Response to Dr. Levi’s presentation at GADE April 2018

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First thanks to Dr. Levi for his thought-provoking presentation.

Approaching the issue of global justice has stretched we 3 panelists to think much more broadly about social justice globally – and what that means for doctoral education. In preparing for this panel, I reviewed our curriculum to see whether and how we are embedding knowledge, skills and values that are central to global justice. Share with you some examples that I hope will be useful to all of you in moving from the big picture, more conceptual comments to how you think about social justice within a global context for your own curriculum.

**Social Justice Goals**:

Similar to many of you, our program has focused primarily on social justice within the U.S.

* + Our mission includes a goal to advance social welfare for the promotion of social justice
	+ Within that mission, we have agreed upon explicit social justice learning objectives that we seek to embed within our teaching, scholarship and service so that all our graduates are prepared to further social justice
	+ These objectives are infused in our required 1st year courses and students must subsequently address them in their research and teaching practica, comprehensive exams, qualifying papers and dissertations

**Global Justice and What it means for Doctoral Education**

While we have had relative success in implementing social justice learning objectives in our program, Dr. Levi’s presentation has pushed me to think more deeply about how we expand our social justice values and goals to a global context – and to not fall into a more traditional mainstream approach to international social work.

In other words, how do we enlarge our social justice definition and learning objectives to move beyond nation-centered discussions to encompass global-level developments that are equity-driven and promote human rights in other countries?

Articulating global justice goals in our program must begin with greater recognition of increasing inequalities worldwide, which in many countries are intensified by US policies

**Impact Science and its Relevance to Advancing Research that Promotes Global Justice**

In addition to social justice learning objectives, our program has sought to embed relevant concepts from impact science as part of our School’s overall Innovation to Impact initiative,

Some of these concepts are relevant to global justice, such as how our students frame their research questions and design their studies, particularly for students who conducting research in other countries

Impact Science is characterized by solution-focused research informed by social justice, equity and empowerment and congruent with the Grand Challenges

 What do we mean by solution-focused research?

 Research to discover, develop, test and/or adapt innovations with high impact potential for advancing scalable and sustainable outcomes-based solutions to the most pressing social, health and environmental challenges; this can encompass addressing the growing inequality globally

It involves knowledge production that has generalizability at a broad scale and results in translational products accessible to both public and professional audiences.

 It fosters a scholarship of critique and advocacy that incorporates critical consciousness of the effects of history, culture, and societal structure for creating inequities

 Central to this critique and advocacy is cultivating stakeholder engagement and a network of expertise to foster relevant, co-production of knowledge and sustainability

Decolonizing frameworks prioritize stakeholder-engaged partnerships and commitments to cultural and community relevance by leveraging emerging models of inquiry – and avoiding a top down approach.

Share a few examples of where we have infused both social justice learning objectives and key concepts from Impact Science into our curriculum, which are relevant to promoting global justice

**Course on Theory and Metatheory in Social Research (first quarter)**

Aims to develop students’ ability to recognize and analyze the socially constructed and history- and context-dependent nature of social theories, social problems and proposed responses to them, and methods of scholarship per se.

Readings and assignments provide foundations in the socially constructed nature of theory and social “problems” and in historical changes in conceptual and theoretical perspectives on human society, interaction, and change

Examples:

Class sessions on 1) Social Welfare Research Issues and Priorities: The Historical and Contemporary Landscape, on 2) Critical Theory/Critical Social Science and on 3) Positivism/Post positivism, students read several chapters from Linda Tuhiwai Smith’s 2012 (2nd edition) *Decolonizing Methodologies*

To foster students’ understanding how research as a hierarchical institution of knowledge is embedded in global system of imperialism and power

Class Session on Standpoint Theory, Indigenous/Decolonizing, and Postcolonial Theory, students read Hall’s 2014 article ‘With’ not ‘about’ – emerging paradigms for research in a cross-cultural space, *International Journal of Research & Method in Education*, 37*, 4, 376-389.*

Hart‘s (2010).indigenous worldview, knowledge, and research: The development of an indigenous research paradigm *Journal of Indigenous Voices in Social Work, 1*, 1, 1-16.

Rowe’s et all 2015 article Decolonizing social work research: Learning from critical indigenous approaches. *Australian Social Work, 68*(3), 296-308

Discussions about decolonizing methodologies and developing indigenous methods continue into the winter quarter in both the Research Methods, particularly qualitative methods and Community-based Participatory Research.

**Quantitative and qualitative research methods**

To increase students’ understanding that research methods are not culture free

Communities are not just objects or subjects of research –something done to people that may oppress them

Concept of cultural humility rather than cultural competence

 Develop partnerships with the community, not in or to the community

 Reflect on own biases and positions of power and privilege

 Be willing to negotiate the dynamics of power in a way to move forward

 Practices that are respectful and ethical and that help people improve their current conditions

Readings to address insider/outsider concerns and critical discourse analysis in relation to vulnerable populations include:

Canella, G. S. & Manuelito, K. D. (2008). Feminisms from unthought locations: Indigenous worldviews, marginalized feminisms and revisioning an anticolonial social science. In N. K. Denzin, Y. S. Lincoln & L. T. Smith (Eds.) *Handbook of Critical and Indigenous Methodologies. Thousand Oaks, CA: Sage.*

Chen, S. H., 2011, Power relations between the researcher and the researched. *Field Methods*. 23 (2,) 119-135

Articles on CBPR and decolonizing methodologies in South Africa and Australia.

