Course Outline
SOWK 550

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkwəy̓əm (Musqueam) people.
COVID-19 Protocols

You are required to wear a non-medical mask during our class meetings, for your own protection and the safety and comfort of everyone else in the class. For our in-person meetings in this class, it is important that all of us feel as comfortable as possible engaging in class activities while sharing an indoor space. Non-medical masks that cover our noses and mouths are a primary tool for combating the spread of COVID-19. Further, according to the provincial mandate, masks are required in all indoor public spaces including lobbies, hallways, stairwells, elevators, classrooms and labs. There may be students who have medical accommodations for not wearing a mask. Please maintain a respectful environment. UBC Respectful Environment Statement.

If you are sick, it is important that you stay home. Complete a self-assessment for COVID-19 symptoms here: https://bc.thrive.health/covid19/en. In this class, the marking scheme is intended to provide flexibility so that you can prioritize your health and still succeed. Ensure that you communicate with the Instructor or TA to advise them of your circumstances.

Seating Plans – Please sit in the same seat or as close to that as possible so that your exposure to others is minimized.

Subject to subsequent class discussion, we may adjust the course plan to move more elements online. We will have a check-in each week and of course attend to all Public Health Orders and updates.
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.

Course Info

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>Term 1, Winter 2021-22, September 8–December 8, 2021</th>
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<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 550: Social Work and Social Justice</td>
</tr>
<tr>
<td>Credit Value</td>
<td>3 credits</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Wednesdays, 1-4pm</td>
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<tr>
<td>Course Location</td>
<td>Jack Bell Building, 2080 West Mall</td>
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<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>Email Address</th>
<th>Office Hours</th>
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</thead>
<tbody>
<tr>
<td>Lea Caragata</td>
<td>333</td>
<td>604.827.5493</td>
<td><a href="mailto:lea.caragata@ubc.ca">lea.caragata@ubc.ca</a></td>
<td>Wednesdays, 11am-12pm, 4-5pm</td>
</tr>
<tr>
<td><strong>Teaching Assistant</strong></td>
<td><strong>Office Location</strong></td>
<td><strong>Office Phone</strong></td>
<td><strong>Email Address</strong></td>
<td><strong>Office Hours</strong></td>
</tr>
<tr>
<td>Kaan Gönçü</td>
<td>TBA</td>
<td>TBA</td>
<td><a href="mailto:kaan.goncu@ubc.ca">kaan.goncu@ubc.ca</a></td>
<td>Mondays, 11am-12pm, 1-2pm</td>
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Prerequisite and/or Corequisite

This course has no pre-requisite requirements.
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 is structured to include short lectures and seminar discussion, both in the large class and in small breakout groups. Students are expected to prepare for class by doing the assigned readings and to actively engage in the class discussion.

Learning Outcomes

- Students will learn to locate themselves in a professional and political context
- Students will learn about social justice in historical, theoretical and practice contexts.
- Students will develop an understanding of public/social policy and its role and potential in supporting social justice.
- Students will explore of justice, human rights and social care from a variety of perspectives.
- Students will learn to examine sociopolitical patterns of power and privilege and the accessibility or lack of it to structures of socioeconomic opportunities.
- Students will reflect upon ways in which cultural assumptions, beliefs, and value systems enhance or hinder our practice with people of diverse backgrounds. Students will develop and nurture approaches and perspectives to practicing social work with and across differences.
- Students will learn how to apply social justice principles in their social work practice.

Required Textbook(s) and Learning Materials


All other readings are available online.

Course material is available and assignment submission shall be done through CANVAS.
**Assessment of Learning**

The course has three assignments that are described in detail below.

- Discussion Board Post and Response – 15%  
  Due by the end of course
- Policy Paper – 40%  
  Due October 20
- Team Presentation: Analysis of a Social Issue, Policy Response and Social Action Plan – 45%  
  Due November 17

**Course Schedule**

<table>
<thead>
<tr>
<th>Session 1:</th>
<th>September 8</th>
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<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Introductions, Review of Syllabus, Assignments and Expectations.</td>
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<tr>
<td></td>
<td><strong>What is social justice?</strong></td>
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<tr>
<td></td>
<td>How do we determine what is just and unjust? How do we account for the diverse effects of programs, policies and structures that create justice for some and injustice for others?</td>
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| **Read/Watch:** | In Class: What Is Justice? -- Crash Course Philosophy #40  
  [https://www.youtube.com/watch?v=H0CTHVCam90](https://www.youtube.com/watch?v=H0CTHVCam90) |

