



# 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.*

**School Mission Statement:** *Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.*

## COURSE INFORMATION

<b>Year/Term/Dates</b>	2023 Winter, Term 1, September 5 – December 7, 2023
<b>Course Title</b>	SOWK 621: Social Theory, Ideology and Ethics
<b>Course Value</b>	3 credits
<b>Course Schedule</b>	Wednesdays, 2pm - 5pm
<b>Course Location</b>	<a href="#">IBLC 156</a> - Irving K Barber Learning Centre, Room 156

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Tina Wilson	Jack Bell, Room 237		<a href="mailto:tina.wilson@ubc.ca">tina.wilson@ubc.ca</a>
<b>Office Hours</b>	By appointment		

## Course Description

This course provides a lens through which students may critically analyze major social theories, their development and contribution to social work.

## Detailed Description

*What might it mean to take responsibility for reproducing, for challenging, and for changing social work, from one generation to the next, through the scholarly and pedagogical channels of the university?*

This course is designed to help incoming social work PhD students better understand the Western university, the organization of social science and humanities disciplines, generational shifts in which theories and ideas capture popular attention, and some of the major contemporary challenges to the elite knowledge work of the state-sponsored university.

The first part of the course looks at the historical and geopolitical nature of the university as an institution, and how university branches and disciplines are structured and focused. This initial foundation will help us engage with interdisciplinary academic social work as an historical and cultural entity. The second part of the course looks at the generational structure of academic disciplines and how disciplines engage in collective disciplinary reflexivity, and then explores a few major inter-generational shifts in social theory (called “turns”) within and across disciplines. This second domain of learning will help us begin to locate our own investments and research interests within a broader universe of shifting ideas and competing claims about academic knowledge work. The third and final part of the course will introduce some of the major current challenges to the elite knowledge work of the university, including evolving debates about equity, diversity and inclusion, de/colonization, monoculturalism, and anthropocentrism.

Overall, this first course is intended to invite new scholars into the work of the university and questions of disciplinary reproduction, challenge and change, while also providing an advanced introductory grounding from which to identify relevant elective courses and further develop specific doctoral research interests.

## Learning Outcomes

By the end of this course students will be able to:

1. Actively participate in collaborative, interdisciplinary scholarly conversation.
2. Give and receive collegial feedback on draft written work.
3. Situate their own interests and investments within the intergenerational relations and disciplinary divisions of the university.
4. Identify, integrate, and articulate relevant interdisciplinary thought and history related to their own research area(s).

## Course Structure and Learning Activities

This is an in-person graduate level seminar-style course, meaning it is discussion rather than lecture based. The instructor will however present some mini lesson content to help frame the weekly topics. You are expected to complete the readings in preparation for class discussion and will be responsible for preparing short contributions most weeks (see Assignment 1). There will also be structured time to read and give feedback on draft written work for the main essay assignment.

## Required Textbook(s) and Learning Materials

This course uses the CANVAS course management system, which includes a list of course readings with library access links. In addition to those linked chapters and articles, there are two required books for this class (also available through the library):

1. Readings, B. (1997). *The university in ruins*. Harvard.
2. Yusoff, K. (2018). *A billion black Anthropocenes or none*. Minnesota. [essay length piece published as a book]

### Recommended (optional) resources

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4<sup>th</sup> edition). Chicago.

- Developing, making and supporting claims in social science research and writing.

Hayot, E. (2014). *The elements of academic style: Writing for the humanities*. Columbia.

- Helpful overview of the structure of humanities academic writing (*not* social sciences), with some distinctions made between North American and Continental (European) conventions. Useful if you want to try writing with a bit more creativity that is typically permitted in science writing.

The *Stanford Encyclopedia of Philosophy*: <https://plato.stanford.edu/> (open access)

*SAGE Research Methods* → Foundations (via UBC library):  
<https://methods.sagepub.com/foundations/foundations>

## Course Schedule

PART 1: The University	
<b>Session 1:</b>	<b>September 6, 2023</b>
<b>TOPIC:</b>	<b>The modern university and it's major branches</b>
Smith, R. (2022). Psychologies: Their diverse histories. In <i>The Palgrave Handbook of the History of Human Sciences</i> (pp. 977-1004). Springer Nature Singapore.	Two cultures Disciplinary divisions Historical studies of

