

Summer 2017

Course Number: SOWK 557.33	Classroom: Online/ Field Study
Course Name: Identities in Contexts	
Day & Time: June 19 – August 14	

Instructor: Hieu Van Ngo	Office Hours: By appointment
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COURSE OUTLINE

Syllabus Statement

This group study program (GSP) focuses on critical examination of identities and identity development in the contexts of Canadian multiculturalism and transnationalism.

Course Description

This course will support learners to experience dynamic interpersonal interactions in cross cultural contexts both in Canada and Ghana, and in the process examine how identities are evolving, multi-layered and socially constructed. Through experiential, reflexive learning activities, learners will explore, uncover, deconstruct, reconstruct, reclaim and extend their identities. They will also explore strategies to foster positive identity development in their professional practice.

This course will provide learners with a unique opportunity to meaningfully interact with ethnoracial youth who are participants in the Real Me Program, a local initiative supporting vulnerable youth in Calgary through identity-based wraparound intervention (<http://www.ucalgary.ca/IBWI>). Together, they will be co-learners in Calgary and Ghana.

This course will involve online course activities, consultation with culturally diverse leaders, and interactions with youth from the Real Me Program prior to departure, a 30-day field study in Ghana in July 2017, and online and community-based activities upon their return to Canada. Learners will engage in theoretical dialogues, experiential learning, personal reflection, critical reading, and sharing of experiences and insights with other co-learners. They will also learn from the lived experiences and wisdom of diverse community members.

This course requires students to also enroll in SOWK 577.35 (Community Practice in Contexts).

Learning Objectives

Participants in this course will

1. Gain critical understanding about identities and identity development in the contexts of Canadian multiculturalism and transnationalism;
2. Develop personal insights into their examination of selves, cultural affiliation and citizenship;
3. Develop leadership and intercultural competency;
4. Strengthen theoretical foundations with respect to identity development, diversity and social justice; and
5. Develop strategies to foster positive identity development in professional practice.

This course supports learners to achieve the following program level outcomes:

1. Identify as a professional social worker and adopt a value perspective of the social work profession.

- 1.1 Social work students develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2 Social work students acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities. Students develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.
- 1.3 Social work students develop critical awareness of how geographical, cultural and linguistic contexts influence professional social work identity.
2. Adhere to social work values and ethics in professional practice.
 - 2.1 Social work students have knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups.
3. Promote human rights and social justice.
 - 3.1 Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
 - 3.2 Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
4. Promote and support diversity by addressing structural sources of inequity.
 - 4.1 Social work students recognize diversity and difference as a crucial and valuable part of living in a society.
 - 4.2 Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.
5. Employ critical thinking and reflection in professional practice.
 - 5.1 Social work students develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice.
 - 5.2 Social work students are able to apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
6. Engage in research.
 - 6.2 Social work students are prepared to apply social work knowledge, as well as knowledge from other disciplines, and embrace a variety of knowledge generation lenses to advance professional practice, policy development, research, and service provision.
7. Participate in policy analysis and development.
 - 7.1 Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
8. Engage in organizational and societal systems' change through professional practice.
 - 8.1 Social work students acquire knowledge of organizational and societal systems and acquire skills to identify social inequalities, injustices, and barriers and work towards changing oppressive social conditions.
 - 8.2 Social work students develop ability to critically assess the social, historical, economic, Indigenous, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
9. Engage with individuals, families, groups, and communities through professional practice.
 - 9.1 Social work students are equipped with generalist-practice knowledge and skills to competently perform various interactive practices such as engagement, assessment, intervention, negotiation, mediation, advocacy, and evaluation.
 - 9.2 Social work students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.
 - 9.5 Social work students are prepared for interprofessional practice, community collaboration, and team work.

10. Recognize the links between components of social work practice
 - 10.1 Social work students acquire skills to incorporate critical thinking and anti-oppressive, decolonizing practice across fields and levels of professional practice.
 - 10.2 Social work students understand the relationships among direct practice (individual, family, group or community), social issues, social policy development and social action.

Relationship to Other Courses

This course is complementary to SOWK 557.34 (Community Practice in Contexts) as well as other social work courses, including: diversity and social justice, critical approaches to social work, research, and practice with individuals and communities.

Course Text(s)

Readings for this course support learners to

- To gain understanding about Ghana and its relevance to the GSP learning objectives; and
- To develop foundational knowledge about identities and identity development in the contexts of Canadian multiculturalism and transnationalism;
- To develop theoretical grounding in social justice and diversity and to explore their connections to and implications for identity development

Learners are encouraged do additional research and share the relevant resources with their colleagues.

Required Readings

Ghana Profile

<http://data.un.org/CountryProfile.aspx?crname=Ghana>

<http://www.worldbank.org/en/country/ghana>

<http://www.economist.com/topics/ghana>

Identities and Identity Development

Boone, K., Kline, C., Johnson, L., Milburn, L., & Rieder, K. (2013). Development of visitor identity through study abroad in Ghana. *Tourism Geographies*, 15(3), 470-493.

Côté, J. E. (1996). Sociological perspectives on identity formation: The culture-identity link and identity capital. *Journal of Adolescence*, 19(5), 417-428.

Duff, P. A. (2015). Transnationalism, multilingualism, and identity. *Annual Review of Applied Linguistics*, 35, 57-80.

Johnston-Guerrero, M. P. (2016). Embracing the messiness: Critical and diverse perspectives on racial and ethnic identity development. *New Directions for Student Services*, 2016(154), 43-55.