**PART ONE  SOCIAL JUSTICE AND HUMAN RIGHTS**

<table>
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<tr>
<th>Session 2:</th>
<th>September 15</th>
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<tbody>
<tr>
<td><strong>Topic:</strong></td>
<td>Considerations of theories of justice and their implications for social welfare.</td>
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  [https://heinonline.org/HOL/Page?collection=journals&handle=hein.journals/fir72&id=1562&men_tab=srchresults](https://heinonline.org/HOL/Page?collection=journals&handle=hein.journals/fir72&id=1562&men_tab=srchresults) |

<p>| Session 3: | September 22 |</p>
<table>
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<tr>
<th>Topic:</th>
<th>A Human Rights Approach to Social Justice</th>
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**PART TWO** HOW DO WE GET TO JUSTICE? -- SOCIAL POLICY

**Session 4:** September 29

<table>
<thead>
<tr>
<th>Topic:</th>
<th>A brief historical review of social policy in Canada</th>
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</table>
2) Mahon, R. & Williams, F. Ch. 1 Towards a Transnational Analysis of the Political Economy of Care / Fiona Williams Available at KOERNER LIBRARY.  
5) [A Social Security Timeline in Canada](https://www.proquest.com/docview/1918332762?OpenUrlRefId=info:xri/sid:summon&accountid=14656)  
6) [The Canadian Welfare State](https://www.proquest.com/docview/922421959?pq-origsite=summon&accountid=14656) [4:13 min.]  
7) [Welfare State and Social Democracy](https://www.proquest.com/docview/922421959?pq-origsite=summon&accountid=14656) [3:48 min.] |

**Session 5:** October 6

<p>| Topic: | Contemporary Policy Issues: Intersectionality – Exploring its Roots in the Confluence of Race, Class, Gender |</p>
<table>
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<th>Session 6:</th>
<th>October 13, 2021</th>
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<tr>
<td><strong>Topic:</strong></td>
<td>Contemporary Policy Issues: Sexuality, Disability and the ‘Other’</td>
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**Read/Watch:**


4) “Picture This”: [https://www.nfb.ca/film/picture_this/](https://www.nfb.ca/film/picture_this/)

**Optional:**


### Topic: Contemporary Policy Issues: BIPOC Issues (Racism and Indigeneity)

**Read/Watch:**


5. “Color blind or color brave?” with Mellody Hobson: https://www.youtube.com/watch?v=oKtALHe3Y9Q

**Optional:**


### Session 8: October 27

**Topic:** Contemporary Policy Issues: Income Security

**Read/Watch:**


### Session 9
**November 3**

**Topic:** Social Policy Analysis

**Read/Watch:**

### Session 10:
**November 10 – No Class - Midterm Break**

### Part Three
**HOW DO WE GET TO JUSTICE: SOCIAL ACTION**

### Session 11:
**November 17, 2021**
**Team Presentations Due**

**Topic:** Human Rights and Legal Challenges

**Read/Watch:**
3. Blackstock, Cindy; Muriel Bamblett & Carlina Black. (2020). Indigenous ontology, international law and the application of the Convention to the
### Class Presentations (2)

#### Session 12: November 24

**Topic:** Advocacy and Social Action – Activism from Inside and Outside the System; Moving Towards Reconciliation

**Read/Watch:**

2. Prince, Michael J. " Ch.5. The Canadian Disability Community: Five Arenas of Social Action and Capacity". Absent Citizens, Toronto: University of Toronto Press, 2020, pp. 112-133. [https://doi.org/10.3138/9781442687301-007](https://doi.org/10.3138/9781442687301-007) Available at KOERNER LIBRARY
3. Reflections on Reconciliation after 150 years since Confederation - An Interview with Dr Cindy Blackstock. Available online at: [https://heinonline.org/HOL/Page?handle=hein.journals/ottlr49&id=21&collection=journals&index](https://heinonline.org/HOL/Page?handle=hein.journals/ottlr49&id=21&collection=journals&index)

### Assignments

**Discussion Board Post and Response – 15%**

In order to support engaged learning, students are expected to critically read the assigned material. In class discussion will be one vehicle for students to share their learning. In addition, to foster exchange and dialogue outside of the classroom, students are expected to post and reply to the discussion board.
A post should discuss an assigned article (not a chapter from the required textbook) and should include (1) linking past, present, and future experience; (2) integrating cognitive and emotional experience; (3) considering the material from multiple perspectives; (4) reframing; (5) stating the lessons learned; and (6) planning for future learning or behavior (Aronson, 2011). Consider the following questions as a guideline: What did I learn? What does the reading mean for me in the context of other learning that I have done in this class or other classes? What am I going to do about (or with) what I have learned? The posts should be a maximum of 500 words and in full sentences.

