



# School of Social Work

FACULTY OF ARTS

The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəyəm (Musqueam) people. The School logo designed by Ray Sims, a member of the Musqueam Nation, depicts Raven transforming into a human child. Raven is seen to be the most magical of all beings with the ability to shapeshift into anything at will. The most frequent form Raven takes is that of a human. Through adventures, Raven creates much of what we have around us. Humans learn much and acquire much knowledge of life and living through learning the orals associated with Raven's adventures and misadventures, for Raven intentionally, as well as inadvertently, has created much by making mistakes.

*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

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.

## COURSE INFORMATION

<b>Year/Term/Dates</b>	Winter 2021-22, Term 2, January 13–April 7, 2022
<b>Course Title</b>	SOWK 335: Social Analysis for Social Work Practice
<b>Course Schedule</b>	Thursdays, 2-5pm
<b>Course Location</b>	Online: Zoom In-class: Jack Bell Building, Room 124

Instructor	Office Location	Office Phone	Email Address
Shameela Zaman			shameela.zaman@ubc.ca
<b>Office Hours</b>	Thursdays before class (1-2pm) or by appointment.		

Teaching Assistant	Office Location	Email Address
Karl Urban	Room 215	ksurban@mail.ubc.ca
<b>Office Hours</b>	Thursdays before class (1-2pm) or by appointment.	

## Prerequisite and/or Corequisite

This course has no prerequisites.

## Course Description

This course provides students with an understanding of the foundational concepts and ways racism, capitalism, settler colonialism, globalization, and patriarchy intersect to produce social locations, violence, oppression, and political resistance. By working with various theories, methods and case scenarios, students will become familiar with essential political, social and ideological factors that influence personal and social problems and structural oppressions. In this course, students will learn how to conduct an informed and critical social analysis of the key personal and social factors within structural contexts. As a result, students will be able to develop a progressive theoretical and practice framework within which to approach work with individuals, families, and groups.

## Course Structure and Learning Activities

This course will be a combination of lecture (Zoom and in-class), class discussions, group work and presentations.

**Zoom:** Dependent on the trajectory of the COVID-19 pandemic and UBC's response, some classes will be held via Zoom in Canvas.

**Canvas:** Weekly articles and resources will be made available through Canvas.

**Peer Supervision Groups:** An important component to this course is the Peer Supervision Group. Every week, you will meet with your PSG to discuss and critically engage with weekly materials, as well as collaborate on assignments. Supervision groups are intended to prepare you for professional practice where you will likely be a part of weekly or bi-weekly clinical supervision with your colleagues and supervisors to discuss cases or participate in education around practice issues.

Students are expected to attend all lectures, read the assigned chapters and articles, and engage in critical reflection with the materials through classroom and group discussions as well as written assignments. In the spirit of collaborative learning and critical pedagogy, students are encouraged to share resources, news and experiences, both professional and lived. As the course involves one's social locations, privilege and potential lived experiences of oppression, it is expected that the classroom environment be respectful, empathic and safe for all students. To this end, a classroom agreement will be developed in Session #1.

All assignments are to be completed with proper APA formatting. Students are asked to reach out as soon as possible if support is required with individual and/or group assignments.

#### **For support with APA Formatting:**

- UBC Citing Guide: <https://guides.library.ubc.ca/socialwork/SocialWorkCitingSources>
- Purdue Online Writing Lab: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html)

**A note about formatting:** do NOT use automatically generated APA citations for your reference list. More often than not they are incorrect.

**UBC Social Work Research Guide:** <https://guides.library.ubc.ca/socialwork>

## **Learning Outcomes**

- To identify and name the operation and systems of oppression at personal, cultural and systemic levels
- To recognize the operation of power in social work relationships and develop a reflexive practice to address these power imbalances
- To identify and name the various forms of oppression – racism, sexism, ableism, classism, etc. – at personal, cultural and systemic levels
- To critically examine anti-oppressive social work as both a promising and limiting practice
- To critically look at one's personal social locations, values and practices and explore how these may perpetuate oppression

## **Required Textbook(s) and Learning Materials**

Dumbrill, G.C., & Yee, J.Y. (2019). *Anti-oppressive social work: Ways of knowing, talking and doing*. Oxford University Press Canada.