<p><a href="https://doi.org/10.1007/978-981-16-7255-2">https://doi.org/10.1007/978-981-16-7255-2</a></p> <p>Steinmetz, G. (2022). The history of sociology as disciplinary self-reflexivity. In <i>The Palgrave Handbook of the History of Human Sciences</i> (pp. 833-863). Springer Nature Singapore. <a href="https://doi.org/10.1007/978-981-16-7255-2">https://doi.org/10.1007/978-981-16-7255-2</a></p>	<p>academic disciplines</p> <p>Critical university studies</p>
<p><b>Session 2:</b></p>	<p><b>September 13, 2023</b></p>
<p><b>TOPIC:</b></p>	<p><b>The changing role of the university</b></p>
<p>***[book] Readings, B. (1997). <i>The university in ruins</i>. Harvard.</p> <p>Moten, F., &amp; Harney, S. (2004). The university and the undercommons: Seven theses. <i>Social Text</i>, 22(2), 101-115.</p>	<p>The university</p> <p>Nationalism in uni edu</p> <p>Massification of uni edu</p> <p>Professionalization of uni edu</p>
<p><b>Session 3:</b></p>	<p><b>September 20, 2023</b></p>
<p><b>TOPIC:</b></p>	<p><b>Disciplinary divisions, types of theory</b></p>
<p>Chuh, K. (2014). It's not about anything. <i>Social Text</i>, 121(32), 125-134. <a href="https://doi.org/10.1215/01642472-2820496">https://doi.org/10.1215/01642472-2820496</a></p> <p>Liehr, P., Smith, M-J. (2017). Middle range theory: A perspective on development and use. <i>Advances in Nursing Science</i> 40(1):p 51-63, DOI: 10.1097/ANS.000000000000162</p> <p>Øverbye, E. (2010). Disciplinary perspectives. In <i>The Oxford Handbook of the Welfare State</i> (pp. 1-17). <a href="https://doi.org/10.1093/oxfordhb/9780199579396.003.0010">10.1093/oxfordhb/9780199579396.003.0010</a></p> <p>Steinmetz, G. (2023). Concept-quake: From history of science to the historical sociology of social science. In D. Fassin &amp; G. Steinmetz Eds. <i>The social sciences in the looking glass: Studies in the production of knowledge</i> (pp. 21-80). Duke.</p> <p>Wilson, T. E. (2023). "Passing on" critical social work. In S. A. Webb (Ed.), <i>The Routledge Handbook of International Critical Social Work</i> (pp. 51-62). Routledge. <a href="https://doi.org/10.4324/9781003211969-4">https://doi.org/10.4324/9781003211969-4</a></p> <p><b>Recommended (i.e., optional)</b></p> <p>Gutting, G. (Ed.) (2005). <i>Continental philosophy of science</i>. Blackwell.</p> <p>Harding, S. (2008). <i>Sciences from below: Feminisms, postcolonialities, and modernities</i>. Duke.</p> <p>Lee, J., (2021). The legacy of Robert K. Merton: On theories of</p>	<p>Traditional disciplines</p> <p>Professional disciplines</p> <p>Extra-disciplinary studies</p> <p>Disciplinary reflexivity</p> <p>Philosophy</p> <p>Theory (meta, mid-range, applied, keyword)</p>

