



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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.*

## COURSE INFORMATION

<b>Year/Term/Dates</b>	2023 Winter, Term 1, September 5 - December 7, 2023		
<b>Course Title</b>	SOWK 570D: Directed Studies in Social Work		
<b>Credit Value</b>	3 credits		
<b>Course Schedule</b>	Tuesdays, 10am - 1pm		
<b>Course Location</b>	<a href="#">SCRF 204A</a> - Neville Scarfe Building, Room 204A		
<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Lea Caragata	SOWK, Room 333	604.827.5493	<a href="mailto:lea.caragata@ubc.ca">lea.caragata@ubc.ca</a>
<b>Office Hours</b>	By appointment		

## Prerequisite and/or Co-requisite

N/A

## Course Description

This course is a general introduction to central issues in contemporary epistemology or the nature of knowledge. The course focuses on some of the central questions of philosophy pertaining to the nature and sources of knowledge, the limits of knowing, the legitimization of

knowledge and knowers, embodied knowledge, knowledge as tangled web of power relations, situated knowledge, and epistemic violence. These questions and the ensuing conversations will be explored from interdisciplinary perspectives. Their relevance in a social work doctoral program relates to the importance of understanding the power of knowledge and our responsibilities as knowledge creators and consumers. Directly related to issues of knowledge creation are the more pragmatic questions of how epistemological perspectives and choices affect how you will carry out your own dissertation research. Thus, the course will include modules on research design which will punctuate our more philosophical discussions.

Epistemological content is organized into three major themes: Critical engagement with Eurocentric epistemologies; anticolonial, postcolonial and Indigenous epistemologies; and postmodern and post-structural approaches to knowing. Basic elements of research design are introduced at the course commencement and then the research design implications of each of the above major themes will conclude each course section. As this is a doctoral course, our learning plan is open and can be modified according to your needs and interests. We will engage in periodic check-ins to determine whether this course plan is meeting your learning needs.

## Course Structure and Learning Activities

The course objectives will be addressed through a variety of course contents and processes, including reflexive activities, experiential learning, class discussions, and integrated assignments. Class discussions and experiential activities of each week are organized around weekly themes and assigned readings. This course offers an invitation for us to join a conversation that has started long before we were born. It is designed to create space for us to engage in reflexive processes, think outside the box, and be challenged to move beyond our comfort zones. It is an invitation to open up to epistemological disruptions and critically engage in unsettling settled beliefs, values, practices, including our own settled ways of knowing and being in the world.

To create space for such epistemological disruptions, I will facilitate experiential learning activities and class discussions based on adult learning principles. My educational philosophy honours shared learning and I see all members of our class as co-learners taking shared responsibility for our mutual learning. I also see our class as a microcosm of the larger society where we are all inseparably tangled in webs of inequitable power relations based on ability/disability, citizenship, class, culture, ethnicity, gender, nationality, race, and sexuality, among many other forms of diversity and difference. I invite you to approach the learning environment as a critical space where all forms of power relations interface and where learning is best facilitated through critical reflection and transformative disruption.

## Learning Outcomes

- To deepen our ability to identify and assess our assumptive biases about the nature of knowledge and what constitutes *valued* knowledge
- To engage in a reflexive process with regard to how biography and experiences shape research interest and approaches
- To become familiar with the core issues and debates in the philosophy of science and relate these to social work theories and methodologies

- To develop an understanding of the relationship between ontology, epistemology, theory, methods, and ethics
- To critically assess various epistemological positions
- To understand the idea of 'epistemic violence' and develop strategies to minimizing it in research relations
- To facilitate articulation of the epistemological positioning that will inform your research
- To translate these epistemological learnings into a more fulsome knowledge of the processes of research design.

## Required Textbook(s) and Learning Materials

See materials identified below.

