



# 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.*

## BSW Mission

The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, disability, 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 2023, Term 2, January 12–April 13, 2023
<b>Course Title</b>	SOWK 337: Culture and Race in Social Work (3 Credits)
<b>Course Schedule</b>	Thursdays, 10am–1pm
<b>Course Location</b>	Jack Bell Building, Room 124

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>Email Address</b>
Barbara Lee	Jack Bell Building, Room 339	604.822.9647	b.lee@ubc.ca
<b>Office Hours</b>	Upon request		

<b>Teaching Assistant</b>	<b>Office Location</b>	<b>Email Address</b>
Kaan Göncü	Jack Bell Building, Room 215	kaan.goncu@ubc.ca
<b>Office Hours</b>	Upon request	

## Prerequisite and/or Corequisite

There are no pre-requisites for this course.

## 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 is intended to complement SOWK 335 Fundamentals of Social Analysis for Social Work and will focus on Culture and Race in Social Work.

Students are expected to conduct themselves in a professional manner. Students will attend class in person, on time, prepared to participate, and be respectful and accountable to each

other. We will encounter divergent opinions and experiences related to culture and race; however, it is important to discuss these issues and ideas with openness and compassion. We all contribute to a positive learning environment together.

The weekly required readings will provide foundational knowledge for student learning. Supplemental readings and reference materials on Canvas are available to deepen and expand student's knowledge-base. It is expected that students will complete the required readings prior to the lecture in order to fully engage with the weekly course content. The Reading Summary assignment is intended to highlight the core ideas and support each other's learning.

The course will include various teaching and learning modalities such as lecture, experiential workshops, group discussions, guest speakers and an agency visit/ class field trip. A unique format of the course is the use of standardized clients to simulate a social work case scenario. Students will have the opportunity to reflect-in and on practice as they work with the standardized client. Another key aspect of the course is the formation of community of practices which will provide a supportive structure for group learning and development. A field trip to the Welcome Centre at ISSofBC will provide direct insight into how some newcomers settle and integrate into our local communities and how agencies and workers can support this journey.

## Learning Outcomes

By the end of this course, students will be able to:

- Define and deconstruct the terms culture, ethnicity, and race
- Describe the history of migration in Canada, policies of exclusion, and critiques of Canada's policy of multiculturalism
- Outline the central tenants of critical race theory and various anti-racist perspectives
- Describe and critique cultural competency frameworks and their application in social work practice
- Critically examine and articulate how your culture, ethnicity, and race influences your social work practice with newcomers
- Appreciate the strengths, challenges, and limitations in existing services and supports for newcomers in Canada
- Articulate some evidence-informed practice for working with immigrants and refugees

## Required Textbook(s) and Learning Materials

Yan, M. C. & Anucha, U. (Ed) (2017). *Working with Immigrants and Refugees: Issues, Theories, and Approaches for Social Work and Human Service Practice*. Oxford University Press.

Additional readings will be posted on UBC Canvas.

- Canvas is UBC's online learning platform. You can log in with your CWL at [canvas.ubc.ca](https://canvas.ubc.ca)

If you select Option B for Assignment 4, then you will need:  
 Bezmozgis, D. (2019). *Immigrant City*. Harper Collins Publishers Ltd.

## Course Schedule

<b>Session 1:</b>	Thursday, January 12, 2023
<b>Topic:</b>	Introduction to the course
<b>Reading:</b>	Textbook: Introduction  Yan, M. C., & Anucha, U. (2017). Introduction: Setting the context for human services practice with immigrants and refugees in Canada. In M. C. Yan & U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp.1 -20). Oxford University Press.
<b>Session 2:</b>	Thursday, January 19, 2023
<b>Topic:</b>	Deconstructing Culture and Race
<b>Reading:</b>	Ray, V. (2022). The social construction of race. In <i>On critical race theory: Why it matters and why you should care</i> . Random House.  Ray, V. (2022). Identity politics. In <i>On critical race theory: Why it matters and why you should care</i> . Random House.  Yu, H. (2018). Who are we? When are we? A migration history that reframes race, ethnicity, and immigrants at Canada's 150. In <i>Immigration, racial and ethnic studies in 150 years of Canada</i> (pp. 39-58). Brill. Doi: <a href="https://doi.org/10.1163/9789004376083_003">https://doi.org/10.1163/9789004376083_003</a>
<b>Session 3:</b>	Thursday, January 26, 2023
<b>Topic:</b>	Critical Race Theory and Anti Racist Theories
<b>Reading:</b>	Delgado, R., & Stefancic, J. (2017). <i>Critical Race Theory (Third Edition): An Introduction</i> . NYU Press. <a href="https://doi.org/10.2307/j.ctt1ggjin3">https://doi.org/10.2307/j.ctt1ggjin3</a>  Kolivoski, K. M., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policy. <i>Families in Society</i> , 95(4), 269-276. <a href="https://doi.org/10.1606/1044-3894.2014.95.36">https://doi.org/10.1606/1044-3894.2014.95.36</a>
<b>Session 4:</b>	Thursday, February 2, 2023