<p>the middle range. <i>Sociological Forum</i>, 36(2), 515-519, DOI: 10.1111/socf.12692</p> <p>Midgley, M. (1992). <i>Science as salvation: A modern myth and its meaning</i>. Routledge.</p> <p>Rosenberg, A. (2016). <i>Philosophy of social science</i>. 5<sup>th</sup> Edition. Westview Press.</p> <p>Wilson, T. E. (2017). Repairing what's left in social work, or, when knowledge no longer cuts. <i>British Journal of Social Work</i>, 47(5), 1310-1325. <a href="https://doi.org/10.1093/bjsw/bcw114">https://doi.org/10.1093/bjsw/bcw114</a></p>		
<b>PART 2: Academic Generations and Turns in Social Theory</b>		
<b>Session 4:</b>	<b>September 27, 2023</b>	
<b>TOPIC:</b>	<b>Major traditions, common dualisms</b>	
<p>Alvesson, M. &amp; Sandberg, J. (2011). Generating research questions through problematization. <i>Academy of Management Review</i>, 36(2), 247-271.</p> <p>Brorson, S., &amp; Andersen, H. (2011). Stabilizing and changing phenomenal worlds: Ludwik Fleck and Thomas Kuhn on scientific literature. <i>Journal for General Philosophy of Science / Zeitschrift für allgemeine Wissenschaftstheorie</i>, 32(1), 109-129.</p> <p>Connell, R. (2008). <i>Southern theory: The global dynamics of knowledge in social science</i>. Allen &amp; Unwin. (Read 1-68).</p> <p>Hammersley, M. (1989). Philosophy and the human sciences in nineteenth century. <i>The dilemma of qualitative method: Herbert Blumer and the Chicago Tradition</i> (pp. 9-43). Routledge.</p> <p>Bod, R. (2013). Historiography: The historicization of the world. <i>A new history of the humanities: The search for principles and patterns from antiquity to the present</i> (pp. 250-271). Oxford.</p>		<p>Positive and negative science</p> <p>Scientific progress</p> <p>Paradigms</p> <p>Cause</p> <p>Comparison</p> <p>Nature/culture, material/culture</p> <p>Mind/body</p> <p>Base/superstructure</p> <p>Structure/agency</p> <p>Epistemology/ontology</p> <p>Theory/practice</p>
<b>Session 5:</b>	<b>October 4, 2023</b>	
<b>TOPIC:</b>	<b>Structuralism, poststructuralism, postcolonialism, postmodernism</b>	
<p>Chakrabarty, D. (2007). <i>Provincializing Europe: Postcolonial thought and historical difference</i>. Princeton. (Read the first two chapters, pp. 1-47)</p> <p>Hacking, I. (2002). Historical ontology. <i>Historical ontology</i> (pp. 1-26). Harvard.</p>		<p>Structuralism</p> <p>Post-structuralism</p> <p>Postcolonialism</p> <p>Postmodernism</p> <p>Deconstruction</p> <p>Structural social work</p>

<p>Homer, S. (2017). Paris 1955-1968; or, structuralism. In I. Szeman, S. Blacker &amp; J. Sully (Eds.). <i>A companion to critical and cultural theory</i> (pp. 41-58). Wiley Blackwell.</p> <p>Young, R. J. C. (2001). Postcolonialism. <i>Postcolonialism: An historical introduction</i> (pp. 57-69). Blackwell.</p> <p><b>Intro videos:</b></p> <p>The Living Philosophy. Modernism vs. Postmodernism.  <a href="https://youtu.be/iMVjI3pcwU">https://youtu.be/iMVjI3pcwU</a></p> <p>Christopher Bolton. Animating Poststructuralism.  <a href="https://youtu.be/6a2dLVx8THA">https://youtu.be/6a2dLVx8THA</a></p> <p>Anderson, E. Overthink Podcast. Continental philosophy: What is it, and why is it a thing?  <a href="https://youtu.be/kXRmymmSRil">https://youtu.be/kXRmymmSRil</a></p> <p>Then &amp; Now. Understanding Derrida, deconstruction &amp; Of Grammatology. <a href="https://youtu.be/HKJISY0DBBA">https://youtu.be/HKJISY0DBBA</a></p>	<p>Critical social work</p> <p>Postmodern social work</p>
<p><b>Session 6:</b></p>	<p><b>October 11, 2023</b></p>
<p><b>TOPIC:</b></p>	<p><b>Biopolitics, governmentality</b></p>
<p>Anderson, B. (2012). Affect and biopower: Towards a politics of life. <i>Transactions of the Institute of British Geographers, New Series, 37, No. 1</i>, 28-43.  <a href="https://doi.org/10.2307/41427926">https://doi.org/10.2307/41427926</a></p> <p>Hacking, I. (1990). <i>The taming of chance</i>. Cambridge. Read 1-80; 160-179.</p> <p>Puar, J. K. (2007/2017). <i>Terrorist assemblages: Homonationalism in queer times</i>. 10<sup>th</sup> anniversary edition. Duke. (Read forward, preface, and introduction)</p> <p>Rose, N. (2007). Politics and life. <i>The Politics of life itself: Biomedicine, power, and subjectivity in the twenty-first century</i> (pp. 41-76). Princeton.</p> <p>Schuller, K. (2018). Introduction. Sentimental biopower &amp; Taxonomies of feeling: Sensation and sentiment in evolutionary race science. <i>The biopolitics of feeling: Race, sex, and science in the nineteenth century</i> (two chapters, pp. 1-34; 35-67). Duke.</p> <p>Weheliye, A. G., (2014). Racism: Biopolitics. <i>Habeas Viscus: Racializing assemblages, biopolitics, and black feminist theories of the human</i>. (pp. 53-73). Duke.</p> <p><b>Intro videos:</b></p> <p>Theory &amp; Philosophy. What is biopolitics?   Michael Foucault  </p>	<p>Health, wellbeing</p> <p>Statistics</p> <p>Social engineering</p> <p>Biopower</p> <p>Biopolitics</p> <p>Governmentality</p> <p>Racism</p>

