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.

**BSW Mission Statement:** The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

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](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](http://academic.ubc.ca/support-resources/freedom-expression)

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<tr>
<th>Year/Term</th>
<th>Winter 2020-21 (Term 2) January 14-April 8, 2021</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 337: Culture and Race in Social Work Practice</td>
</tr>
<tr>
<td>Credit Value</td>
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<tr>
<td>Course Schedule</td>
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<td>Course Delivery</td>
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<tr>
<td>Tsering Dolkar Watermeyer</td>
<td>N/A</td>
<td></td>
<td><a href="mailto:tseringw@mail.ubc.ca">tseringw@mail.ubc.ca</a></td>
</tr>
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<td>By appointment (email)</td>
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<tbody>
<tr>
<td>Kaan Gonçü</td>
<td>N/A</td>
<td>By appointment</td>
<td><a href="mailto:kaan.goncu@ubc.ca">kaan.goncu@ubc.ca</a></td>
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</tbody>
</table>
PREREQUISITE and/or COREQUISITE

This course has no prerequisites.

COURSE DESCRIPTION

Informed by critical cross-cultural and antiracist approaches, this course will provide an overview of issues and approaches inherent in social work scholarship and practice with diverse ethnocultural groups/racialized newcomers within the context of settler Canadian multiculturalism and immigration.

More specifically, the course will -

- Examine the major concepts and principles underlying race and ethnicity, “being new” and their multifaceted intersection with other important social markers, particularly gender and class, which can lead to various forms of social marginalization and oppression.

- Understand the settlement service delivery structure and its socio-political context including the immigration history of Canada in which cross-cultural/racial social work is situated and practiced.

- Discuss the numerous challenges faced by newcomers (as the major source of the country’s population growth) during various stages of their settlement and integration into Canadian society.

- Learn about key cross-cultural models and anti-racist practices critical for the development of an empathetic and effective social work practice.

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course seeks to promote optimal learning outcomes for students while acknowledging the myriad stressors and the exceptional circumstances in lieu of the global pandemic.

The course will be delivered online in lectures with on-going class dialogue and small group discussions. For the purposes of creating and nurturing an effective learning community, students are encouraged to actively participate in class discussions, Canvas activity and small group projects over the course of the semester. Throughout the course, students are encouraged to express any idea, belief, thought, and feeling that will result in sincere and respectful engagement(s) and develop critical inquiry within and between members of the class (see ground rules below).

Integral to this course, are the core readings assigned in the course syllabus which students are requested to read prior to the weekly lecture in order to ground classroom discussions and ultimately aid integration of theories to one’s own lived experiences for the development of a reflexive practice.

For any ongoing hurdles and challenges impacting your participation and performance in the course, PLEASE reach out to the course teaching assistant and/or the instructor.
Ground Rules for Dialogue and Interactive Learning:

1. Be respectful
2. Active listening
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Acknowledge oppression exists
6. Distinguish emotion from reasoning
7. Recognizing the limit of safe space and confidentiality

LEARNING OUTCOMES

After completing this course, students will be able to:

1. critically understand and analyze meanings and concepts related to culture, ethnicity and race in relation to social work practice in a multicultural/ethnic/racial context
2. have a basic understanding of multiculturalism, Canadian immigration policy specifically pertaining to its immigrant and refugee systems
3. awareness of professional settlement service including its challenges and existing services for newcomers
4. engage in key approaches within cross-cultural practices and evaluate their strengths and limitations
5. deconstruct racism as a form of oppression and formulate an anti-racist practice grounded in critical race theory
6. articulate your standpoint(s) on cross cultural and anti-racist social work practice through a reflective-dialogic engagement with one’s experiences, existing literature, peers and larger societal debates regarding these issues.
7. appreciate the complexity of multiple oppressions by integrating this course with concepts and theories introduced in SOWK 335 Fundamentals of Social Analysis for Social Work;

REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS:


Recommended Background Companions to the Text:


2. Readings with “*” can be downloaded from UBC Library’s ejournal link.
3. Readings with “^” will be disseminated to you through UBC Canvas.