## Course Schedule

### SECTION ONE: RESEARCH DESIGN AND CRITICAL ENGAGEMENT WITH EUROCENTRIC EPISTEMOLOGIES

#### Week 1: September 5                      Course Overview, Content and Process

- Introductions
- Course objectives and individual learning objectives
- Situating an epistemological position and relating it to your research

#### Week 2: September 12                      The Process of Research Design

- Connecting epistemology to research design
- Individual research design considerations

#### Required Readings:

- Creswell, J. W., Hanson, W. E., Clark Plano, V. L., & Morales, A. (2007). Qualitative research designs: Selection and implementation. *The Counseling Psychologist*, 35(2), 236-264. <https://doi.org/10.1177/0011000006287390>
- Feast, L. & G. Melles (2010) Epistemological Positions in Design Research: A Brief Review of the Literature. <http://www.health.gov.to/drupal/sites/default/files/Week%201%20&%202%20Feast%20&%20Melles.pdf>
- Magnus, P. D. (2013). Philosophy of science in the twenty-first century. *Metaphilosophy*, 44(1-2), 48-52. <https://doi.org/10.1111/meta.12001>
- Van Wyk, B. (2012). Research design and methods Part I. University of Western Cape.

#### Recommended Readings:

- Goldstein, Howard. (1988). Humanistic Alternatives to the Limits of Scientific Knowledge: The Case of Ethical Dilemmas in Social Work Practice. *Social Thought*, Winter, 47-58.

- Jeffrey, Donna. (2007). Radical Problems and Liberal Selves: Professional Subjectivity in the Anti-Oppressive Social Work Classroom. *Canadian Journal of Social Work Review*, 24 (2), 129-139.
- Saleeby, Dennis (1999). Building a Knowledge Base: A Personal Account. *Families in Society*, 80 (6), 652-661.
- Tasker, Mary. (1999). On the Agony and Ecstasy of Writing for Publication. *Families in Society*, 80 (2), 649-651.

**Week 3: September 19                      Integrative Conversations on Epistemology, Theory, and Methodology**

- **Introduction to Street Epistemology:** Watch: People Learn Street Epistemology: Kenneth & Colton | Law of Attraction  
<https://www.youtube.com/watch?v=ZXnTA9irjo0>
- **Street Epistemology: Valentina | "I'm Not Using a Method!"**  
<https://www.youtube.com/watch?v=VDAOAOH7l-4>
- Discussion – How we will integrate thinking about what we know into this course.

Required Readings:

- Hall, Christopher (2008) A Practitioner's Application and Deconstruction of Evidence-Based Practice. *Families in Society*, 89 (3), 385-393.
- Winston LeCroy, C. (2010). Knowledge building and social work research: A critical perspective. *Research on Social Work Practice*, 20(3), 321-324.  
<https://doi.org/10.1177/1049731509331874>
- Staller, K. M. (2013). Epistemological boot camp: The politics of science and what every qualitative researcher needs to know to survive in the academy. *Qualitative Social Work: QSW : Research and Practice*, 12(4), 395-413.  
<https://doi.org/10.1177/1473325012450483>

**Week 4: September 26                      Conversations in Eurocentric Epistemologies      Lead: \_\_\_\_\_**

- Street Epistemology: Maritza (2) | Student Demands Evidence (Consistency)  
<https://www.youtube.com/watch?v=v9utXKpFxC0>

Required Readings:

- Ortega, D., & Busch-Armendariz, N. (2014). Elite knowledge or the reproduction of the knowledge of privilege: Social work doctoral education. *Affilia*, 29(1), 5-7.  
<https://doi.org/10.1177/0886109913517162>
- Fehr, C., & Plaisance, K. S. (2010). Socially relevant philosophy of science: An introduction. *Synthese (Dordrecht)*, 177(3), 301-316.  
<https://doi.org/10.1007/s11229-010-9855-7>
- Tangenberg, K. M., & Kemp, S. (2002). Embodied practice: Claiming the body's experience, agency, and knowledge for social work. *Social Work (New York)*, 47(1), 9-18. <https://doi.org/10.1093/sw/47.1.9>

Recommended Readings:

- Hempel, Carl G. (1935). On the Logical Positivists' Theory of Truth. *Analysis*, 2(4), 49-59.