<b>Topic:</b>	Migration and Multiculturalism in Canada
<b>Reading:</b>	<p>Textbook: Chapter 1  Yan, M. C. (2017). Theories of Migration. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 21-42). Oxford University Press.</p> <p>Textbook: Chapter 2  Anucha, U. (2017). Immigration policy in Canada. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 43-66). Oxford University Press.</p> <p>Fleras, A. (2014). Official Multiculturalism: Anti-racism or Another Racism? In <i>Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance</i> (pp. 243-262). Wilfrid Laurier University Press.</p>
<b>Session 5:</b>	Thursday, February 9, 2023
<b>Topic:</b>	Settlement and Integration
<b>Reading:</b>	<p>Textbook: Chapter 5  Wilson, R. M., Sakmoto, I., &amp; Chin, M. D. (2017). The labour market and immigrants. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 111-132). Oxford University Press.</p> <p>Textbook: Chapter 6  Fang, L., &amp; Katakia, D. (2017). Immigrants and physical and mental health. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 133-154). Oxford University Press.</p> <p>Textbook: Chapter 7  Anucha, U., Lovell, A., &amp; Wang, J. (2017). Immigrants and refugees: Housing and homelessness. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 155-180). Oxford University Press.</p>
<b>Session 6:</b>	Thursday, February 16, 2023
<b>Topic:</b>	Settler and Indigenous Relations

<b>Reading:</b>	<p>Lowman Emma Battell &amp; Adam J. Barker. (2015). "Why say settler?" in <i>Settler: Identity and Colonialism in 21st Century Canada</i>. Fernwood Publishing.</p> <p>Lowman Emma Battell &amp; Adam J. Barker. (2015). "Settling" our differences. in <i>Settler: Identity and Colonialism in 21st Century Canada</i>. Fernwood Publishing.</p> <p>Lee, E., &amp; Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. <i>Social Service Review</i>, 87(1), 98-103.</p>
<b>Session 7:</b>	Thursday, February 23, 2023
<b>Topic:</b>	<b>Term 2 Break (NO CLASS)</b>
<b>Reading:</b>	
<b>Session 8:</b>	Thursday, March 2, 2023
<b>Topic:</b>	Cultural Competency Frameworks
<b>Reading:</b>	<p>Danso, R. (2016). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. <i>Journal of Social Work : JSW</i>, 18(4), 410–430. <a href="https://doi.org/10.1177/1468017316654341">https://doi.org/10.1177/1468017316654341</a></p> <p>Azzopardi, C., &amp; McNeil, T. (2016). From cultural competence to cultural consciousness: Transitioning to a critical approach to working across differences in social work. <i>Journal of Ethnic and Cultural Diversity in Social Work</i>, 25(4) 282-299. <a href="https://doi.org/10.1080/15313204.2016.1206494">https://doi.org/10.1080/15313204.2016.1206494</a></p>
<b>Session 9:</b>	Thursday, March 9, 2023
<b>Topic:</b>	In-Class Simulation: Social Work Practice Using Interpreters
<b>Reading:</b>	<p>Alaggia, R., Maiter, S., &amp; Jenney, A. (2015). In whose words? Struggles and strategies of service providers working with immigrant clients with limited language abilities in the violence against women sector and child protection services. <i>Child and Family Social Work</i>, 22, 472-481. doi:10.1111/cfs.12266</p> <p>Westlake, D. &amp; Jones, R.K. (2017). Breaking down language barriers: A practice- near study of social work using interpreters. <i>British Journal of Social Work</i>, 48(5): 1388-1408. doi: 10.1093/bjsw/bcx073</p>
<b>Session 10:</b>	Thursday, March 16, 2023
<b>Topic:</b>	In-Class Simulation: Social Work Practice with Immigrant Youth