4. Reference readings (optional) can be found in the Koerner Library:


Resources for understanding Canadian immigration policies and programs:

1. Immigration, Refugee and Citizenship Canada at https://www.canada.ca/en/services/immigration-citizenship.html -- the federal government department in charge of immigration policies and programs.
5. UNHCR at http://www.unhcr.org/cgi-bin/texis/vtx/home -- United National Agency
6. International Organization of Migration: http://www.iom.int/ -- International watchdog organization with rich resources regarding international migration.

Government and official documents:


### COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>SESSION 1:</th>
<th>January 14, 2021</th>
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| TOPIC: | Course Introduction & General Housekeeping  
Tracing Immigrants and Refugees: Overview of Migration & Forced Displacements |
| READING: | Textbook: Introductory Chapter and  

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<tr>
<th>SESSION 2:</th>
<th>January 21, 2021</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Canadian Immigration: Contextual History and Policies</td>
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| READING: | Textbook: Chapter 2 and also  

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<tr>
<th>SESSION 3:</th>
<th>January 28, 2021</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Settlement and Integration: Challenges for Newcomers in Canada</td>
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| READING: | Textbook: Chapter 5, 6 and 7  

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<th>SESSION 4:</th>
<th>February 4, 2021</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Understanding Immigrant Settlement Services</td>
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</table>
| READING: | Required Readings:  
1. Textbook: Chapter 4 (Inclusive Communities)  
doi:10.1080/23303131.2015.1117558  
Optional Readings: |

**SESSION 5:**  
**February 11, 2021**

**TOPIC:**  
The Refugee System & Refugees in Canada/Guest Lecture TBD

**READING:**

- **Required Readings:**
  1. Textbook: Chapter 15 (Working with Asylum Seekers)

- **Optional Readings:**

**Midterm Break**  
**February 15–19, 2021**

**SESSION 6:**  
**February 25, 2021**
<table>
<thead>
<tr>
<th>TOPIC:</th>
<th>Cross-Cultural Social Work with Immigrants and Refugees (Part I: Culture &amp; Cultural Competency)</th>
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<td></td>
<td>Required Readings:</td>
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<td>Optional Readings:</td>
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<td>SESSION 7:</td>
<td>March 4, 2021</td>
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<tr>
<td>TOPIC:</td>
<td>Cross Cultural Social Work with Immigrants &amp; Refugees (Part II: Cultural Humility &amp; Safety)</td>
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<tr>
<td></td>
<td>Required Reading:</td>
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<td>Optional Reading:</td>
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**SESSION 8: March 11, 2021**

**TOPIC:** Beyond Culture: Racism & Critical Race Theory

**Group Proposal Development Time**

**READING:**

**Required Reading:**

**Optional Reading:**

**SESSION 9: March 18, 2021**

**TOPIC:** Working with Immigrants and Refugees: Developing an Anti-Racist Approach

**Group Proposal Development Time**

**READING:**

**Required Reading:**

**SESSION 10: March 25, 2021**

**TOPIC:** Locating Marginality(s): Power & Intersectionality

**Group Proposal Development Time**

**READING:**

**Required Reading:**
<table>
<thead>
<tr>
<th>SESSION 11:</th>
<th>April 1, 2021</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Reflexivity &amp; Allied Practice Frameworks</td>
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<tr>
<td>READING:</td>
<td>Required Readings:</td>
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<td>Optional Reading:</td>
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<tr>
<th>SESSION 12:</th>
<th>April 8, 2021</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Case Analysis: Application of Practice Frameworks</td>
</tr>
<tr>
<td>READING:</td>
<td>Required Reading:</td>
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</table>
1. Textbook: Conclusion Chapter (Summary of diverse practice frameworks)

Optional Reading:

**ASSIGNMENTS**

**Weekly Participation in Canvas Discussion Forum: (10%) -** Due every Wednesday evening by 9pm.

Based on the classroom lecture and discussion of the week, you are required to post a) a key learning from today’s class and b) one area you wish to learn/know more about.