- Klemke, E.D., Kline, A. D. & Hollinger, R. (1988). Introduction: Philosophy and the Study of Philosophy. In Klemke, E.D., Kline, A. D. & Hollinger, R., *Philosophy: the Basic Issues* (3<sup>rd</sup> ed., pp 1-24). New York: St. Martin's Press.
- Kuhn, Thomas S. (1996). *The Structure of Scientific Revolutions* (3<sup>rd</sup> ed). Chicago: University of Chicago Press.
- Rosenberg, Alex. (2013). *Philosophy of Science: A Contemporary Introduction*. New York: Routledge.
- Theunissen, Mark. (2014). The Idea of Philosophy and its Relation to Social Science. *Philosophy of the Social Sciences*, 44 (2) 151 – 178.

**Week 5: October 3**                      **How do we know what we know? What are the effects of our knowledge positions?**

- Exploring the tensions between being an academic 'knower' and holding critical perspectives
- Anti-oppressive practice, emancipating marginalized subjectivities and the tensions of knowledge production

Required Readings:

- Ahmed, S., & Taylor & Francis eBooks A-Z. (2000). *Strange encounters: Embodied others in post-coloniality*. Routledge. <https://doi.org/10.4324/9780203349700> Ch 1 & 3
- Scott J. W. (1992). Experience. In J. Butler & J. W. Scott (Eds), *Feminists Theorize the Political* (pp. 22-40). London: Routledge.  
<https://www.taylorfrancis.com/books/edit/10.4324/9780203723999/feminists-theorize-political-judith-butler-joan-scott>

Recommended Readings:

- Pillow, Wanda. (2003). Confessions, catharsis, or cure? Rethinking the use of reflexivity as methodological power in qualitative research. *International Journal of Qualitative Studies in Education*, 16 (2) 175-196.
- Taylor, Carolyn & Susan White (2001). Knowledge, Truth and Reflexivity: The Problem of Judgment in Social Work. *Journal of Social Work*, 1(1), 37-59.
- Wong, Yuk-Lin, R. (2004). Knowing through discomfort: A mindfulness-based critical social work pedagogy. *Critical Social work*, 4 (1) Spring 2004. (Online Journal)

**Week 6: October 10**                      **Exploring our epistemological comfort zones**

- Building your epistemological home
- Street Epistemology – Class Practice and Engagement
- Integration and review

## SECTION TWO: ANTICOLONIAL, POSTCOLONIAL AND INDIGENOUS EPISTEMOLOGIES

Week 7: October 17

Epistemic Violence: Colonialism and the Civilizing Mission

### Required Readings:

- Shiva, V. (1990). Reductionist science as epistemological violence. In A. Nandy (Ed.), *Science, hegemony and violence. A requiem for modernity* (pp. 232–256). Oxford: Oxford University Press.  
<https://archive.unu.edu/unupress/unupbooks/uu05se/uu05se0i.htm#7.%20reductonist%20science%20as%20epistemological%20violence>
- Smith, Linda Tuhiwai (2016). *Decolonizing Methodologies: Research and Indigenous peoples 3<sup>rd</sup> ed.* London and New York: Zed Books. Please read Chapters 2, and 3. Fully online.

