**SOCW 518 Making Other / Making Self: Race and the Production of Knowledge**

THIS IS A SAMPLE OUTLINE. ACTUAL COURSE OUTLINE MAY VARY IN STRUCTURE, REQUIRED READINGS, TEXTS AND ASSIGNMENTS.

**Calendar Description:** This course will explore the ways in which knowledge production is racialized and the ways in which we might resist such constructions in our own practices. Underpinning the course is the question: What explanatory frameworks do we draw on to explain our practice and our professional/personal identity?

**Weekly Topics with Readings:**

**September 3 – Introduction to course outline; who are we in this room?**

**September 10 – Introducing the Key Concepts:** Race/Racism/Anti-Racism: How are these catagories used, reproduced, and drawn to specific ends.


**September 17 – Historical Contexts:** imperialism, colonialism, social work’s historical roots and legacies.


Jeffery D. (2002). An Imperial Legacy: Social Workers as Managers of


**September 24 – Setting the Context:** Canadian National Stories; white settler society globalization; transnationalism; (immigrant stories, indigenous stories)


**October 1 – Identity/Subject Position**


**October 8 and 15 – Making Other/Making Self I and II**


**October 22 – The Politics of Race and Representation**


October 29 – Theorizing Experience


November 5 – Resistances


November 12 – READING BREAK

November 19 – Race and Popular Culture

Readings to be decided.

November 26 – Presentations

December 3 – Presentations/Closing Circle

Assignments / Learning Activities & Due Dates:

There will be three (3) assignments for this course.

1. For TEN (10) of the thirteen weeks, students are required to produce a three page critical reflection on some aspects of the week’s readings. Reflection papers are due the week the topic is discussed in class. This assignment is worth 50% of the final course grade.

2. Each student will be responsible for facilitating the first half of the class discussion along with the instructors. The purpose of this assignment is (at least) two fold: to provide students with an opportunity to develop their ideas and insights into the readings of the week and to generate discussion; and to balance the force of the instructors’ own visions of what is important in the readings. This assignment is worth 20% of the final grade.

3. Each student is asked to prepare a 30 minute presentation on their own thesis or project interests and to apply the theoretical tools and concepts developed in the course to their work. This assignment will be discussed further as a group. It is worth 30% of the final grade.