**Canvas:** Additional weekly readings will be posted on Canvas or on the Library Course Reserve Page (which you can access via Canvas) and available for download. Students are expected to read the designated textbook chapter along with posted chapters/articles prior to attending class.

## Course Schedule

<b>Session #1</b>	January 13, 2022 – On Zoom
<b>Topic</b>	Course Introduction, Group Assignments and Agreements Oppression & Anti-Oppression
<b>To-Do</b>	Review course syllabus and become familiar with the course page on Canvas  <b><u>Read:</u></b>  Chapter 1 - Dumbrill, G.C., & Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i> . Oxford University Press Canada.  Baines, D. (2017). Anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), <i>Doing anti-oppressive practice: social justice social work</i> (3 <sup>rd</sup> ed., pp. 1-29). Fernwood Publishing.
<b>Session #2</b>	January 20, 2022 – On Zoom
<b>Topic</b>	Critical Reflection, Reflexivity and Power
<b>To-Do</b>	<b><u>Read:</u></b>  Chapters 2 & 3 from Dumbrill, G.C., & Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i> . Oxford University Press Canada.  Fook, J. (2015). Reflective practice and critical reflection. In J. Lishman (Ed.), <i>Handbook for practice learning in social work and social care</i> (2 <sup>nd</sup> ed., pp. 363-375). Jessica Kingsley Publishers.
<b>Session #3</b>	January 27, 2022
<b>Topic</b>	Whiteness, White Privilege and White Supremacy

<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 4 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Chapter 2 from Chapman, C., &amp; Withers, A.J. (2019). <i>A violent history of benevolence: Interlocking oppression in the moral economies of social working</i>. University of Toronto Press.</p> <p><b><u>Watch:</u></b></p> <p>Canadian Association of Social Workers. (2020, December. 16). <i>Casualties of care: Social work as a cog in the machine of White supremacy</i> [Webinar]. YouTube. <a href="https://youtu.be/M6TseA9mJuM">https://youtu.be/M6TseA9mJuM</a></p>
<b>Session #4</b>	February 3, 2022
<b>Topic</b>	<p>Colonization and Decolonization</p> <p>Guest Speaker: TBD</p>
<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 7 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Fortier, C., &amp; Wong, E. (2018). The settler colonialism of social work and the social work of settler colonialism. <i>Settler Colonial Studies</i>, 9(4), 437-456. <a href="https://doi.org/10.1080/2201473X.2018.1519962">https://doi.org/10.1080/2201473X.2018.1519962</a></p> <p><b>Recommended –</b></p> <ul style="list-style-type: none"> <li>• Tuck, E., &amp; Yang, K.W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeniety, Education &amp; Society</i>, 1(1), 1-40. <a href="#">LINK</a></li> <li>• Listen to one or all of the podcast episodes: CBC Listen. (n.d.). <i>Telling our twisted histories</i>. <a href="https://www.cbc.ca/listen/cbc-podcasts/906-telling-our-twisted-histories">https://www.cbc.ca/listen/cbc-podcasts/906-telling-our-twisted-histories</a>.</li> <li>• Canadian Association of Social Workers. (2020, June 11). <i>Decolonizing Journeys</i> [Webinar]. YouTube. <a href="https://youtu.be/QYxpRMi3Q74">https://youtu.be/QYxpRMi3Q74</a></li> </ul>
<b>Session #5</b>	February 10, 2022