### Recommended Readings:

- Ahmed, Sara. (2000). *Strange Encounters: Embodied Others and Post coloniality.* London: Routledge

Week 8: October 26

Anticolonial Conversations

Lead: \_\_\_\_\_

### Required Readings:

- Fanon, Frantz. (1967). The fact of Blackness. In F. Fanon, *Black Skin White Masks* (pp. 109-140). New York: Grove Press.  
[https://web.p.ebscohost.com/ehost/ebookviewer/ebook/bmxlYmtfXzI0NzQzM19fQU41?sid=d8251098-d093-456f-aea5-dedc1657bcb4@redis&vid=0&format=EB&lpid=lp\\_82&rid=0](https://web.p.ebscohost.com/ehost/ebookviewer/ebook/bmxlYmtfXzI0NzQzM19fQU41?sid=d8251098-d093-456f-aea5-dedc1657bcb4@redis&vid=0&format=EB&lpid=lp_82&rid=0)
- Lugones, M. (2010). Toward a decolonial feminism. *Hypatia*, 25(4), 742-759.  
<https://doi.org/10.1111/j.1527-2001.2010.01137.x>
- Mignolo, Walter. (2011b). Geopolitics of sensing and knowing: On (de)coloniality, border thinking, and epistemic disobedience. EIPCP,  
<http://eipcp.net/transversal/0112/mignolo/en>

### Recommended Readings:

- Dei, George Sefa & Asgharzadeh, Alireza. (2001). The power of social theory: The anticolonial discursive framework. *Journal of Educational Thought*, 35 (3), 297-323.
- Fanon, Frantz (1963). *The Wretched of the Earth.* New York: Grove Press.
- Fanon, Frantz (1967). *Black Skin White Masks.* New York: Grove Press
- Memmi, Albert. (1965). *The Colonizer and the Colonized.* Boston, Massachusetts: Beacon Press.
- Young, Robert (1990). White Mythologies. In Robert Young, *White Mythologies* (pp. 1-20). London & New York: Routledge.

**Week 9: October 31**

**Postcolonial Conversations**

**Lead: \_\_\_\_\_**

Required Readings:

- Said, Edward. (1978). The Scope of Orientalism. In E. Said, *Orientalism: Western Conceptions of the Orient* (pp. 31-110). New York: Penguin. Please read Chapter 1 (pp. 31-110).  
[https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjB4t6y0\\_j0AhXiHDQIHQIdBa4QFnoECAYQAQ&url=https%3A%2F%2Fsites.evergreen.edu%2Fpoliticalshakespeares%2Fwp-content%2Fuploads%2Fsites%2F33%2F2014%2F12%2FSaid\\_full.pdf&usg=AOvVaw3ry6G7lLz085PX3tPRnB0p](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjB4t6y0_j0AhXiHDQIHQIdBa4QFnoECAYQAQ&url=https%3A%2F%2Fsites.evergreen.edu%2Fpoliticalshakespeares%2Fwp-content%2Fuploads%2Fsites%2F33%2F2014%2F12%2FSaid_full.pdf&usg=AOvVaw3ry6G7lLz085PX3tPRnB0p)
- Gelder, K. & Jacobs J. M. (1998). The Postcolonial Uncanny. In K. Gelder and J. M. Jacobs, *Uncanny Australia: Sacredness and Identity in a Postcolonial Nation* (pp. 23-44). Victoria, Australia: Melbourne University Press. <https://minerva-access.unimelb.edu.au/handle/11343/34416>

Recommended Readings:

- Almahfedi, M. H. Kassim & Venkatesh P. (2012). Darwinist Premise in the Orientalist Construction of the "Other". *Journal of Postcolonial Cultures and Societies*, 3(1), 1-21.
- Basu, Manisha. (2010). Postcoloniality and the Language of the Metro-Polar Globalization. *Journal of Post-Colonial Cultures and Societies*. 1, 1 (2), 107-123.
- Bhabha, Homi K. (1994). *The Location of Culture*. London & New York: Routledge.
- Said, Edward. (1995) *Orientalism: Western conceptions of the Orient*. New York: Penguin. Books.
- Gelder, K. & Jacobs J. M. (1998). *Uncanny Australia: Sacredness and Identity in a Postcolonial Nation*. Victoria, Australia: Melbourne University Press.
- Nelson, Brandon. (2010). The Tyranny of the Text: How the Critical Discourse of Gayatri Spivak Gives the Patriarchal Colony New Life. *Journal of Postcolonial Cultures and Societies*, 1 (3&4), 84-96.
- Spivak, Gayatri Chakravorty. (1985). Can the subaltern speak? Speculations on widow-sacrifice. *Wedge*, 7-8, 120-130.
- Spivak, Gayatri Chakravorty. (1987). *In Other Worlds: Essays in Cultural Politics*. New York & London: Methuen.
- Young, Robert: (1990, 2004). *White Mythologies*. London and New York: Routledge.