Lake, O. (1995). Toward a Pan-African identity: Diaspora African repatriates in Ghana. *Anthropological Quarterly*, 68(1), 21-36.

Lauer, S. R., & Wong, Q. (2010). Transnationalism over the life course. *Sociology Compass*, 4(12), 1054-1062.

Moodley, K., & Adam, H. (2012). Shifting boundaries and flexible identities within a multicultural Canada. *Intercultural Education*, 23(5), 425-436.

Müller, L. F. (2010). Dancing golden stools: Indigenous religion as a strategy for identity construction in Ghana. *Fieldwork in Religion*, 5(1), 32-57.

Social Justice

Duetsch, M. (2006). A framework for thinking about oppression and its change. *Social Justice Research*, 19(1), 7-41.

Morris, M. P. (2006). The capabilities perspective: A framework for social justice. *Families in Society: The Journal of Contemporary Human Services*, 83(4), 365-373.

Class Schedule

Date	
June 19	Pre-departure orientation- Part I
June 20 - 27	Pre-departure - Online learning activities, consultation with culturally diverse leaders, and interactions with youth from the Real Me Program
June 28	Pre-departure orientation- Part II
July 1	Departure for Accra, Ghana
July 2 - 6	Accra Activities: Country orientation, cultural exchanges with local leaders and civil societies, participation in local activities Identities in Contexts: Urban, colonial history, arts and culture, geography, cultural adaptation
July 6 – 7	Cape Coast Activities: A homage to slave castle; learning about indigenous traditions; interactions with local community members Identities in Contexts: Historical oppression, indigenous traditions, resilience and resistance
July 8 - 12	Kumasi Activities: Visit local institutions, meeting with a tribal chief, participating in drumming/dancing workshop and other local activities Identities in Contexts: Transnationalism, regionalism, arts and culture, tribalism
July 13 - 27	Tamale Activities: Volunteer placement, visit to national park, interactions with local youth and community members Identities in Contexts: Rural, Leadership, global citizenship, connection to land, environment stewardship, civil society, empowerment
July 28	Accra Activities: Ceremony and celebration Identities in Context: Rituals and transformation
July 29 - 30	Return to Calgary
August 1 - 14	Post-field study – Online and community-based activities; Presentation/ Showcasing learning (in person) to family and friends, colleagues and invited community members

Assignments

1. Participation in Pre-field Activities

Due Date: June 28, 2017

Value: 25%

- Participate in all pre-field activities (online and in person)
- Write at least 2 posts related to identities and identity development in the discussion forum
- Respond to at least 2 posts in the discussion forum

- Research and provide at least 2 resources related to identities and identity development and their summaries

2. Journal Writing

Due Date: July 30, 2017

Value: 40%

Details: This assignment facilitates critical awareness of identities and identity development in diverse contexts. You are thus asked to identify and thoughtfully reflect on your experiences as well as the points of tension you have experienced related to identities and identity development in this field study. As a guide, each entry should

- Clearly locate and describe the experience; and
- Demonstrate critical reflection and an integration of lived experience, theory and practice.

3. Participation in Post-Field Activities

Due Date: August 14, 2017

Value: 35%

- Complete a reflective paper using the reflective writing template (20%)
- Complete post-field activities (online and in person) (15%)
 - Write at least 2 posts related to identities and identity development in the discussion forum
 - Respond to at least 2 posts in the discussion forum

Recommended Readings and Resources

- Chen, H. (2005). The rationale for critical pedagogy in facilitating cultural identity development. *Curriculum and Teaching Dialogue*, 7(1/2), 11-22.
- Grant, P. R. (2016). "Canadian, eh?" an examination of the multidimensional structure and functions of the national identity of immigrants and of those raised in Canada. *Canadian Ethnic Studies Journal*, 48(1), 45+.
- Lee, E. O. J., & Brotman, S. (2011). Identity, refugeeness, belonging: Experiences of sexual minority refugees in Canada. *Canadian Review of Sociology*, 48(3), 241-274.
- Mazzucato, V. (2008). The double engagement: Transnationalism and integration: Ghanaian migrants' lives between Ghana and the Netherlands. *Journal of Ethnic and Migration Studies*, 34(2), 199-216.
- Sokol, J. T. (2009). Identity development throughout the lifetime: An examination of Eriksonian theory. *Graduate Journal of Counseling Psychology*, 1(2), 1-9.

Please see recommended readings and resources on D2L.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she should speak with the course instructor and consult the CFREB ethics website (www.ucalgary.ca/research/cfreb) before beginning the assignment."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. Students are referred to the section on plagiarism in the University Calendar (www.ucalgary.ca/pubs/calendar/current/k-2.html) and are reminded that plagiarism is an extremely serious academic offence.

Grading

The University of Calgary Graduate Grading System will be used.

Grade	Grade Point	Description
A+	4.0	Outstanding
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter
A-	3.7	Very Good Performance
B+	3.3	Good Performance
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.

A student’s final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

STUDENTS WITH DISABILITIES

It is the student’s responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

SAFEWALK 220-5333

Campus security will escort individuals, day or night. Call 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths

IMPORTANT INFORMATION

The University of Calgary copyright policy has changed. It is the responsibility of each individual to ensure compliance with copyright regulations. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com). The Student Ombudsman's Office can be reached at the [U of C Student Services Website](#)

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar.