



THE UNIVERSITY OF BRITISH COLUMBIA
 School of Social Work
 Course Outline - SOWK 621:
 Social Theory, Ideology and Ethics
 3 Credits

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

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.

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>

Year/Term	2020-2021 Fall Term, September 15-December 1, 2020
Course Title	SOWK621(001): Social Theory, Ideology and Ethics
Course Value	3
Course Schedule	Tue (9:00 am to 12:00pm)
Course Location	Online

Instructors	Office Location	Office Phone	e-mail address
Professor Miu Chung Yan	Jack Bell 235	2-8688	Miu.yan@ubc.ca
Office Hours	By appointment (e-mail me)		

PREREQUISITES AND/OR COREQUISITES

There are no prerequisites for this course.

COURSE DESCRIPTION

This course provides a lens through which students may critically analyze major social theories, their development and contribution to social work. The course identifies three competing domains seeking to guide and understand human behavior: social theory, social ideology and social ethics. Each of these is defined and studied following the distinctions introduced in class. In addition, metatheoretical perspectives are identified to assist the student in their studies.

Consistent with the Canadian Charter of Rights and Freedoms and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2014)

<http://www.frgnt.gouv.qc.ca/documents/10191/186009/TCPS2.+pdf/6a8ab915-431b-428d-aa86-b22ca5c78053>, it is expected that in developing their research questions and study designs, students take into account diversity in relation to Aboriginal ancestry, immigrant status, race, national or ethnic origin, social class, religion, sex, sexual orientation, age and disability.

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course will be conducted in a seminar format with short lectures, on-going and open dialogues in virtual classroom and an experiential learning. Students are expected to lead and actively participate online discussions, personal reflection and small group discussion, through which students are expected to examine and articulate their own theoretical orientation by integrating learnings from the literature and their own experiences. Students are encouraged to express any ideas, beliefs, thoughts, and feeling that will result in sincere engagement and critical inquiry with members of the class. The roles of the instructor are to provide guidance for a systematic learning process of individual students and facilitate the dialogical reflection process within individual and among the group of students.

Ground Rules for Dialogue And Interactive Learning:

1. Safety and confidentiality
2. Listen respectfully
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Speak from your perspective
6. Acknowledge oppression exists
7. Distinguish emotion from reasoning
8. Active sharing

LEARNING OUTCOMES: Through critically engage with the readings and in discussion, students will be able to

1. Examine the link between theory, practice, and research.
2. Deconstruct the metatheoretical framework of social work
3. Analyze the ontological underpinnings of key theoretical concepts (e.g., self, agency and structure) in social work
4. Examine the teleology/ideology/axiology (ultimate purposes, values and ethics) in social work theorization

5. Explore alternative approaches to de-centre social work theorization
 6. Reflect one's self in relation to ideology, theory and ethics.
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Required and Recommended Reading:

All readings are available for download from the UBC Library. Students are encouraged to expand their readings to literature that are not listed in this outline.

ASSESSMENT OF LEARNING

The grading is an indication of personal achievement. Therefore, a continuous assessment approach will be employed to ensure a multi-dimensional and multi-stage assessment of your learning process. The course requirements and the grading are interrelated.

All written assignments should be in MS Words format. File name should be ***lastname-assignment #***.

Assignments:

1. Weekly reflection, Value 20%

Students are required to write a weekly journal (400-500 words) to reflect on what they have learned (or unlearned) about their own theoretical orientation from the readings and discussion in class. Journal should be submitted not later than three days after class.

Criteria for grading will include: Is there a thoughtful engagement with the readings? Do the journals reflect some degree of critical reflection and ability to be reflexive about your own state of knowing?

The weekly reflection must be in 12-size fonts, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. Please see: <http://wiki.ubc.ca/images/6/6f/Apastyle.pdf>. Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia is not acceptable as an academic reference.

2. Leading discussion, Value: 20%

Each student is required to lead classroom discussion twice. On Monday morning before each class, students are expected to a) prepare a reading note (not more than 3 pages) of the main contention(s) and key issues raised in each required reading and b) propose a set of questions to be discussed in class.

Criteria for grading will include: Does the note reasonably reflect the readings? Is there any critical analysis of the readings? Are the questions grounded in the readings and relevant and thoughtful to the topic of the class?