<p>Keyword. <a href="https://youtu.be/MrsJNmwoX6g">https://youtu.be/MrsJNmwoX6g</a></p> <p>Flicker Theory. Three minute thought: What is governmentality [Foucault's three types of power]. <a href="https://youtu.be/XvWslR5_bOs">https://youtu.be/XvWslR5_bOs</a></p> <p><b>Recommended</b></p> <p>Dean, M. (1999). <i>Governmentality: Power and rule in modern society</i>. Sage.</p> <p>Glick, M. H. (2018). <i>Infrahumanisms: Science, culture, and the making of modern non/personhood</i>. Duke.</p> <p>Puar, J. K. (2017). <i>The right to maim: Debility, capacity, disability</i>. Duke.</p> <p>Rose, N. (1999). Numbers. <i>Powers of freedom: Reframing political thought</i> (pp. 197-232). Cambridge.</p>	
<b>Session 7:</b>	<b>October 18, 2023</b>
<b>TOPIC:</b>	<b>Sovereignty, freedom, self, subjectivity</b>
<p>Callison, W. (2017). Subjectivity. In I. Szeman, S. Blacker, &amp; J. Sully (Eds.). <i>A companion to critical and cultural theory</i> (pp. 173-189). Wiley Blackwell.</p> <p>Rose, N. (1999). Freedom. <i>Powers of freedom: Reframing political thought</i> (pp. 61-97). Cambridge.</p> <p>Wynter, S. (2003). Unsettling the coloniality of being/power/truth/Freedom: Towards the human, after Man, its overrepresentation--An argument. <i>CR: The New Centennial Review</i>, 3(3), 257-337. <a href="https://doi.org/10.1353/ncr.2004.0015">https://doi.org/10.1353/ncr.2004.0015</a></p> <p><b>Recommended</b></p> <p>McKittrick, K. (Ed.) (2015). <i>Sylvia Wynter: On being human as praxis</i>. Duke.</p>	<p>Sovereignty</p> <p>Freedom</p> <p>Self</p> <p>Subjectivity</p> <p>Human/Man</p>
<b>Session 8:</b>	<b>October 25, 2023</b>
<b>TOPIC:</b>	<b>Cultural and identity studies, social movements, experience as knowledge</b>
<p>Chen, M. Y., Kafer, A., Kim, E., &amp; Minich, J. A. (Eds.) (2023). Introduction. <i>Crip genealogies</i> (pp. 1-57). Duke.</p> <p>McKittrick, K. (2021). <i>Dear science, and other stories</i>. Duke. (Read 1-57).</p> <p>Hofman, E. (2022). Made-up people: Conceptualizing histories of the self and the human sciences. In <i>The Palgrave Handbook of the History of Human Sciences</i> (pp. 323-347).</p>	<p>Sub-culture</p> <p>Experience</p> <p>Standpoint, location, positionality</p> <p>Social justice</p> <p>British/cultural studies</p>