A response should take up both issues from the original article but also respond and engage with the ideas presented by the person posting. The goal of such a reply is to further the dialogue and learning, not simply to tell a colleague that you like their ideas, although this may also be the case. The responses should be a maximum of 250 words and in full sentences.

Policy Paper – 40%

Students are expected to write an essay on the following questions and reflect on the implications for their practice:

1) What is social policy in Canada? How has it been influenced globally?

2) Describe social justice and human rights; praxis; evidence informed; and civic engagement. How do these ideas relate to your practice as a social worker?

3) How do/can citizens affect social policy? How do/can social workers affect social policy?

4) How will your understanding of social policy impact your practice as a social worker? (Reflect on what you have learned in class and in the group presentations)

5) How will an understanding of social policy help you in your placement/future practice?

6) What areas do you need to work on to extend your learning about policy to be effective in your placement/future practice

The above questions are intended as a guide for the essential components of the paper. The paper should address these issues and others that you think relevant in an integrated, synthesized manner. Reference your understanding based on class readings, discussions, other readings and your own experience. This essay must be 8-10 pages, 12-point font using APA format and references.

Team Presentation: Analysis of a contemporary social issue, related policy and approaches to change – 45%

Students will form a team of 4 or 5. Each student team shall identify a social justice issue or problem that they feel is inadequately addressed in our current system and for which they would like change. The team will delineate the social issue or problem and examine the social policy and social work practice interventions that are currently oriented to addressing it. Is there legislation governing and directing the policy? What is it, and what are its strengths
and weaknesses? How does the legislation or the policy impact on the needs and conditions of vulnerable populations? What level of government is responsible?

Based on your analysis of the problem/issue and the extant policies and programs ostensibly aimed at addressing the problem/issue, what types of changes do you think are necessary? How might the issue be moved in a direction of increased social justice? Is there new or revised policy that would support such change? What would that look like? Be specific. A necessary social action component of the assignment requires that you consider how you might create the momentum for such change and to consider the nature and form of potential opposition.

The teams will:

- Select a Canadian social justice issue or problem that concerns them.
- Describe legislation/policy/programs currently in place oriented to addressing the issue.
- Identify the population or populations that you understand to be negatively impacted and issues the policy is intended to address.
- Complete background research on the nature of the selected social justice issue – by chronicling the historical development of the issue and policy responses to it.
- Analyze and describe the policy interventions that have been implemented that are both successful and unsuccessful. Why does this work, or fail to work? Are there populations or sub-populations that are positively/negatively affected? Does the policy work for some and not others? Why? This is the most critical component of the assignment and your analyses will benefit from a careful review of the literature including literature describing the issue and interventions in other jurisdictions.
- Summarize and conclude your assessments/evaluation of the policy/legislation and suggest feasible and realistic recommendations for social policy change. Analyze why there might be opposition or support for your recommendations and from what constituencies.
- The final component of the assignment is the demonstration of your understanding of how social action can affect policy. Describe a social action plan that could support the creation of changed public discourse and improved public awareness of the social issue and the potential to thereby create a policy window for change.

Teams will present their work in one of two ways. Class time will be allocated to permit 4-5 presentations of approximately 45 minutes. Based on the size of the cohort, they may be 8 or 9 groups, thus there is insufficient time to permit all of the teams to present in class. This arrangement has worked well in the past in that all students have the experience of presenting with their team but some students may be more comfortable not presenting in class. Those groups not presenting in class shall utilize zoom or another equivalent media to record and submit their presentations. If more groups wish to elect in-class presentation than can be accommodated the default will be that all groups record their presentations for submission.
In addition to a presentation all teams shall prepare a written one to two page executive summary that should serve as an effective summary of the issues and concluding recommendations. There are many examples online of good executive summaries, see for example: [https://unilearning.uow.edu.au/report/4bi1.html](https://unilearning.uow.edu.au/report/4bi1.html). Copies of powerpoint slides and a full list of references must also be submitted by the due date.

Each team member is expected to contribute equally and the same grade will *generally* be assigned to all members of a team. In the case of issues and conflicts within a team, it is the responsibility of the group to identify these immediately to the course instructor.
School/Course Policies

Attendance

Advising page of our website: https://socialwork.ubc.ca/undergraduate/advising/

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.

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

No learning analytics are being used in this class.
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.

Students are NOT permitted to record the class.

UBC Grading Criteria

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<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>
<td></td>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<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>
<td>73.5</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>
<td>62.5</td>
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<tr>
<td>C-</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>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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