**Week 10: November 7**

**Seminar Discussion – Review and Integration**

- Street Epistemology – Class Practice and Engagement

**November 14:**

**Reading Week**

**No Class**

## Week 11: November 21

## Guest Lecture - Indigenous Peoples' Epistemologies

### Required Readings:

- Hart, M. A. (2010). Indigenous Worldviews, Knowledge, and Research: The Development of an Indigenous Research Paradigm. *Journal of Indigenous Voices in Social Work*, 1(1), Available at <http://www.hawaii.edu/sswork/jivsw/>
- Marker, M. (2003). Indigenous voice, community, and epistemic violence: The ethnographer's "interests" and what "interests" the ethnographer. *International Journal of Qualitative Studies in Education*, 16(3), 361-375. <https://doi.org/10.1080/0951839032000086736>
- Puebla, Cesar A. Sicneros. (2014). Indigenous researchers and epistemic violence IN Denzin, N. K., Giardina, M. D., & Taylor & Francis eBooks A-Z. (2014;2016;). In Denzin N. K., Giardina M. D.(Eds.), *Qualitative inquiry outside the academy*. Left Coast Press. <https://doi.org/10.4324/9781315421339>

### Recommended Readings:

- Battiste, M. (2005). Indigenous Knowledge: Foundations for First Nations. *World Indigenous Higher Education Consortium Journal*, 2005 edition, 1-12.
- Battiste, M. & Henderson, J. Y. (2004). *Protecting Indigenous Knowledge and Heritage: A Global Challenge*. Saskatoon: Purich Publishing Ltd.
- Dumbrill, Gary & Jacquie Greene. (2008). Indigenous Knowledge in the Social Work Academy. *Social Work Education*, 27 (5) 489-503.
- Lavallé, Lynn. (2010). Blurring the Boundaries: Social Work's Role in Indigenous Spirituality. *Canadian Social Work Review*, 27 (1), 143-146.
- Kumsa, Martha Kuwee. (2013). *Songs of Exile: Singing the Past into the Future*. Kitchener, Ontario, Canada: Duudhaa Publishing.
- Morgan, Sally, Tjalaminu, Mia & Kwaymullina, Blaze. (2008). *Heartsick for Country: Stories of Love, Spirit and Creation*. Fremantle, Australia: Fremantle Press.
- Sinclair, R., Hart, M. A., & Bruyere, G. (Eds., 2009). *Wicahitowin: Aboriginal Social Work in Canada*. Winnipeg: Fernwood Publishing.

## SECTION THREE: POSTMODERN AND POSTSTRUCTURAL APPROACHES

## Week 12: November 28

## Postmodern and Post-structural Conversations Lead: \_\_\_\_\_

### Required Readings:

- Haraway, D. (1988). Situated knowledges: The science question in feminism and the privilege of partial perspective. *Feminist Studies*, 14(3), 575-599. <https://doi.org/10.2307/3178066>
- Spector-Mersel, G. (2010). Narrative research: Time for a paradigm. *Narrative Inquiry: NI*, 20(1), 204-224. <https://doi.org/10.1075/ni.20.1.10spe>
- Foucault, Michel (1980). Two Lectures. In M. Foucault, *Power/Knowledge: Selected Interviews and Other Writings 1972-1977* (pp.78-108). New York: Pantheon Books.
- Chambon, A. S. (1999). Foucault's Approach: Making the familiar visible. In A. S. Chambon, A. Irving, & L. Epstein (Eds), *Reading Foucault for Social Work*, pp. 51-81). New York: Colombia University Press.