<p>Springer Nature Singapore. <a href="https://doi.org/10.1007/978-981-16-7255-2">https://doi.org/10.1007/978-981-16-7255-2</a></p> <p>Love, H. (2021). <i>Underdogs: Social deviance and queer theory</i>. Chicago. Read preface, introduction, chapter 4.</p> <p>Wiegman, R. (2012). <i>Object lessons</i>. Duke. (Read introduction and chapter 1)</p> <p><b>Recommended</b></p> <p>Brown, W. (1997). The impossibility of women's studies. <i>Differences</i>, 79-101.</p> <p>Cvetkovich, A. (2012). Introduction. Public feelings: A collective project. <i>Depression: A public feeling</i> (pp.1-26). Duke.</p> <p>Tuck, E., &amp; Yang, K. W. (2017). Late identity. <i>Critical Ethnic Studies</i>, 3(1), 1-19.</p> <p>Weheliye, A. W. (2014). <i>Habeas Viscus: Racializing assemblages, biopolitics, and black feminist theories of the human</i>. Duke.</p>		
<b>Session 9</b>	<b>November 1, 2023</b>	
<b>TOPIC:</b>	<b>Epistemological, cultural, linguistic turns</b>	
<p>Bachmann-Medick, D. (2016). Introduction: Cultural turns – New orientations in the study of culture. <i>Cultural turns: New orientations in the study of culture</i> (pp. 1-38). De Gruyter.</p> <p>Marcus, G. E., &amp; Fischer, M. M. J. (1986). <i>Anthropology as cultural critique: An experimental moment in the human sciences</i>. Chicago. Read pp. 1-44.</p> <p>Kuby, C. R. (2021). What paradigmatic perspectives make possible: Considerations for pedagogies and the doing of inquiry. In K. Murris (Ed.) <i>Navigating the postqualitative, new materialist and critical posthumanist terrain across disciplines: An introductory guide</i> (pp.43-61). Routledge. [read last, as provides bridge to next week]</p>	<p>Epistemology/ontology</p> <p>Interpretation</p> <p>Discourse</p> <p>Crisis of representation</p> <p>Post qualitative</p> <p>"Turns": Cultural, linguistic, translational...</p>	
<b>Session 10</b>	<b>November 8, 2023</b>	
<b>TOPIC:</b>	<b>Ontological, new materialist, posthuman, post-anthropocentric turns</b>	
<p>Argent, N. (2009). Social nature. In N. Thrift &amp; R. Kitchin (Eds.). <i>International Encyclopedia of Human Geography</i> (pp. 303-308). Elsevier.</p> <p>Barad, K. (2008). Posthuman performativity: Toward an understanding of how matter comes to matter. In S. Alaimo &amp;</p>	<p>Ontology</p> <p>New materialism (feminist)</p> <p>Posthumanism (critical)</p>	



<p>S. Hekman (Eds.) <i>Material feminisms</i> (pp. 120- 154). Indiana.</p> <p>Braidotti, R. (2013). Post-humanism: Life beyond the self. <i>The Posthuman</i> (pp. 13-54). Polity.</p> <p>Coole, D., &amp; Frost, S. (2010). Introducing the new materialism. In D. Coole &amp; S. Frost (Eds.) <i>New materialisms: Ontology, agency, politics</i> (pp. 1-46). Duke.</p> <p>Strathern, M. (2018). Opening up relations. In M. Cadena &amp; M. Blaser (Eds.) <i>A world of many worlds</i> (pp. 21-52). Duke.</p> <p>Watts, V. (2013). Indigenous place-though and agency among humans and non-humans (First Woman and Sky Woman go on a European world tour!). <i>Decolonization: Indigeneity, Education &amp; Society</i>, 2(1), 20-34.</p> <p><b>Recommended</b></p> <p>Tuck, E., &amp; McKenzie, M. (2015). Relational validity and the “where” of Inquiry: Place and land in qualitative research. <i>Qualitative Inquiry</i>, 21(7), 633-638.  <a href="https://doi.org/10.1177/1077800414563809">https://doi.org/10.1177/1077800414563809</a></p>	<p>Anthropocentrism</p> <p>Non-representational theory</p> <p>Human/Man</p>
<p><b>Midterm Break (November 13 – 15, 2023)</b></p>	
<p><b>PART 3: Challenges</b></p>	
<p><b>Session 11</b></p>	<p><b>November 22, 2023</b></p>
<p><b>TOPIC:</b></p>	<p><b>Equity, diversity, inclusion</b></p>
<p>Coulthard, G. S., (2014). The politics of recognition in colonial contexts. <i>Red skin white masks: Rejecting the colonial politics of recognition</i> (pp. 25-49). Minnesota.</p> <p>Dean, M. &amp; Zamora, D. (2022). Politics as confession: Confronting the enemy within. <i>Political Theology</i>, 0-00.  <a href="https://doi.org/10.1080/1462317X.2022.2105280">https://doi.org/10.1080/1462317X.2022.2105280</a></p> <p>Dolmage, J. T. (2017). Introduction. <i>Academic ableism: Disability and higher education</i> (pp. 1-39). Michigan.</p> <p>Thobani, S. (2022). Introduction. Present pasts: The anxieties of power. In S. Thobani (Ed.). <i>Colonial and racial (in)justice in the university. Counting for nothing?</i> (pp. 1-46). Toronto.</p> <p>Amin, A. (2010). The remainders of race. <i>Theory, Culture &amp; Society</i>, 27(1), 1-23. <a href="https://doi.org/10.1177/0263276409350361">https://doi.org/10.1177/0263276409350361</a></p> <p><b>Recommended</b></p> <p>Dolmage Ch4: Universal design.</p> <p>Laws, G., &amp; Drew, E. (2022). Crippling (homo)nationalism: Disability rights and the allure of the neoliberal nation-state. In</p>	<p>EDI/REDI</p> <p>SSHRC equity requirements/guidelines for research</p> <p>UBC university strategic plans: UBS strategic plan; inclusion action plan; Indigenous strategic plan (others?)</p> <p>TT job talks: Diversity statements</p>

