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 xʷməθkʷəy̓əm (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.

School Mission Statement: Based on a commitment to fundamental social work values and a vision of social justice, UBC's School of Social Work prepares social work students for generalist and advanced professional practice. We promote the scholarly generation of critical transformative knowledge through research and study relevant to social work theories, practices, social development and social administration.

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 INFORMATION

Year/Term/Dates	Winter 2022-23, Term 1, September 7–December 7, 2022
Course Title	SOWK 550: Social Work and Social Justice
Course Value	3 credits
Course Schedule	Wednesdays, 2-5pm
Course Location	Jack Bell Building, 2080 West Mall, Room 124

Instructor	Office Location	Office Phone	Email Address	Office Hours
Lea Caragata	Jack Bell, Room 333	604.827.5493	lea.caragata@ubc.ca	By appointment

Teaching Assistant	Office Location	Office Phone	Email Address	Office Hours
Kaan Göņçu	Jack Bell, Room 022	n/a	kaan.goncu@ubc.ca	TBD

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

Brad McKenzie and Brian Wharf. (2016). Connecting policy to practice in the human services. Fourth edition. Oxford University Press Canada.

All other readings are available online.

Course material is available and assignment submission shall be done through CANVAS.

Assessment of Learning

Course grades will be assigned as follows:

In-Class Discussion Groups	20%	September 21–November 2 incl.
Discussion Board Post and Response	30%	Due by the end of course
Policy Paper	25%	Due October 19
Team Presentations	25%	Due November 30 & December 7

Course Schedule

Session 1:	September 7, 2022
Topic:	Introductions, Review of Syllabus, Assignments and Expectations. **What is social justice?** 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?
Read/Watch:	In Class: What Is Justice? -- Crash Course Philosophy #40 https://www.youtube.com/watch?v=H0CTHVCkm90
PART ONE	**SOCIAL JUSTICE AND HUMAN RIGHTS**
Session 2:	September 14, 2022
Topic:	**Considerations of theories of justice and their implications for social welfare.**
Read/Watch:	1) Rizvi, Fazal. (1998) Chapter 4 "Some Thoughts on Contemporary Theories of Social Justice" in *Action Research in Practice*, 1st Edition, Routledge, Pages 10 eBook ISBN 9780203024478 available at: https://www.taylorfrancis.com/chapters/edit/10.4324/9780203024478-8/thoughts-contemporary- theories-social-justice-fazal-rizvi 2) Nussbaum Martha (2003) Capabilities as Fundamental Entitlements: Sen and Social Justice, *Feminist Economics*, 9:2-3, 33-59, DOI:10.1080/1354570022000077926 https://doi.org/10.1080/1354570022000077926
Session 3:	September 21, 2022
Topic:	**A Human Rights Approach to Social Justice** **Student-Led Discussion Group (1)**
Read/Watch:	1) Ife, Jim & Tascon, Sonia Magdalena. (2016). Human rights and critical social work: Competing epistemologies for practice. *Social alternatives*, 01/2016,

	Volume 35(4). Available at: https://www.proquest.com/docview/1918332762?OpenUrlRefId=info:xri/sid:summon&accountid=1465 6
	2) Murdach, Allison D. Is Social Work a Human Rights Profession? *Social Work*; Oxford Vol. 56, Is. 3, (Jul 2011): 281-3. DOI:10.1093/sw/56.3.281. Available at: https://www.proquest.com/docview/922421959?pq-origsite=summon&accountid=14656
	3) Thompson (2002) Social Movements, Social Justice and Social Work *The British Journal of Social Work*, Volume 32, Issue 6, 1 September 2002, Pages 711–722, https://doi.org/10.1093/bjsw/32.6.711 September. Available at: https://www.jstor.org/stable/23716490?pq-origsite=summon&seq=1#metadata_info_tab_contents
PART TWO	**HOW DO WE GET TO JUSTICE? – SOCIAL POLICY**
Session 4:	**September 28, 2022**
Topic:	**A brief historical review of social policy in Canada** **Student-Led Discussion Group (2)**
Read/Watch:	1) Brad McKenzie and Brian Wharf. (2016). Connecting policy to practice in the human services. Fourth edition. Chapters 1 & 3. 2) Mahon, R. & Williams, F. Ch. 1 *Towards a Transnational Analysis of the Political Economy of Care* / Fiona Williams Available at KOERNER LIBRARY. 3) Torjman, S. (2005). *What is policy?* Caledon Institute of Social Policy, Ottawa, ON. Retrieved from http://openpolicyontario.pbworks.com/f/What+is+Policy+by+Sherri+Torjman.pdf 4) Canadian Association of Social Workers (CASW) (2003). *Social Policy Principles.* Ottawa, ON. Retrieved from http://www.casw-acts.ca/sites/default/files/attachements/CASW%20Social%20Policy%20Principles- approved%20Mar_03.pdf 5) *A Social Security Timeline in Canada* 6) The Canadian Welfare State [4:13 min.] 7) Welfare State and Social Democracy [3:48 min.]
Session 5:	**October 5, 2022**
Topic:	**Contemporary Policy Issues: Intersectionality – Exploring its Roots in the Confluence of Race, Class, Gender** The urgency of intersectionality | Kimberlé Crenshaw (18 minutes) https://www.youtube.com/watch?v=akOe5-UsQ2o **Student-Led Discussion Group (3)**

Read/Watch:	1) Weldon, Laurel S. (2008). *Intersectionality*, Ch. 9. In Goertz, Gary & Amy G. Mazur. *Politics, gender and concepts*. Cambridge. Available at: https://www.cambridge.org/core/books/politics-gender-and-concepts/C5BBA9D49B34DEAC41A3500D8B6EC667 2) Hankivsky, Olena (2014). *Intersectionality 101*. Institute for Intersectionality Research and Policy https://resources.equityinitiative.org/handle/ei/433
Session 6:	**October 12, 2022**
Topic:	**Contemporary Policy Issues: Sexuality, Disability and the 'Other'** **Student-Led Discussion Group (4)**
Read/Watch:	1) Stainton, Tim. (2017). Ch. 7 Intellectual Disability Oppression and Difference. In Countering Discrimination in Social Work International Perspectives in Social Work, Bogdan Lesnik, Editor. Routledge. ISBN1351948229, 9781351948227 Available at: https://www.taylorfrancis.com/books/edit/10.4324/9781315259161/international-perspectives- social-work-bogdan-le%C5%A1nik 2) Clare, Eli. (2003). Gawking, gaping, staring. *GLQ: A Journal of Lesbian and Gay Studies, 9* (1/2), 257–261. Available at: https://muse-jhu-edu.eu1.proxy.openathens.net/article/40793 3) Siebers, T. (2008). A Sexual Culture for Disabled People. In *Disability Theory* (pp. 135-156). University of Michigan Press. Available at: https://www-fulcrum-org.eu1.proxy.openathens.net/concern/monographs/rf55z8591 4) "Picture This": https://www.nfb.ca/film/picture_this/ **Optional:** 1) McRuer, R. (2016). Compulsory Able-Bodiedness and Queer/Disabled Existence. In L. J. Davis (Ed.), The Disability Studies Reader (pp. 396-405). Taylor & Francis Group. http://ebookcentral.proquest.com/lib/ubc/detail.action?docID=4741427 2) Mollow, A. (2012). Is Sex Disability? Queer theory and the disability drive. In R. McRuer & A. Mollow (Eds.), Sex and disability (pp. 285-312). Duke University Press. Available at: http://www.sfu.ca/~baw2/GSWS826/Mollow.pdf
Session 7:	**October 19, 2022**
Topic:	**Policy Paper Due** **Contemporary Policy Issues: BIPOC Issues (Racism and Indigeneity)** **Student-Led Discussion Group (5)**
Read/Watch:	1) Razack, Sherene H. (2016). Sexualized Violence and Colonialism: Reflections on the Inquiry into Missing and Murdered Indigenous Women. *Canadian Journal of Women and the Law*. Volume 28 Issue 2, August 2016, pp. i-iv https://doi.org/10.3138/cjwl.28.2.i Available at: https://muse-jhu-

edu.eu1.proxy.openathens.net/article/629373

2) Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policies. *Families in Society: The Journal of Contemporary Social Services*, 95(4), 269-276. Available at: https://journals.sagepub.com/doi/10.1606/1044-3894.2014.95.36

