(s) directly.
8. Supporting documentation beyond proof of the ACORN absence declaration submission is not required for the instance of academic consideration.
9. Students should continue to seek an academic accommodation with their instructor when a declaration is made. Or get in touch with the registrar's office <registrar.fifsw@utoronto.ca> when they are unable to declare an absence through the Tool

The ACORN Absence Declaration Tool is intended to be used in the following circumstances:

- A health condition or injury (e.g., illness, serious physical harm, mental health issue, scheduled surgery)
- A personal or family emergency (e.g., unanticipated and unavoidable familial incident beyond the student's control)
- Bereavement (e.g., the death a student's immediate family member or close friend).

The ACORN Absence Declaration Tool is not intended to be used in the following circumstances:

- Personal social obligations
- Travel not related to their academic program
- Technological issues
- The avoidance of deadlines or tests

The classes at FIFSW are fully in-person except the web-based courses. **Students are expected to attend class.** Not attending class regularly and beyond the Absence Declaration Policy may result in having to retake the course.

Students should also advise their instructor of their absence.

[Class Recordings](#)

Notice of video recording and sharing (Download and re-use prohibited)

When applicable, this course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session. Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation and are protected by copyright. Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor. For questions about the recording and use of videos in which you appear, please contact your instructor.

[Equity, Diversity, and Inclusion in the Learning Environment](#)

This course will strive to create an environment that is inclusive and conducive to a positive learning experience. This means that both instructors and students must take responsibility for the learning environment. Positive learning involves gaining and sharing

knowledge in a respectful manner just as will be necessary in the context of professional practice. Disrespectful behaviour, intimidation, and discriminatory or exclusionary comments are unacceptable in the learning environment. The University of Toronto and FIFSW are committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities. If there are any concerns about the learning environment, students are encouraged to express them to the instructor.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The [University of Toronto's Code of Behaviour on Academic Matters](#) governs the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement
- Submitting your own work in more than one course without the permission of the instructor in all relevant courses
- Making up sources or facts
- Obtaining or providing unauthorized assistance on any assignment

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, please reach out your instructor. Note that you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (for example, the [University of Toronto website on Academic Integrity](#)).

Use of Generative AI

The use of generative artificial intelligence tools and apps, including ChatGPT and other AI writing assistants, is strictly prohibited in all course assignments unless explicitly documented by the student. Students may use generative artificial intelligence tools as they

work through the assignments in this course (i.e. generating an outline, editing your draft, exploring a concept or topic), but not for final written work or speaking notes for in-class presentations.

Students who use of any AI generative tools or apps, must documented their use in an appendix for each assignment. The documentation should include what tool(s) were used, how they were used, and how the results from the AI were incorporated into the final work.

NOTE: Representing as one's own, an idea, or expression of an idea, that was AI-generated (without documenting its use) may be considered an academic offense in this course.

Turnitin (formally called Ouriginal)

Turnitin is integrated in Quercus through the Submit Assignment or Re-Submit Assignment button.

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

Standard Policies

The following are policies students should assume are in force with all Factor-Inwentash Faculty of Social Work courses. Full details for each of these policies can be found at the following links:

1. [Academic Integrity](#)
2. [Grading Policies](#)
3. [Absence Due to Illness](#)
4. [Reporting Equity, Diversity and Inclusion Concerns](#)
5. [Accessibility Services](#)
6. [Coursework Extensions](#)
7. [FIFSW Supports and Resources](#)