A. Sifaki, C. L. Quinan, & K. Lončarević (Eds.) <i>Homonationalism, femonationalism and ablenationalism: Critical pedagogies contextualised</i> (pp. 138-157). Routledge. <a href="https://doi.org/10.4324/b22813">https://doi.org/10.4324/b22813</a>		
<b>Session 12</b>	<b>November 29, 2023</b>	
<b>TOPIC:</b>	<b>De/colonization, monoculturalism</b>	
<p>Byrd, J. A. (2011). <i>The transit of empire: Indigenous critiques of colonialism</i>. Minnesota. (Read intro and chapter 1, xv-xxxix; 1-38).</p> <p>Friedlander, J. (2022). Indigeneity: An historical reflection on a very European idea. In D. McCallum (ed.), <i>The Palgrave Handbook of the History of Human Sciences</i> (pp. 533-558). Springer Nature Singapore. <a href="https://doi.org/10.1007/978-981-16-7255-2">https://doi.org/10.1007/978-981-16-7255-2</a></p> <ul style="list-style-type: none"> <li>• CW - academic treatment of high stakes debates</li> </ul> <p>Harding, S. (2008). Postcolonial science and technology studies: Are there multiple sciences? <i>Sciences from below: Feminisms, postcolonialities, and modernities</i> (pp. 130-154). Duke.</p> <p>Blaser, M. &amp; Cadena, M. (2018). Pluriverse: Proposals for a world of many worlds. In Cadena, M., &amp; Blaser, M. (Eds). <i>A world of many worlds</i> (pp. 1-22). Duke.</p> <p>Mignolo, W. D. &amp; Walsh, C. E. (2018). <i>On decoloniality: Concepts, analytics, praxis</i>. Duke. (pp. 105-152).</p> <p><b>Recommended</b></p> <p>Bowker, G. C. (2005). The local knowledge of a globalizing ethnos. <i>Memory practices in the sciences</i> (pp. 201-221). MIT.</p>		<p>Indigenous</p> <p>Indigenize</p> <p>Decolonize</p> <p>Decolonial</p> <p>Monoculturalism</p> <p>Indigenous science</p>
<b>Session 13</b>	<b>Anthropocentrism</b>	
<b>TOPIC:</b>	<b>December 6, 2023</b>	
<p>Connell, R. (2008). <i>Southern theory: The global dynamics of knowledge in social science</i>. Allen &amp; Unwin. (pp. 195-232)</p> <p>Mignolo, W. D. (2018). The invention of the <i>Human</i> and the three pillars of the colonial matrix of power: Racism, sexism, and nature. In (Eds). <i>On decoloniality: Concepts, analytics, praxis</i> (pp. 151-176). Duke.</p> <p>***[book] Yusoff, K. (2018). <i>A billion black Anthropocenes or none</i>. Minnesota. (essay published as a book – it's not long)</p>		<p>No keywords this week</p>

### Recommended

Philp, M. (1979). Notes on the form of knowledge in social work. *The Sociological Review*, 27(1), 83-111.

<https://doi.org/10.1111/j.1467-954X.1979.tb00326.x>

Tsing, A. L. (2022). The sociality of birds: Reflections on ontological edge effects. In T. van Dooren & M. Chrulew (Eds.) *Kin: Thinking with Deborah Bird Rose* (pp. 15-32). Duke.