3. Final paper, Value: 60%, Due: December 14th (Monday)

In this paper, students are required to pick and critically analyze a theory that has been commonly used in the area of research that the student intends to pursue. Grounding on what they have learned in this course, the students are expected to articulate a tentative modification of the theory or even an alternative theoretical approach that can help better understanding/explaining of the issue. Students are expected to submit this paper to a scholarly journal. Therefore, student should format the paper in accordance with the requirements of the journal to which this paper will be submitted.

Marking guidelines for final paper:

- Originality (15%): Articulate a modified or alternative theory for the issue and demonstrate a critical engagement with course readings and classroom discussion.
- Depth of research (40%): Provide a comprehensive review of the issue and the current theory used. Critically analyze the literature and pinpoint, with evidence, the deficiencies of the current theory.
- Contribution to the field (20%): Convincingly argue how your own articulation is useful to overcome the deficiencies of the current theory and beneficial to social work practice related to the issue.
- Clarity of presentation (15%): Clear, well organized, logical development & flow, continuity and smooth transitions in sentences and paragraphs, skillful use of language use of headings
- Technical quality (10%): grammar, spelling, proper use of APA (7th ed.) style

SUBMITTING ASSIGNMENTS: Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS: All assignments are to be submitted via Canvas. Assignments will be marked with track changes and comments provided.

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by **three** percentage points per day.

Last date for withdrawal without a W on your transcript: **September 21, 2020**

Last date for withdrawal with a W instead of an F on your transcript: **October 30, 2020**

COURSE SCHEDULE: (All readings are available online through UBC Library)

Please read all the Required Readings and Discussion Paper before class.

15/09/2020	<p>Class introduction</p> <p>1. Theory and Social Work:</p> <p>What is a theory? What is a metatheory? Why is theory important to social work? What are the major debates of theory in social work?</p> <p><i>Required Readings:</i></p>
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	<p>Souflee, J. F. (1993). A metatheoretical framework for social work practice. <i>Social Work</i>, 38(3), 317-330.</p> <p>Lohse, S. (2017). Pragmatism, ontology, and philosophy of the social science in practice. <i>Philosophy of the Social Sciences</i>, 47(1), 3-27.</p> <p>Philp, M. (1979). Notes on the form of knowledge in social work. <i>The Sociological Review</i>, 27(1), 83-111. (read also: Webb, D. (1979). <i>The British Journal of Social Work</i>, 9(4), 509-510.)</p> <p><i>Recommended Readings:</i></p> <p>Ritzer, G. (1990). Metatheorizing in Sociology. <i>Sociological Forum</i>, 5(1), 3-15.</p> <p>Loewenberg, F. M. (1984). Professional ideology, middle range theories and knowledge building for social work practice. <i>British Journal of Social Work</i>, 14(4), 309-322.</p> <p>McGregor, Caroline. (2019). "A paradigm framework for social work theory for early 21st Century practice." <i>British Journal of Social Work</i> 49:2112-2129. doi: 10.1093/bjsw/bcz006.</p>
22/09/2020	<p>2. Theory, Practice and research:</p> <p>What is the use of theory in social work practice and research? Is theory a biased perspective? How do we appreciate the applicability of a theory?</p> <p><i>Required Readings:</i></p> <p>Howell, K. E. (2015). Chapter Two: Explaining and Understanding Theory. <i>An Introduction to the Philosophy of Methodology</i>. London: SAGE.</p> <p>Harding, S. (2004). A socially relevant philosophy of science? Resources from standpoint theory's controversiality. <i>Hypatia</i>, 19(1), 25-47.</p> <p>Polkinghorne, D. E. (2004). Chapter 5: Techne and phronesis (pp.97-127). <i>Practice and the Human Sciences: The Case for a Judgment-Based Practice of Care</i>. Albany: State University of New York Press.</p> <p>Hothersall, S.J. (2018): Epistemology and social work: enhancing the integration of theory, practice and research through philosophical pragmatism, <i>European Journal of Social Work</i>, DOI: 10.1080/13691457.2018.1499613</p> <p><i>Recommended Readings:</i></p> <p>Bohman, J. (1998). Theories, practices, and pluralism: A Pragmatic interpretation of critical social science. <i>Philosophy of the Social Sciences</i>, 29(4), 459-480.</p> <p>Hicks, S. (2016). Theory and social work: A conceptual review of the literature <i>International Journal of Social Welfare</i>, 25, 399-414. doi:10.1111/ijsw.12215.</p> <p>Herz, M., & Johansson, T. (2012). "Doing social work" Considerations on theory and practice in social work. <i>Advances in Social Work</i>, 13(3), 527-540.</p>