<b>Topic</b>	Racism
<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 5 (pages 117-130) from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p><b><u>Watch:</u></b></p> <p>Canadian Association of Social Workers. (2021, March 2). <i>Beyond 'good' versus 'bad': Understanding racism as more than hate crimes</i> [Webinar]. YouTube. <a href="https://youtu.be/YftefWkVhI0">https://youtu.be/YftefWkVhI0</a></p> <p>OR</p> <p>Canadian Association of Social Workers. (2020, May 29). <i>Race, health and COVID-19</i> [Webinar]. YouTube. <a href="https://youtu.be/yea1S5SmaUk">https://youtu.be/yea1S5SmaUk</a></p> <p><b>Recommended –</b></p> <ul style="list-style-type: none"> <li>• Maynard, R. (2017). <i>Policing Black lives: State violence in Canada from slavery to the present</i>. Fernwood Publishing.</li> <li>• In 2020, Fraser Health Authority hosted a series of 5 webinars on Anti-Racism in Healthcare. <a href="#">LINK</a></li> </ul>
<b>Session #6</b>	February 17, 2022
<b>Topic</b>	Intersectionality, Gender and Sexism, Heterosexism and Cissexism
<b>Readings</b>	<p><b><u>Read:</u></b></p> <p>Chapter 5 (pages 130-140) from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Chapter 6 (pages 145-152) from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p><b><u>Watch:</u></b></p> <p>Crenshaw, K. (2016, October). The urgency of intersectionality [Video]. TED-Women.  <a href="https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en">https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en</a></p>

NO CLASS	READING WEEK – FEBRUARY 24, 2022
<b>Session #7</b>	March 3, 2022
<b>Topic</b>	Ableism and Sanism  PSG Group 1 & 2 Case Scenario Discussion
<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 6 (pages 153-165) from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Wehbi, S. (2017). Disability rights and justice activism: Lessons for anti-oppressive community organizing. In D. Baines (Ed.), <i>Doing anti-oppressive practice: social justice social work</i> (3<sup>rd</sup> ed., pp. 137-152). Fernwood Publishing.</p>
<b>Session #8</b>	March 10, 2022
<b>Topic</b>	Classism and Poverty  PSG Group 3 & 4 Case Scenario Discussion
<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 8 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Fay, J. (2017). Let us work together: Welfare rights and anti-oppressive practice. In D. Baines (Ed.), <i>Doing anti-oppressive practice: social justice social work</i> (3<sup>rd</sup> ed., pp. 122-136). Fernwood Publishing.</p>
<b>Session #9</b>	March 17, 2022
<b>Topic</b>	Doing Anti-Oppression: Promises and Limitations  PSG Group 5 & 6 Case Scenario Discussion

<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 9 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Sinclair, R., &amp; Albert, J. (2008). Social work and the anti-oppressive stance: Does the emperor really have new clothes? <i>Critical Social Work</i>, 9(1). <a href="https://doi.org/10.22329/csw.v9i1.5756">https://doi.org/10.22329/csw.v9i1.5756</a></p>
<b>Session #10</b>	March 24, 2022
<b>Topic</b>	<p>Service Users and Doing Anti-Oppression at Individual, Family and Community Levels</p> <p>PSG Group 7 &amp; 8 Case Scenario Discussion</p>
<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 10 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Chapter 11 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p>
<b>Session #11</b>	March 31, 2022
<b>Topic</b>	<p>Doing Anti-Oppression at Organizational and Policy Levels</p> <p>PSG Group 9 &amp; 10 Case Scenario Discussion</p>
<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 12 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p>
<b>Session #12</b>	April 7, 2022
<b>Topic</b>	Dreaming an Anti-Oppressive Future: Class conclusion and Celebration



<b>To-Do</b>	<p><b><u>Read:</u></b></p> <p>Chapter 13 from Dumbrill, G.C., &amp; Yee, J.Y. (2019). <i>Anti-oppressive social work: Ways of knowing, talking and doing</i>. Oxford University Press Canada.</p> <p>Benjamin, A. (2017). Doing anti-oppressive social work: The importance of resistance, history and strategy. In D. Baines (Ed.), <i>Doing anti-oppressive practice: social justice social work</i> (3<sup>rd</sup> ed., pp. 351-359). Fernwood Publishing.</p> <p>Chapter 7 from Chapman, C., &amp; Withers, A.J. (2019). <i>A violent history of benevolence: Interlocking oppression in the moral economies of social working</i>. University of Toronto Press.</p>
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## Assignments

### 1. Canvas Discussion Board Engagement – 10%

Deadline: variable

Throughout the course, I will be providing discussion prompts on our Canvas discussion board that students are expected to respond to. These prompts will be based on class readings.