**Midterm Paper (20%) -** Due on 20th February

You are required to write a 5-page paper (not including references list) to critically analyze and reflect on how your ethnicity and cultural background, citizenship status may benefit and hamper you from working with immigrant and refugee clients within your area of interest. Please note, you need to first briefly discuss the nature and general demographics of potential clients. Your writing should convincingly and appropriately be substantiated by the readings of this course.

To help shape your writing and to ground your understanding of what ‘reflection’ means in social work, please see:


**Group Proposal Development (20%) –** Due 30th March

Students will be divided into 8 groups at the beginning of the term. Each group will select one of the following key areas listed below.

Each group will develop a program or project proposal that will meet one of the identified needs of immigrants and refugees as listed below. The proposed initiatives can be a short-term support group, a training program, or a public/community advocacy event. A proposal template will be provided.
1. Immigrant Health
2. Services for newcomer/immigrants with disabilities
3. Social isolation of immigrant seniors
4. LGBTQ Immigrant youth
5. Intergenerational conflict between immigrant parents and children growing up in Canada
6. Intimate partner violence within immigrant families
7. Racism against Immigrants/Refugees
8. Poverty amongst newcomers

The final grade of the proposal will be based on two scores:

a. Average score of instructors/TA (80%): Each proposal will be evaluated based on a) accurate articulation of needs, b) relevance of program objectives, c) suitability of activities proposed, d) feasibility in actualizing the proposed project, and e) clarity of writing.

b. Average score from peer evaluation (20%): Each team members will assign a percentage (out of 100) to other teammates to reflect their contribution to the project.

Final Take Home Examination (40%)

This is an open book examination. Students will be provided a case study and are expected to apply what they have learned in the course to analyze the case and answer the questions provided.

SCHOOL/COURSE POLICIES

Return of Marked Student Assignments

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

All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

Late Assignments

Timely submission of assignments are encouraged. However in lieu of the current stressors due to the global pandemic, students should discuss any potential late submission with the instructor. Assignments submitted after the deadline with no prior notice/discussion may be penalized by one percentage point per day.

Attendance

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

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.

Note: Missing class without doctor note or other proper document will lead to a deduction of 1%.

Missing group project proposal presentation will lead to a deduction of another 1%. You are required to sign in for each class. Please note: any fraudulent signature is a violation of the School’s Professional Conduct for Social Work Students. Other than facing possible disciplinary action, both parties (who signed for other and who have other to sign for them) will also have all the 10% deducted. Student missing for three classes or more (for whatever reasons) may not be allowed to attend the final examination.

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.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. 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, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

Use of Electronic Devices

As adult learner, please be respectful when bringing your electronic device to class to:
   a. take notes in class
   b. search for information directly related to the class topic, upon request of the instructor.

However, you are expected to:
   c. Turn off the sound of your cell phone
   d. Not to take picture, or video and audio recording in class without the permission of the instructor
   e. Not to use any device for purpose that is irrelevant to the learning of current course.

Last date for withdrawal without a W on your transcript: January ______
Last date for withdrawal with a W instead of an F on your transcript: January_______

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 Canvas learning technology to 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:

• Track participation in discussion forums on Canvas which will help provide ongoing feedback to improve teaching and learning.

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. Class recordings are not permitted without the instructor’s permission.
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<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
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</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
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<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
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<tr>
<td>B</td>
<td>72-75</td>
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<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
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<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
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<tr>
<td>C</td>
<td>60-63</td>
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<tr>
<td>C-</td>
<td>55-59</td>
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<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
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<tr>
<td>F</td>
<td>0-49</td>
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<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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