	<p>Trevithick, P. (2007). Revisiting the knowledge base of social work: A framework for practice. <i>British Journal of Social Work</i>, 38(6), 1212-1237.</p>
<p>29/09/2020</p>	<p>3. What is PIE? What are the major components in this metatheoretical framework? What are the strengths and weakness of this framework?</p> <p><i>Required Readings:</i></p> <p>Bronfenbrenner, U. (1986). Ecology of the family as a context for human development: Research perspectives. <i>Developmental Psychology</i>, 22(6), 723-742.</p> <p>Germain, Carel B. 1978. "General-systems theory and ego psychology: An ecological perspective " <i>Social Service Review</i> 52 (4):535-550.</p> <p>Besthorn, F. H., & McMillen, D. P. (2002). The oppression of women and nature: Ecofeminism as a framework for an expanded ecological social work. <i>Families in Society: The Journal of Contemporary Social Services</i>, 83(3), 221-232.</p> <p>Mulvale, James P. 2017. "Reclaiming and reconstituting our understanding of "environment" in social work theory." <i>Canadian Social Work Review</i> 34 (2):169-186.</p> <p><i>Recommended Readings:</i></p> <p>Bertalanffy, v. (1968). <i>General System Theory: Foundations, Development, Application</i>. New York, NY: George Braziller.</p> <p>Wakefield, J. C. (1996). Does social work need the eco-systems perspective? Part 1. Is the perspective clinically useful? <i>Social Service Review</i>, 70(1), 1-32.</p> <p>Wakefield, J. C. (1996). Does social work need the eco-systems perspective? Part 2. Does the perspective save social work from incoherence? <i>Social Service Review</i>, 70(2), 183-213.</p> <p>Yan, M. C. (1998). Social functioning discourse in Chinese context: Developing social work in mainland China. <i>International Social work</i>, 41(2), 181-194.</p>
<p>06/10/2020</p>	<p>4. Ontological Underpinnings in Social Work Theorization (Structure)</p> <p>What is social system and social structure? Are they real? Are they only a metaphysical construct?</p> <p><i>Required Readings:</i></p> <p>Howarth, D.R. (2013). <i>Poststructuralism and After</i>. Chapter 1: The Poststructuralist Project (pp.24-55). Houndmills, Hampshire: Palgrave Macmillan.</p> <p>Segre, S. (2014). <i>Contemporary Sociological Thinkers and Theories</i>. Chapter 15 Structuralism in Sociology and Other Social Sciences (pp.327-347). London and New York: Routledge.</p> <p>Vickers, T. (2019). Marxist social work: International and historical perspective. In S. A. Webb (Ed.), <i>Routledge International Handbook of Critical Social Work</i> (pp. 24-34). London and New York: Routledge, Taylor & Francis.</p>