3) Rowe, S., Baldry, E., & Earles, W. (2015). Decolonizing social work: Learning from critical Indigenous approaches. *Australian Social Work,* 68(3), 296-308. Available at: https://www.tandfonline.com/doi/full/10.1080/0312407X.2015.1024264

4) "Color blind or color brave?" with Mellody Hobson: https://www.youtube.com/watch?v=oKtALHe3Y9Q

Optional:
1) Badwell, H. (2014). Colonial encounters: Racialized social workers negotiating professional scripts of whiteness. *Intersectionalities: A Global Journal of Social Work Analysis, Research, Polity and Practice*, 3, 1-23. Available at: https://journals.library.mun.ca/ojs/index.php/IJ/article/view/996/1004

2) Thomas, R and Green, J (2007). A Way of life: Indigenous perspectives on anti-oppressive living, *First Peoples Child & Family Review*, 3(1), 91-104. Available at: https://fpcfr.com/index.php/FPCFR/article/view/27/65

Session 8:	**October 26, 2022**
Topic:	**Contemporary Policy Issues: Income Security** **Student-Led Discussion Group (6)**
Read/Watch:	1) Harell, A., Soroka, S. & Mahon, A. (2008). Is Welfare a Dirty Word? Canadian Public Opinion on Social Assistance Policies. Policy Options, 29, 53-56. http://policyoptions.irpp.org/magazines/canadas-working-poor/is-welfare-a-dirty-word-canadian-public- opinion-on-social-assistance-policies/ 2) Kia Hannah, Margaret Robinson, Jenna MacKay. (2021). Poverty in Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, and Other Sexual and Gender Minority (LGBTQ2S+) Communities in Canada: Implications for Social Work Practice. *Research in Social Work Practice.* https://doi.org/10.1177/1049731521996814 Available at: https://journals.sagepub.com/doi/10.1177/1049731521996814 3) Petit, Gillian and Tedds, Lindsay M. (2020). Poverty in British Columbia: Income Thresholds, Trends, Rates, and Depths of Poverty. Research paper commissioned by the Expert Panel on Basic Income, British Columbia, Available at SSRN: https://ssrn.com/abstract=3726708 or http://dx.doi.org/10.2139/ssrn.3726708 4) Stanford Jim. (2020). Work After COVID-19 Building a Stronger, Healthier Labour Market, Project: Rebuild Canada, Public Policy Forum, Released: Tuesday July 21. Available at: https://ppforum.ca/publications/work-after-covid-19/
Session 9:	**November 2, 2022**

