

COURSE OUTLINE

SOWK 550

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x^wməθk^wəy^əm (Musqueam) people.



THE UNIVERSITY OF BRITISH COLUMBIA

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.

MSW Mission

The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

Course Info

Year/Term	Fall 2020, <i>September 9 to December 2, 2020</i>
Course Title	SOWK 550: Social Work and Social Justice
Credit Value	3 Credits
Course Schedule	Wednesdays, 1:00 - 4:00 PM
Course Location	Online in Canvas Collaborate Ultra

Instructors	Office Location	Office Phone	e-mail	Office Hours
Antoine Coulombe	Collaborate Ultra	(604)822-2703	antoine.coulombe@ubc.ca	By Appointment
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Prerequisite and/or Corequisite

This course is for students enrolled in the MSW Program.

This course has no prerequisites.

Course Description

This is a graduate course designed to help students to locate themselves within the constructs of social justice with a view to developing a comprehensive practice framework consistent with Social Work theories, values and ethics.

Course Structure and Learning Activities

This course will be delivered through a combination of lectures, seminars and small group work. Students are expected to complete required readings prior to class, attend classes regularly and come prepared to participate. Differing opinions, analysis and experiences will be discussed in a respectful manner and contribute to everyone's learning experience. Each week of the course will comprise an in-class lecture session and a student-led Community of Practice (CoP). The course instructor(s) or guest speakers will deliver a lecture or presentation of course materials during scheduled course hours. Students will then work on their own in a Community of Practice (CoP) with approximately 5-6 others. CoP groups will be formed in the first week based on student interests and past experiences.

Online learning strategy:

Class Time: Each week, we will engage in live class time for two hours. In these sessions, we will review the essential aspects of Social Justice in Social Work and discuss the main components of this course (CoP, assignments, etc.). You are expected to attend these sessions live, which will allow us to address questions and build knowledge together. However, individuals can listen to recordings of each session if they are unable to participate in these sessions live due to extenuating circumstances.

Community of Practice (CoP): Each week, you will meet online with your CoP for the final hour of class. In these group sessions, you will build rapport, discuss topics relevant to social justice and collaborate on completing group assignments. If a CoP wants to meet at alternate times, please discuss this with your instructors.

Individual Work: Each week, you will study assigned readings, materials on canvas and complete individual assignments.

Canvas and Online: Most of the material for this course will be accessible via Canvas. Each week you will visit Canvas to keep up to date with work to be done and contribute to the course by sharing knowledge and ideas on the course's main Canvas discussion page as well as within each CoP group's page.

Learning Outcomes

In this course, students will:

- learn to locate themselves in a professional and political context.
 - learn about social justice in historical, theoretical and practice contexts by exploring theories of justice, human rights and social care from a variety of perspectives.
 - examine sociopolitical patterns of power and privilege and the accessibility or lack of it to structures of socioeconomic opportunities.
 - reflect upon ways in which cultural assumptions, beliefs, and value systems will enhance or hinder our practice with people of diverse backgrounds.
 - develop and nurture approaches and perspectives to practicing social work with and across differences.
 - develop an understanding about how to influence personal, interpersonal, cultural, and structural dimensions in ways that will limit or reverse social inequality.
 - develop a social justice framework for social work practice
 - learn how to apply social justice principles in their social work practice and in building community.
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Required Textbooks(s) and Learning Materials

All required learning materials in this course are available for free as eReading at UBC library, more details in Canvas.

- Androff, D. K., & Taylor & Francis. (2016; 2015). *Practicing rights: Human rights-based approaches to social work practice* (1st ed.). London; New York; Routledge, Taylor & Francis Group.
 - Ife, J. 2012 or 2008. *Human rights and social work: Towards rights-based practice*. Cambridge University Press. – The 2008 version is available through UBC Library online. The 2008 version is not substantially different from the 2012 version, so you may also use the 2008 edition.
 - Watts, L., Hodgson, D., Springer Social Sciences. (2019). *Social justice theory and practice for social work: Critical and philosophical perspectives* (1st 2019. ed.). Singapore: Springer Singapore.
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Assessment of Learning

A detailed description of each assignment is available below and in Canvas.