	<p><i>Recommended Readings:</i></p> <p>Carrillo, A., & O'Grady, C. L. (2018). Using structural social work theory to drive anti-oppressive practice with Latino immigrants. <i>Advances in Social Work, 18</i>(3), 704-726. doi:10.18060/21663.</p> <p>Howarth, D.R. (2013). <i>Poststructuralism and After</i>. Chapter 2: Problematizing Poststructuralism (pp.56-86). Houndmills, Hampshire: Palgrave Macmillan.</p> <p>Närhi, K., & Matthies, A.-L. (2018). The ecosocial approach in social work as a framework for structural social work. <i>International Social work, 61</i>(4), 490-502.</p> <p>Williams, J. (2005). <i>Understanding Poststructuralism</i>. Chapter 1 Introduction: what is poststructuralism (pp. 1-24). London, New York: Routledge.</p>
13/10/2020	<p>5. What is a person? Who am I, and what do I actually do? Do we have the free will and ability to change?</p> <p><i>Required Readings:</i></p> <p>Anderson, J. (2011). Autonomy, agency and the self. In B. Fultner (Ed.), <i>Jurgen Habermas</i> (pp. 91-112). London: Routledge.</p> <p>Bandura, A. (2006). Toward a psychology of human agency. <i>Perspectives of Psychological Science, 1</i>(2), 164-180.</p> <p>Mead, G.H. "The 'I' and the 'me'", Section 22 in Morris, C.W. (ed). <i>Mind Self and Society from the Standpoint of a Social Behaviorist</i>. Chicago: University of Chicago (1934): 173-178. Read online: https://brocku.ca/MeadProject/Mead/pubs2/mindself/Mead_1934_22.html.</p> <p><i>Recommended Readings:</i></p> <p>Cast, A. D., & Stets, J. E. (2016). The Self. In S. Abrutyn (Ed.), <i>Handbook of Contemporary Sociological Theory</i> (pp. 343-365). Cham: Springer International Publishing.</p> <p>Kögler, H.-H. (2012). Agency and the Other: On the intersubjective roots of self-identity. <i>New Ideas in Psychology, 30</i>, 47-64.</p> <p>Mead, G.H. (1934). "Play, the Game, and the Generalized Other", Section 20 (pp.152-164) in Morris, C.W. (ed.) <i>Mind Self and Society from the Standpoint of a Social Behaviorist</i>. Chicago: University of Chicago. Read online: https://brocku.ca/MeadProject/Mead/pubs2/mindself/Mead_1934_20.html.</p> <p>Parsell, C., Eggins, E., & Marston, G. (2017). Human agency and social work research: A systematic search and synthesis of social work literature. <i>British Journal of Social Work, 47</i>, 238-255. doi:10.1093/bjsw/bcv145.</p>
20/10/2020	<p>6. Ontological Underpinnings in Social Work Theorization (Identity and Subjectivity)</p>

	<p>What is an identity? Why is identity important to us? Is identity a subjected entity? Is identity a source of power to change?</p> <p><i>Required Readings:</i></p> <p>Foucault, M. (1983). Afterword: The Subject and Power. In H. L. Dreyfus & P. Rabinow (Eds.), <i>Michel Foucault: Beyond Structuralism and Hermeneutics</i> (2nd ed., pp. 208-226). IL, Chicago: The University of Chicago Press.</p> <p>Howarth, D.R. (2013). <i>Poststructuralism and After</i>. Chapter 7: Identity, Interests, and Political Subjectivity (pp.225-265). Houndmills, Hampshire: Palgrave Macmillan.</p> <p>Stern, D. (2000). The return of the subject? Power, reflexivity and agency. <i>Philosophy & Social Criticism</i>, 26(5), 109-122.</p> <p><i>Recommended Readings:</i></p> <p>Allen, A. (2013). Power and Subject (pp. 337-352). In C. Falzon & J. Sawicki (Eds.), <i>A Companion to Foucault Series</i> Chichester, UK: John Wiley & Sons.</p> <p>Grimwood, T. D. (2016). <i>Key debates in social work and philosophy</i>. Milton Park and New York: Routledge. Chapter 3: Identity – A short word from Nietzsche: Marginalization, recognition and resentment.</p> <p>Scatamburlo-D'Annibale, V. L., & Langman, L. (2002). Fanon speaks to the subaltern. <i>Current Perspectives in Social Theory</i>, 22, 253-284.</p> <p>Zhang, H. (2018). How 'anti-ing' become mastery: Moral subjectivities shaped through anti-oppressive practice. <i>British Journal of Social Work</i>, 48, 124-140. doi:10.1093/bjsw/bcx010</p>
27/10/2020	<p>7. Ontological Underpinnings in Social Work Theorization (Human Agency and Structure):</p> <p>Can we separate person from social environment (structure)? Is human agency possible in a structural environment? Can social environment (as a structure) be changed by person?</p> <p><i>Required Readings:</i></p> <p>Howarth, D.R. (2013). <i>Poststructuralism and After</i>. Chapter 4: Deconstructing Structure and Agency, AND Chapter 5: Structure, Agency, and Affect. The Poststructuralist Project (pp.116-186). Houndmills, Hampshire: Palgrave Macmillan.</p> <p><i>Recommended Readings:</i></p> <p>Cummins, I. (2019). Vulnerability and the myth of autonomy. In S. A. Webb (Ed.), <i>Routledge International Handbook of Critical Social Work</i> (pp. 339-348). London and New York: Routledge, Taylor & Francis.</p> <p>Connor, S. (2011). Structure and agency: A debate in community development. <i>Community Development Journal</i>, 46(S2), ii97-ii110.</p>