- Gibson, Margaret. (2010). Building Research, Building Justice: Epistemology, Social Work, and Lesbian Parents. *Canadian Social Work Review*, 27 (2), 239-258.

Recommended Readings:

- Berger, Peter. L. & Luckmann, Thomas. (1966). *The Social Construction of Reality: A Treatise in the Sociology of Knowledge*. New York: Penguin Books.
- Chambon, A. S., Irving, Allan, & Epstein, Laura (eds). (1999). *Reading Foucault for Social Work*, New York: Colombia University Press.
- Butler, Judith. (2005). *Giving an Account of Oneself*. Fordham University Press.
- Derrida, Jacques. (1978). *Writing and Difference*. Chicago: Chicago University Press.
- Foucault, Michel (1980). *Power/Knowledge: Selected interviews and other writings 1972-1977*. New York: Pantheon Books.
- Irving, Allan (1999). Waiting for Foucault: Social work and the multitudinous truths of life. In A. S. Chambon, A. Irving, & L. Epstein (eds), *Reading Foucault for Social Work*, pp. 27-50). New York: Colombia University Press.

**Week 13: December 5**

**Course Wrap-up**

- Sharing and providing feedback on writing projects
- Reflections on Research Design
- Course evaluation

Recommended Readings:

- Chatterjee, Abhishek. Ontology, Epistemology and Multimethod Research in Political Science. *Philosophy of the Social Sciences*, 43(1) 73–99.
- Bolland, Kathleen & Charles Atherton. (2002). Heuristics versus Logical Positivism: Solving the Wrong Problem. *Families in Society*, 83 (1), 7-13.
- Heineman-Pieper, Jessica, Katherine Tyson & Martha Heineman-Pieper. Doing Good Science without Sacrificing Good Values: Why the Heuristic Paradigm is the Best for Social Work. *Families in Society*, 83 (1), 15-28.
- Lincoln, Yvonna S, Lynham, Susan A. & Guba, Egon G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, revisited. In N. K. Denzin & Lincoln Yvonna S (Eds.), *The Sage Handbook of Qualitative Research*, pp. 97-128). LA & London: Sage.
- Thyer, Bruce (2008). The Quest for Evidence-Based Practice?: We are All Positivists! *Research on Social Work Practice*, 18 (4), 339-345.

## Assignments

The learning outcomes for this course are further teased out through two major integrated assignments. The first assignment, Reflexive Learning (45%), is designed to stimulate class discussion and set the stage for the second assignment, the development of a Journal Article (45%). Details of all three of the assignments are discussed below:

### 1) Reflexive Learning (45%)

For this assignment, you are asked to keep a reflexive and analytic journal of your learning process throughout the term and submit a weekly summary of your reflexive learning for the 9 classes: September 12, 19, 26; October 3, 17, 26, 31; November 21, 28. Each weekly summary is to be between 250 and 500 words (12 font, double-spaced, and 1" margins on all sides). Each summary is worth 5% of the total course weight. Your summary is your analysis and reflexive examination of assigned weekly readings and your cumulative learning from class discussions and readings. Please submit these summaries by Monday of each week prior to Tuesday's class.

We will start class on Tuesdays with the discussion of the reflexive summaries. You will be asked in turn to lead the discussion. Throughout these ten weeks, the major focus of each class will be the analytic and reflexive exploration of the assigned readings. You should come to class prepared to discuss the readings and your summary in an informed and collegial manner.

To be on the same page for our class discussions, we will all be guided by the following questions for our summaries and the class discussion each week:

- What are the key issues of the readings and class discussions this week?
- How do they relate to last week's key issues?
- How do I position myself in relation to these issues?
- How is my dissertation topic positioned in relation to these key issues?
- How do these epistemological questions and issues affect my ideas/plans for my overall research design?
- How are my embodied knowledge and epistemological stance being challenged, affirmed or engaged otherwise?
- What is the key message that I take away?
- What lingering issues am I wrestling with?