Wilson, T. E. (2021). An invitation into the trouble with humanism for social work. In V. Bozalek & B. Pease (Eds.), *Post-Anthropocentric social work: Critical posthuman and new materialist perspectives* (pp. 32-45). Routledge.

## Assignments

### 1. Weekly research and presentation contributions, Value 40%

You will see in the course schedule that each week is accompanied by a list of keywords and topics. At the end of each class we will identify who is responsible for researching and presenting briefly on the keywords/topics for the following week (one keyword/topic per person, presentation starting the second week of class). There is an assignment form located on CANVAS that will help guide your work, and you are to submit this completed form via CANVAS before class each week. In class you will then present a five-ten minute maximum summary of your research, your general impressions and your outstanding questions.

- **Rational:** Participating in scholarly conversation includes engaging with fields of study and ideas that are new to us. Even when we have some foundation in our own specific field or area, we will still need to be able to converse with other fields and interests. The aim of this assignment is to practice following-up on, summarizing and concisely presenting your thoughts on new-to-you ideas. The emphasis is on making an intentional contribution to a generous and generative discussion, not on mastery.

### 2. Initial keyword paper, Value 30%

This paper requires you to identify and research a keyword/concept relevant to your own research interests (e.g., human agency, injury, place, ethic of care). Working with literature from two or three different disciplines (e.g., medical humanities, geography, psychology) you will summarize and discuss the history, debates and varied disciplinary approaches to your keyword, and then articulate the specific combination of ideas/disciplinary approaches that you anticipate using in your own work, and your reasons why. You will receive feedback on your work, which you will incorporate into your final paper (assignment #3). The full assignment outline can be found on CANVAS.

- **Rational:** Engaging with other disciplines can help us think more thoughtfully, or at least differently, about the possibilities of knowledge work in our own discipline and field(s) of study. This can lead to innovative contributions in our home discipline. Also, from PhD

level study onwards, feedback on scholarly work tends to be *formative*, that is, feedback will most often tell us to *go do more work*. Getting used to “uh huh, now go do more work” is part of developing stamina for academic scholarship and can be an adjustment from earlier school experiences where we are trained to think in terms of submitting good enough work and then moving on to the next assignment.

### 3. Final keyword paper, Value 30%

Revise and resubmit your keyword paper. Full assignment outline available on CANVAS.

## Assignment Submission Process

All assignments should be submitted via CANVAS. Get in touch with the instructor if you need to shift a due date.

## SCHOOL/COURSE POLICIES

### 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/>

### Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, websites, or other channels that subverts the fair evaluation of a class exercise, or assessment.

### Academic Concession

To determine if you're eligible for an Academic Concession, you can check the criteria outlined in the [UBC Calendar](#). This includes [Medical circumstances, Compassionate grounds, or Conflicting responsibilities](#). Some examples include sudden illness, injury, death in the family, or mental health crises. You should first contact your instructor to apply for an Academic Concession. Alternatively, and as may be required, you can contact the Program Advisor, Christine Graham. If you need to request concurrent academic concessions for multiple courses, you should request them directly from Christine Graham. If you require more information about concessions, please don't hesitate to contact Christine Graham ([Christine.Graham@ubc.ca](mailto:Christine.Graham@ubc.ca)).

## Accommodation of Students

The University accommodates students with disabilities who have registered with the Centre for Accessibility. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor and, if necessary, to contact the Centre for Accessibility, preferably not later than the first week of class. The School of Social Work also permits accommodations for religious observances and Indigenous cultural duties requested by students (see [UBC Policy J-136](#)). Students are expected to inform their instructor if they require accommodation on such grounds. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments must notify their instructors in writing at least two weeks in advance, preferably earlier. This reflects expectations for professional social workers in their place of employment.

## 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](#).

## Names and Gender Pronouns

At the School of Social Work, we are committed to providing an inclusive learning environment for all our sexual and gender diverse students, faculty, staff and community members. If you are comfortable sharing with us, please provide the pronouns you would like to use in this space. If you have questions or need support, please also be aware that *the Equity & Inclusion Office at UBC* can provide information and advocacy to ensure that all of your instructors use the name/pronouns you use. For more information: <https://equity.ubc.ca/>

## Equity and Respect

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at an equitable learning and working environment and the creation of accountability measures for monitoring the 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 discrimination and racism and welcoming and respecting different worldviews, ways of knowing and social locations.

## University Policies

**Support:** 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>

## Retaining Assignments

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

## 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.

## 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.