	<p>Kondrat, Mary Ellen. 2002. "Actor-centered social work: Re-visioning "person-in-environment" through a critical theory lens." <i>Social Work</i> 47 (4):435-448.</p>
<p>03/10/2020</p>	<p>8. Ontological Underpinnings in Social Work Theorization (Power, Differences and Oppression)</p> <p>How is domination theorized in social sciences and social work? How is domination made possible by the notion of difference? How is social difference constructed? Is power real?</p> <p><i>Required Readings:</i></p> <p>Hanrahan, N. W. (2002). The form of difference: Reimagining critical theory. <i>Current Perspectives in Social Theory</i>, 22, 315-324.</p> <p>Howarth, D.R. (2013). Chapter 6: Rethinking Power and Domination (pp.187-224). <i>Poststructuralism and After</i>. Houndmills, Hampshire: Palgrave Macmillan</p> <p><i>Recommended Readings:</i></p> <p>Allen, A. (2013). Power and Subject. In C. Falzon & J. Sawicki (Eds.), <i>A Companion to Foucault Series</i> (pp. 337-352). Chichester, UK: John Wiley & Sons.</p> <p>Powell, J. L., & Khan, H. T. A. (2012). Foucault, social theory and social work. <i>Sociologie Romaneasca</i>, 10(1), 131-147.</p> <p>Simons, J. (2013). Power, Resistance, and Freedom. In C. Falzon & J. Sawicki (Eds.), <i>A Companion to Foucault Series</i> (pp. 301-319). Chichester, UK: John Wiley & Sons.</p> <p>Tew, J. (2006). Understanding power and powerless: Towards a framework for emancipatory practice in social work. <i>Journal of Social Work</i>, 6(1), 33-51.</p> <p>Young, I. M. (2000). <i>Inclusion and Democracy</i>. Chapter 3: Social Difference as a political resource (pp.81-120). New York, NY: Oxford University Press.</p>
<p>10/11/2020</p>	<p>9. Teleology/Ideology in Social Work Theorization (Social justice)</p> <p>What is the ultimate purposes of social work? What does it mean that social work is a social justice profession? What form of social justice have informed social work theorization, research and practice?</p> <p><i>Required Readings:</i></p> <p>Fraser, N. (2008). Abnormal justice. <i>Critical Inquiry</i>, 34, 393-422.</p> <p>Rawls, J. (1971). <i>A Theory of Justice</i>. Cambridge, Chapter 1: Justice as fairness (pp.3-46). MA: Harvard University Press.</p> <p>Rossiter, A. (2014). Axel Honneth's theory of recognition and its potential for aligning social work with social justice. <i>Critical and Radical Social Work</i>, 2(1), 93-108. doi:http://dx.doi.org/10.1332/204986014X13912564145762</p>

	<p>Recommended Readings:</p> <p>Fraser, N. (1995). From redistribution to recognition? Dilemmas of justice in a 'Post-Socialist' age. <i>New Left Review</i> (212), 68-93.</p> <p>Goodhart, M. (2018). <i>Injustice: Political Theory for the Real World</i>. Chapter 1: The trouble with justice. New York: NY: Oxford University Press.</p> <p>McLaughlin, A.M. (2006). Liberal interpretations of social justice for social work. <i>Currents: New Scholarship in the Human Services</i>, 5(1).</p> <p>Young, I. M. (1990). <i>Justice and the Politics of Difference</i>. Princeton, NJ: Princeton University Press. Chapter 1: Displacing the distributive paradigm (pp.15-38)</p>
<p>17/11/2020</p>	<p>10. Axiology in Social Work Theorization (Ethics of Social Care)</p> <p>What is ethical social care? How can we assure social work intervention is ethical?</p> <p><i>Required Readings:</i></p> <p>Griffiths, M. (2017). For speaking against silence: Spivak's subaltern ethics in the field. <i>Transactions of the Institute of British Geographers</i>, 43, 299–311. doi:https://doi.org/10.1111/tran.12226</p> <p>Pease, B., Vreugdenhil, A., & Stanford, S. (Eds.). (2018). <i>Critical Ethics of Care in Social Work Transforming the Politics and Practices of Caring</i>. Chapter 1 to 5 (pp.3-59). London and New York: Routledge, Taylor & Francis.</p> <p>Rossiter, A. (2006). The "beyond" of ethics in social work. <i>Canadian Social Work Review</i>, 23(1/2), 139-144.</p> <p><i>Recommended Readings:</i></p> <p>Dunk-West, P., & Verity, F. (2013). <i>Sociological Social Work</i>. Chapter 5: Everyday ethics (pp.66-73) London, UK: Routledge.</p> <p>Guttmann, D. (2012). <i>Ethics in Social Work: A Context of Caring</i>. London and New York: Routledge, Taylor & Francis.</p> <p>Hankivsky, O. (2004) <i>Social policy and the ethics of care</i>. Chapters 2 & 3: pp.27-50. Vancouver, BC: UBC Press.</p> <p>Reamer, F. G. (2014). The evolution of social work ethics: Bearing witness. <i>Advances in Social Work</i>. 15(1), 163-181.</p>
<p>24/11/2020</p>	<p>11. Decentring Dominant Social Work Theorization (Service users as Subaltern)</p> <p>Is social work theory an elitist-professional construction? Can the service users speak (or theorize)? How can we learn from our service users when theorizing?</p>