Example of the Braided River project that aimed to reconcile prevention science and indigenous Maori perspectives as a culturally responsive methodological approach to research, policy and program development. This model draws upon two different streams of knowledge about families and Maori culture and utilizes the Negotiated Spaces model as a process for respectful negotiated conversations. Aims to shift thinking away from a one-stream paradigm, where mainstream knowledge is considered along with Maori knowledge to a two stream approach where both knowledge systems have equal value and where the space created is one of learning, not assimilating

**Community – based Participatory Research and Health (spring quarter)**

Content and Learning Objectives:

CBPR and Health promotes fundamentally changing the relationship between researchers and those who are “researched” and has its roots in developing countries, particularly Latin America, Asia and Africa

CPBR is about knowledge as an action strategy for change for a fairer and healthier world and about the rending visible the excluded knowledge of our planet.

Grounding in CPBR is central to conducting research in other countries to advance equity and protection of human rights

Course includes analyses of CPBR cases from both the U.S. and other countries

Learning objectives include preparing students to:

Implement a collaborative approach to research that equitably involves all partners in the research process & recognizes the unique strengths that each brings

 Combine knowledge & action for social change to improve community health & eliminate health disparities

Content relevant to students’ attaining those learning objectives

The concept of knowledge democracy, which acknowledges the importance of multiple ways of knowing, (organic, spiritual and land-based) and the knowledge of the marginalized or excluded.

Content on engagement with key community stakeholders addresses social location/positionality in community interventions and reflections on the power and privilege of researchers within community settings and with community partners

Readings:

 Most of the readings related to the theoretical, historical and practice roots of CBPR are from Wallterstein et al., 2018 book on *Community based participatory research for health: Advancing social and health equity*

 While many of the readings address decolonizing research within the US, particularly with tribal communities, some readings in Wallerstein et al are especially relevant to global justice, such as Coburn et al’s chapter on Global health policy: Slum settlement in mapping in Nairobi and Rio de Janeiro

 Other relevant assigned readings include

[Elder, B., & Odoyo, K. (2018). Multiple methodologies: Using community-based participatory research and decolonizing methodologies in Kenya. *International Journal of Qualitative Studies in Education,* 1-19.](https://canvas.uw.edu/courses/1134619/files/47343275/download?wrap=1)

Hall, B. L., and Tandon, R., (2017) Decolonization of knowledge, epistemicide, participatory research and higher education. Research for all, 1(1), 6-19. This addresses how Western knowledge has been engaged in epistemicide or the killing of other knowledge systems and how CPBR can co-create knowledge in the deepening of democracy in social movements, communities and civil society organizations worldwide

**Social Welfare Policy course**

While focus is primarily on domestic policies, policy analyses include how US policies have affected vulnerable populations worldwide,

Content includes:

Theories of Social Justice and Universal Human Rights, Conceptualizations of citizenship, the nature of the social contract and human rights, American exceptionalism

Issues of indigenous peoples, immigrants and refugees within a domestic context, which are in part a result of globalization, are addressed,

Readings on globalization and inequality

Increasing emphasis on translational products that “count” such as policy briefs and social media, in order to reach practitioners/policy makers and lay audience, which is central to the Impact Science model

**Cross cutting Meta-competencies**

Meta competencies are knowledge and skills that are important to collaborative or translational aims of Impact Science and cross cut required course work as well as each students’ individualized program of study related to research and teaching practica, QP and dissertation.

Examples of Values and Habits of mind

 Capacity for respectful work with others

 Openness to re-examining assumptions and limitations of one’s disciplinary predispositions

 Critical awareness of and efforts to manage one’s own biases in collaborative context

Example of community engagement and/or translation of research to application

 Ability to address how their community engagement reflects social justice values

**Barriers to implementing global justice content into our curriculum**

 Curriculum change is like water dripping on a rock!

Faculty already feel that their courses are too full especially since we have a 10-week quarter – “can’t add one more thing!” “What can I give up? A small number of required courses which faculty view as essential

Faculty may not feel they are prepared to teach from a decolonizing perspective for example

**Strategies:**

Need to work with faculty regarding the intersectionality between social justice globally and social justice at a domestic level and how constructs central to Impact Science are relevant to social justice globally

Support and encourage student scholarship (QP, dissertation, research practica) that utilize principles of decolonizing methodologies and stakeholder engagement

 Example of student’s dissertation fieldwork in Nepal. How do service providers integrate/negotiate knowledge from international level discourses with knowledge that comes through community practice in order to address domestic violence?

 How do they conceptualize domestic violence, contexts in which it occurs and strategies to address it. This summer she will return to present and build on her interpretations using participatory processes related to analysis and dissemination planning.