Assignment 1: Injustice

Grade: 30% of total grade
Due date: October 11, 2020
Length: 2500 to 3000 words

Assignment 2 – Seeking Justice - Analysis to Action

Grade: 30% of total grade
Due date: November 12, 2020
Length: 2500 to 3000 words

Assignment 3 - Social Justice Blog Contribution and Reflection

Grade: 40% of total grade
Due date: December 3 2020
Length: 1600 to 2000 words

Course Schedule

SESSION 1	September 9, 2020
Topic:	Course Introduction and Getting Started: Social Justice and Social Work
Readings for next week :	Hanesworth, C. (2020). Reaching back to go forward: Applying the enduring philosophy of Jane Addams to modern-day social work education. (1st ed., pp. 32-44) Routledge. Chapter 5: Ife, J. 2012 or 2008. Human rights and social work: Towards rights-based practice. Cambridge University Press. Chapters 2: Watts, L., Hodgson, D., Springer Social Sciences. (2019). <i>Social justice theory and practice for social work: Critical and philosophical perspectives</i> (1st 2019. ed.). Singapore: Springer Singapore.
SESSION 2	September 16, 2020
Topic:	<i>Why Social Justice and Human Rights in Social Work?</i>

Readings for next week:	<p>Chapters 9-10: Watts, L., Hodgson, D., Springer Social Sciences. (2019). <i>Social justice theory and practice for social work: Critical and philosophical perspectives</i> (1st 2019. ed.). Singapore: Springer Singapore.</p> <p>Chapter 2: Androff, D. K., & Taylor & Francis eBooks A-Z. (2016; 2015;). <i>Practicing rights: Human rights-based approaches to social work practice</i> (1st ed.). London; New York; Routledge, Taylor & Francis Group.</p> <p>Chapter 10: Ife, J. 2012 or 2008. Human rights and social work: Towards rights-based practice. Cambridge University Press.</p>
SESSION 3	September 23, 2020
Topic:	<i>Human Rights and Social Justice Frameworks</i>
Readings for next week:	Readings will be available in Canvas.
SESSION 4	September 30, 2020
Topic:	<i>Anti-Oppressive Practice and Indigenizing Social Work</i> Inspiration Talk: Donna Baines - Anti-Oppressive Practice
Readings for next week:	<p>Clark, N. (2016). Red intersectionality and violence-informed witnessing praxis with Indigenous girls. <i>Girlhood Studies</i>, 9(2), 46-64.</p> <p>Kia, H., Robinson, M., MacKay, J. & Ross, L.E. (2020). Poverty in lesbian, gay, bisexual, transgender, queer, and two-spirit (LGBTQ2S+) populations in Canada: An intersectional review of the literature. <i>Journal of Poverty and Social Justice</i>, 28(1), 21-54.</p> <p>Fabbre, V. (2016). Gender transitions in later life: A queer perspective on successful aging. <i>The Gerontologist</i>, 55, 144-153.</p> <p>Lykens, J. E., LeBlanc, A. J., & Bockting, W. O. (2018). Healthcare experiences among young adults who identify as genderqueer or nonbinary. <i>LGBT Health</i>, 5(3), 191-196</p>
SESSION 5	October 7, 2020
Topic:	Social justice and lesbian, gay, bisexual, transgender, queer, Two-Spirit, and other sexual and gender minority (LGBTQ2S+) communities <u>Inspiration talk with Dr. Hannah Kia</u>
Readings for next week:	Mattsson, T. (2014). <i>Intersectionality as a useful tool: Anti-oppressive social work and critical reflection</i> . Los Angeles, CA: SAGE Publications.

	<i>Each CoP will suggest one or two readings. Please read two suggested articles of your choice from another COP. More details in Canvas.</i>
SESSION 6	October 14, 2020
Topic:	Women, Intersection, Violence and Social Justice Practice <u>Inspiration talk with Angela Marie MacDougall</u>
Readings for next week:	Readings will be available in Canvas.
SESSION 7	October 21, 2020
Topic:	A deeper look at Racism and Colonization: Human Rights and Indigenous Rights
Readings for next week:	Readings will be available in Canvas.
SESSION 8	October 28, 2020
Topic:	A deeper look at Ability/Disability Inspiration talk with Dr. Tim Stainton
Readings for next week:	<p>Chapters 1 (and a chapter of your choice): Gray, M. (Ed.), Coates, J. (Ed.), Hetherington, T. (Ed.). (2013). <i>Environmental Social Work</i>. London: Routledge,</p> <p>Närhi, K., & Matthies, A. (2016;2018;). The ecosocial approach in social work as a framework for structural social work. <i>International Social Work</i>, 61(4), 490-502.</p> <p>Powers, M., Schmitz, C., & Beckwith Moritz, M. (2019). Preparing social workers for ecosocial work practice and community building. <i>Journal of Community Practice: Ecosocial Work and Social Change in Community Practice</i>, 27(3-4), 446-459.</p>
SESSION 9	November 4, 2020
Topic:	Social Justice and the Environment
Readings for next week:	Readings will be available in Canvas.
SESSION 10:	November 11, 2020
Topic:	No seminar due to Remembrance Day Statutory Holiday Self-paced work: Civic Engagement