	<p><i>Required Readings:</i></p> <p>Beresford, P. (2000). Service users' knowledges and social work theory: Conflict or collaboration? <i>British Journal of Social Work</i>, 30, 489-503.</p> <p>Hooks, B. (1991). Theory as liberatory practice. <i>Yale Journal of Law and Feminism</i>, 4(1), 1-12.</p> <p>Spivak, G. C. (2010). Can the subaltern speak? In R. Morris (Ed.), <i>Can the Subaltern Speak?: Reflections on the History of an Idea</i> (pp. 21-78). New York, NY: Columbia University Press.</p> <p><i>Recommended Readings:</i></p> <p>Askheim, O. P., Beresford, P., & Heule, C. (2017). Mend the gap – strategies for user involvement in social work education. <i>Social Work Education: The International Journal</i>, 38(2), 128-140. doi:https://www.tandfonline.com/action/showCitFormats?doi=10.1080/02615479.2016.1248930.</p> <p>Beresford, P., & Boxall, K. (2012). Service Users, Social Work Education and Knowledge for Social Work Practice. <i>Social Work Education</i>, 31(2), 155-167. doi:10.1080/02615479.2012.644944.</p>
01/12/2020	<p style="text-align: center;">12. Decentring Dominant Social Work Theorization (Post-Colonialism)</p> <p>Is social work theory to Euro-centric? What are the alternatives?</p> <p><i>Required Readings:</i></p> <p>Connell, R. (2014). Using southern theory: Decolonizing social thoughts in theory, research and application. <i>Planning Theory</i>, 13(2), 210-223.</p> <p>Harding, S. (2000). Democratizing Philosophy of Science for Local Knowledge Movements: Issues and Challenges. <i>Gender, Technology and Development</i>, 4(1), 1-23. doi:10.1080/09718524.2000.11909946</p> <p>Hart, M. A. (2008). Critical reflections on an aboriginal approach to helping. In M. Gray, J. Coate, & M. Yellowbird (Eds.), <i>Indigenous Social Work Practice and Education Around the World</i>. (pp. 129-139). London, UK: Ashgate.</p> <p><i>Recommended Readings:</i></p> <p>Canda, E. R. (2002). Wisdom from the Confucian classics for spiritually sensitive social welfare. <i>Currents: New Scholarship in the Human Services</i>, 1(1).</p> <p>Gray, M., Yellowbird, M., & Coate, J. (2008). Towards an understanding of indigenous social work. In M. Gray, J. Coate, & M. Yellowbird (Eds.), <i>Indigenous Social Work Practice and Education Around the World</i>. (pp. 49-58). London, UK: Ashgate.</p> <p>Hollis-English, A. (2015). Theories in Māori social work: Indigenous approaches to working with and for indigenous people. <i>Aotearoa New Zealand Social Work</i>, 27(4), 5-15.</p> <p>Schiele, J. H. (2017). The Afrocentric paradigm in social work: A historical perspective and future outlook. <i>Journal of Human Behavior in the Social Environment</i>, 27(1-2), 15-26.</p>

Ragab, I. A. (2016). The Islamic perspective on social work: A conceptual framework. *International Social work*, 59(3), 325-342.

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. 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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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.