**PLEASE NOTE:** No grades will be assigned on a weekly basis, rather the set of 9 summaries will be graded together and should be resubmitted in a collated format at the conclusion of the final weekly submission. To ensure that you have some feedback in an ongoing manner, I will offer some brief feedback during the weekly submissions. I will request that we meet if I have any reason to believe that your work is falling short of PhD level quality.

We can further discuss these arrangements in class as you may require. My intention in grading in this way is to give you an opportunity to develop your epistemological reading and analysis expertise over the period of the course rather than assigning grades early on.

## **2) Development of your Epistemological Home (10%)**

This will be discussed in detail in class but it is intended to enable your expression – in text, visually or in any format/medium of interest – how you see and understand your own way of seeing the world of knowledge and knowledge making. It is intended to support your insights into the epistemological and ontological framings or backdrops we all have and utilize to judge knowledge claims and to recognize their shaping through hegemonic structures.

## **3) Journal Article (45%)**

This assignment is an invitation for you to write and (potentially) publish a short reflexive piece on your wrestling with the topic of your dissertation and your tentative epistemological stance at the point of writing. From your weekly reflexive summaries and the learning thereof, write a 2000-2500-word paper to be submitted to a scholarly journal that suits your particular topic and epistemological approach. You will need to identify a scholarly journal and tailor your paper according to the specifications of your chosen journal. While you work on this paper throughout the term, the assignment itself is due the last day of class. I will give you my feedback shortly after. If you do decide to submit your manuscript to your chosen journal, I will be available to give you further feedback. After your individual submission of this paper to me, it is also possible that you might jointly collaborate on a paper for submission to a journal.

You can be as creative as you wish with both the content and format of your paper but please do so within the specifications of the journal you would like to submit it to. Depending on how you engage with the course and the requirements of the journal, your manuscript may take a conceptual, reflective, performative, or other creative form. Whatever the form it takes however, please identify a central theme you are wrestling with in your reflexive summaries and build your arguments and reflections around it. My assumption is that you will start to see a theme by the third or fourth summary. The following questions might help in focusing your paper.

- What is your research topic/question?
- How are you related to this topic/question? What does it mean to you?
- What is your embodied knowledge about this topic/question?
- Is a theme emerging from the issues you are wrestling with in your summaries?
- Knowing that no single epistemology explains any topic/question solely or wholly, how would you situate your topic/question among the various epistemologies?
- How do you critically engage the ensuing tensions?
- What issues do you struggle with in terms of the link among epistemologies, theories, and methodologies?
- How have the above considerations affected your ideas for the overall design of your dissertation research?

The article must be submitted by December 20<sup>th</sup>.

## Assignment Submission Process

All assignments are expected to be submitted to me by email.

The 9 weekly summaries **MUST** be submitted by Monday at 12 noon in advance of the next day's class. As these summaries form the basis of our class discussions, no late summaries will be accepted.

Requests for extensions should be made in writing in advance with a reason for the extension and a requested new submission date.

## SCHOOL/COURSE POLICIES

### UBC COVID-19 Protocols for in-class learning

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## Attendance

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 set up to discuss this with the student. ([Student Handbook](#)).

Other school policies can be accessed through the [School of Social Work student handbook](#).

## Learning Resources

UBC Learning Commons has a variety of tools and information such as: borrowing equipment, academic integrity (**APA Citation Guide**), writing support, skills for class, skills for life and academic support to assist students in their learning. <https://learningcommons.ubc.ca/>

## University Policies

### Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC Early Alert system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:  
<https://senate.ubc.ca/policies-resources-support-student-success>

## Learning Analytics

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using Canvas. Canvas can capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to: view overall class progress; review statistics on course content being accessed to support improvements in the course; assess your participation in the course.

## Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. It is not permitted to record classes, unless permission has been granted by the instructor.

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## 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.