Readings for next week:	Moch, M. (2009). A critical understanding of social work by paolo freire: Social workers world conference, stockholm, sweden, july 30, 1988. <i>Journal of Progressive Human Services</i> , 20(1), 92-97 Readings will be available in Canvas.
SESSION 11	November 18, 2020
Topic:	<i>Anti-racist Social Work</i> and Practices of Hope: Consciousness Rising and Pedagogy of Freedom
Readings for next week:	Chapter 8: Androff, D. K., & Taylor & Francis. (2016;2015). <i>Practicing rights: Human rights-based approaches to social work practice</i> (1st ed.). London; New York; Routledge, Taylor & Francis Group.
SESSION 12	November 25, 2020
Topic:	Limits and Challenges: Exploring New Ways Forward
Readings:	Readings will be available in Canvas.
SESSION 13	December 2, 2020
Topic:	Celebration and Course Evaluation

Assignments

In this course, you will be conducting an in-depth analysis of a Social Justice topic of your choice by completing three different assignments. Each assignment is individual but will be completed in collaboration with your CoP.

A detailed description of each assignment is available in Canvas.

Assignment 1: Injustice

Grade: 30% of total grade
 Due date: October 11, 2020
 Length: 2500 to 3000 words.

This assignment is an opportunity to explore in-depth a social injustice by examining the historical, sociopolitical and economical patterns of power and privilege that gave rise to and characterize the injustice. You will also examine how cultural assumptions, beliefs and value systems influence and define those affected by the injustice. In this assignment, you will analyze in-depth an injustice related to the scope of your CoP. You will review recent literature and structure your analysis using a framework that is pertinent to the injustice being studied.

Assignment 2 – Seeking Justice - Analysis to Action

Grade: 30% of total grade
Due date: November 12, 2020
Length: 2500 to 3000 words.

This assignment provides you with an opportunity to explore the ways that social workers can initiate and participate in social justice advocacy in ways that move beyond simply coming to terms with one's own personal experience(s) of injustice. This assignment invites you to draw upon the stories of others - as enunciated within the literature, the voices of guest speakers and by your colleagues within your SOWK550 Community of Practice.

Informed by Social Work theory, public policy and lived experience, you are asked to create/develop a Social Work Social Justice practice framework that you personally could draw upon as you endeavour to effect purposive change within your social, cultural and professional environments.

Assignment 3 - Social Justice Blog Contribution and Reflection

Grade: 40%
Due date: December 3rd 2020
Length: 1600 to 2000 words.

In this assignment, you will work in collaboration with your CoP, and your submission will be done individually. This assignment has two parts and is to be submitted in one document in Canvas for grading:

Part A - Blog Contribution - 800 to 1000 words

In Part A, you will contribute to the SW Social Justice discussion by writing a blog post that will be posted to UBC's Social Work and Social Justice Public Blog. Based in the knowledge gained through your previous assignments, your blog post will make a contribution to the discussion on your CoP's Social Justice topic or sub-topic.

Your post could: explain the injustice you studied in your previous assignment in a new or nuanced perspective; highlight emergent SW Social Justice initiatives or theoretical aspects; identify prospective areas for action to overcome existing injustices, etc. The blog post should make a meaningful contribution to the knowledge base and advance the practice of social work on the social justice issue being dealt with.

*** Please note, your blog submission will be posted after the completion of the course by your instructors. You will not be required to post your contribution on the blog yourself.

Part B - Reflection, CoP and Blog - 800 to 1000 words

In this assignment, you will have an opportunity to discuss the following:

- Reflect on your personal learning experience in your CoP, your role in building a CoP inspired by the Social Justice values and the general CoP experience.
 - Discuss the relevance of your blog contribution and the connection with knowledge explored in this course.
 - Reflect on how the assignments in this course will influence your future practice with respect to Social Work Social Justice Activism.
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School/Course Policies

Attendance

The attendance policy is in the student handbook on page 11:

<https://socialwork.ubc.ca/current-students/>.

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 setup to discuss this with the student. If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

Other school policies can be accessed through the school of social work student handbook https://schoolsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

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: 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 the following learning technologies: Canvas and Collaborate Ultra. Many of these tools 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
 - Track your progress in order to provide you with personalized feedback
 - Review statistics on course content being accessed to support improvements in the course
 - Track participation in discussion forums
 - Assess your participation in the course
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Copyright

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructors 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.

UBC Grading Criteria

UBC 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	73.5	
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.