Topic:	Social Policy Analysis Student-Led Discussion Group (7)
Read/Watch:	1) O'Connor, Julia. (1998) Gender class and Citizenship in the Comparative Analysis of Welfare Regimes, Ch 7; In *Power Resource Theory and the Welfare State.* O'Connor, Julia S. & Olsen, Gregg M. Eds. University of Toronto Press. Available at: https://www-deslibris-ca.eu1.proxy.openathens.net/ID/417813 2) McKenzie, Brad and Brian Wharf. (2016). *Connecting policy to practice in the human services.* Fourth edition. Chapters 4 &5. 3) Pal, Leslie. (2013) Policy Analysis: Concepts and Practice. In *Beyond Policy Analysis: Public Issue Management in Turbulent Times, 5th Ed.* (pp. 1 – 44) Toronto: Nelson Education Ltd. Available at: KOERNER LIBRARY
Session 10:	**November 9, 2022 – NO CLASS – MIDTERM BREAK**
PART THREE	**HOW DO WE GET TO JUSTICE: SOCIAL ACTION**
Session 11:	**November 16, 2022**
Topic:	Human Rights and Legal Challenges
Read/Watch:	1) Smith Miriam. (1999). *Lesbian and Gay Rights in Canada Social Movements and Equality-Seeking, 1971-1995.* University of Toronto Press. Chapters 4 OR 5 AND 6 https://doi.org/10.3138/9781442676633 Available at: https://www-deslibris- ca.eu1.proxy.openathens.net/ID/417951 2) Blackstock, Cindy; Muriel Bamblett & Carlina Black. (2020). Indigenous ontology, international law and the application of the Convention to the over-representation of Indigenous children in out of home care in Canada and Australia. Child Abuse & Neglect Volume 110, Part 1, December 2020, 104587 Available at: https://www.sciencedirect.com/science/article/abs/pii/S0145213420302428
Session 12:	**November 23, 2022**
Topic:	**Advocacy and Social Action – Activism from Inside and Outside the System; Moving Towards Reconciliation**
Read/Watch:	1) 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 Available at KOERNER LIBRARY 2) 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 3) Woodford, M. R., & Preston, S. (2013). Strengthening citizen participation in

	public policy-making: A Canadian perspective. *Parliamentary Affairs*, 66(2), 345-363. Available at KOERNER LIBRARY
Session 13:	**November 30, 2022**
Topic:	**Team Presentations (5)**
Session 14:	**December 7, 2022**
Topic:	**Team presentations (4)** **Synthesizing and Reflecting; Evaluation and Wrap-Up**

Assignments

In-Class Discussion Groups – 20%

In seven weeks of the term, we will allocate 45-60 minutes to student led discussion groups. Students will be organized into 7 groups (6x6, 1 x7) for this purpose. Each student in a group will be responsible for leading one group session. This will involve identifying a discussion topic related broadly to issues of social justice and social equality. Topics must be identified a week in advance and at least 5 questions posed for the group to stimulate the discussion. A reference to an article or media reference should also be identified. These materials must be circulated to the group, instructor and TA one week prior to the session. These submissions and the level of discussion observed in the group will form the basis of grading. The role of the lead in a particular week will be that of facilitator but all group participants are expected to engage and support the group lead for the week. The order of the group leads shall be decided by the groups in the first session and the order communicated to the instructor and the TA. Thurs each week of the 7, there will be a different discussion topic as chosen by the lead for the week.

Discussion Board Post and Response – 30%

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 AND 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.**

Required are two posts and two responses over the course of the term.

Policy Paper – 25%   Due October 19

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

1) What is social policy? How has social policy in Canada been influenced globally? Are these influences positive or negative and for which groups?

2) How do the ideas/theories of social justice discussed in class and in the readings resonate for you? How do your views on what social justice means/is affect 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 an understanding of social policy help you in your placement/future practice?

5) 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 5-7 pages, 12-point font using APA format and references. Papers must be submitted as doc or docx. No pdf's will be accepted. Use file naming protocol: SOWK550 last name date

Team Presentations – 25%
20-minute presentations on a social issue and plan for change. Students will form a team of **5 or 6. In order to ensure time for all of the presentations, no exceptions will be made to permit smaller groups.**

Each 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 identify why the existing solutions don't work.

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.

- 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?

- What would you propose to address the problem? 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.

- 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 make in-class presentations during the last two weeks of class. 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/action plan. There are many examples online of good executive summaries, see for example: https://writingcenter.uagc.edu/writing-executive-summary. 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

COVID-19

The School follows UBC health and safety guidelines. Please see https://covid19.ubc.ca/ for current information and guidance.

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).

GRADING CRITERIA

Letter Grade	Percent Range	Mid-Point	
A+ A A-	90-100 85-89 80-84	95 87 82	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.
B+ B B-	76-79 72-75 68-71	77.5 83.5 69.5	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.
C+ C C-	64-67 60-63 55-59	65.5 62.5 57	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.
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.