### 2. Assignment #1: Subject Guide – 20%

Deadline: Feb. 20 at 11:59 P.M.

In this assignment, students are expected to develop a 5-page subject guide on a topic or issue related to anti-oppressive social work practice. Assignment details along with a list of topics will be posted on Canvas.

### 3. Assignment #2: Profile of an Organization or Individual doing AOP – 20%

Deadline: March 20 at 11:59 P.M.

In this assignment, students are encouraged to look at an organization or an individual doing critical anti-oppressive work in the community and write a profile. Students will be expected to connect course material to their final profile. Final assignment details and rubric will be posted on Canvas.

### 4. Assignment #3: Peer Group Case Scenario Presentations – 20%

Deadline: March 3, 10, 17, 24, 31 (2 groups per day), 2022

In this assignment, students are expected, with their Peer Supervision Groups, to develop a case scenario that addresses a concept discussed in class. The case study can be inspired from your practicum or from class content. Groups will present the class concept that was addressed, the case scenario and discussion questions to their class. Final assignment details and rubric will be posted on Canvas.

#### 5. Assignment #4: Final Reflection Paper – 30%

Deadline: April 10, 2022 at 11:59pm

In this assignment, students are expected to write a critical reflection paper on course readings and content and looking at one's own social locations. Students are encouraged to incorporate creativity – poetry, prose, song – into their paper. Final paper details and rubric will be posted to Canvas.

## Assignment Submission Process

Assignments are to be submitted on Canvas prior to the deadline. If for any reason you are unable to submit your assignment in time, please reach out to me as soon as possible. Late assignments without any reason offered will be penalized at 3% per day. If there is a medical reason for late submissions, please provide a medical note.

## SCHOOL/COURSE POLICIES

### UBC COVID-19 Protocols for in-class learning

**Name and Gender Pronouns:** Class rosters are generally provided to the instructor/teaching assistants with students' legal names; however, please let us know of the name and/or gender pronouns you use for yourself. Please advise us of this as soon as possible so we can ensure use of your correct name and pronouns in this space to ensure an equitable, safe and respectful experience. Further, when classes are held on Zoom, we ask that you share your gender pronouns beside your name (if you feel safe to do so). For example, "Shameela (she, her, hers)".

**COVID-19 Safety:** 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.

**If you are sick, it is important that you stay home.**

**If you miss class because of illness:**

- Ask someone to share their notes if I am lecturing. But in the case of discussions about readings, we will endeavour to record conversations for you to access later through Canvas.
- Be sure to consult the class resources on Canvas.
- If you are concerned that you will miss a key activity due to illness, contact the instructor to discuss.

**If I (the instructor) am feeling ill:** If I am unwell, I will not come to class. I will make every reasonable attempt to communicate plans for class as soon as possible by email. Our classroom will still be available for you to sit in and attend an online session. In this instance:

- If I am well enough to teach, but am taking precautions to avoid infecting others, we may hold the class online. If this happens, you will receive an email informing you how to join the class.
- If I am not well enough to teach I may ask you to do an activity or read something in place of class time

## Attendance

The attendance policy is in the student handbook on page 8. You can find the student handbook on the 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

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this course.

## 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 may not record class or group discussions without prior permission of all individuals in attendance.

## Support

During the term, I will do my best to offer support if I am concerned about your academic performance or wellbeing. I also encourage you to contact me or your academic advisor if you need assistance. In addition, I may identify concerns using the UBC [Early Alert](#) system which provides students with the earliest possible connection to resources like academic advising, financial advising, counseling, or other support services to help you get back on track. Any information transmitted through early alert is treated as confidential (see [earlyalert.ubc.ca](http://earlyalert.ubc.ca)).

## 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	83.5	
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.