<p><b>Reading:</b></p>	<p>Textbook: Chapter 8 King, R. U., Cheung, M. (2017). Working with immigrant women and families. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 181-199). Oxford University Press.</p> <p>Textbook: Chapter 10 Maiter, S., &amp; Ngo, A. (2017). The well-being of children from immigrant families. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 223-243). Oxford University Press.</p> <p>Textbook: Chapter 11 Anucha, U., Bernard, M., &amp; Anucha, A. (2017). The well-being of youth from immigrant and refugee families. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 244-266). Oxford University Press.</p>
<p><b>Session 11:</b></p>	<p>Thursday, March 23, 2023</p>
<p><b>Topic:</b></p>	<p>Working with Newcomer Immigrants and Refugees (Site Visit: Welcome House and ISSofBC)</p>
<p><b>Reading:</b></p>	<p>Textbook: Chapter 4 Drolet, J., &amp; Wu, H. (2017). Building inclusive and welcoming communities for immigrants and refugees. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 87-110). Oxford University Press.</p> <p>Textbook: Chapter 15 Lacroix, M. (2017). Working with asylum seekers. In M. C. Yan &amp; U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 330-350). Oxford University Press.</p> <p>Hynie, M. et al. (2019). What role does type of sponsorship play in early integration outcomes? Syrian refugees resettled in six Canadian cities. <i>Canada's Journal on Refugees</i>, 35(2), 36-52.</p>
<p><b>Session 12:</b></p>	<p>Thursday, March 30, 2023</p>
<p><b>Topic:</b></p>	<p>Community of Practice - Presentations</p>
<p><b>Reading:</b></p>	
<p><b>Session 13:</b></p>	<p>Thursday, April 6, 2023</p>

<b>Topic:</b>	Community of Practice - Presentations
<b>Reading:</b>	
<b>Session 14:</b>	Thursday, April 13, 2023
<b>Topic:</b>	Course Review
<b>Reading:</b>	Textbook: Conclusion Anucha, U., & Yan, M. C. (2017). Human services practice with immigrants: Challenges, gaps, “good” and promising practices. In M. C. Yan & U. Anucha (Eds.), <i>Working with immigrant and refugees: Issues, theories, and approaches for social work and human service practice</i> (pp. 330-350). Oxford University Press.

## Assignments

### 1. Reading Summary

**Due:** (based on sign-up schedule) Wednesday by 9pm

**Format:** Min 1-page (individual contributions) single space, 12-point font text, point-form is acceptable

**Value:** 5% of final mark

**Submission:** Electronic submission via Canvas (in the selected week)

Working individually or in pairs, you will select and summarize one required course reading in text format. A sign-up page on Canvas will be available and students can select their choice of reading on a first come basis. The summary will be posted on Canvas Wednesday evening (9pm) before the class in which the reading is required. The purpose of the summary is to assist the class to gain a fundamental overview of the core concepts in the reading.

### 2. Critical Self-Reflection

**Due:** Monday February 27, 2023 by 8:59am

**Format:** Max. 5 pages, double space, 12-point font, excluding cover page and references

**Value:** 25% of final mark

**Submission:** Electronic submission via Canvas

You are to critically reflect upon how your ethnicity, cultural background, and citizen status may facilitate or be a barrier in working with immigrant and refugee clients within your area of interest. The critical reflection of your own self location and positionalities can provide insight and growth for cross-cultural social work practice. This assignment is not a research paper but APA citations and references are required when applicable.

### 3. Community of Practice



**Due:** In-Class March 30 or April 6, 2023 (based on group sign-up schedule)

**Format:** In-class presentation and max. 8 pages double space (or 4 pages single space), 12-point font, excluding cover page and references

**Value:** 30% of final mark

**Submission:** Electronic submission via Canvas

The class will organize into 8 Community of Practice groups and develop a training, workshop or community event that is relevant to immigrant and refugees. It will contain the following contents: 1) Introduction and background to articulate the relevance and importance of the issue/topic for immigrants and refugees, 2) your group's theoretical positioning, 3) research or evidence on the issue/topic, and 4) practice/policy considerations. The Community of Practice groups will have approx. 40 mins in-class to conduct or facilitate their planned event. The presentations will be accompanied by either a training guide, participant workshop activity book, or a report that will be shared in advance via Canvas or distributed during the class presentation (printing is your own responsibility). Your group mark will be derived from the following: 60% aggregated peer review grade, 33% from instructor/TA grade, and up to 7% for completing peer reviews of other community of practice (1% for each peer review).

#### **4. Simulation and Practice Reflection OR Critical Book Review**

**Due:** Friday April 14, 2023 by 11:59pm

**Format:** Max. 10 pages, double space, 12-point font text

**Value:** 40% of final mark

**Submission:** Electronic submission via Canvas

Students will have the option of participating in a simulation session and reflective assignment OR completing a critical book review assignment. Both options are worth 40% of your final mark in the course. Students are required to apply course concepts to analyze the situation (simulated session or short story). This assignment is not a research paper but APA citations and references are required when applicable.

##### **Option A. Simulation and Practice Reflection**

If you select this option, you will sign-up to participate as a social worker in an in-class simulation on either March 9 or 16. You will engage in a simulated practice with a standardized client and critically reflect upon issues related to race, ethnicity, culture, citizenship, and other intersecting identities during **your** simulated practice experience.

##### **Option B. Critical Book Review**

Students who do not wish to participate as a social worker in the simulated session have the option of selecting a short story from "*Immigrant City*" by David Benmozgis to critically assess issues related to race, ethnicity, culture, citizenship, and other intersecting identities as described in the book chapter.

## **Assignment Submission Process**

Assignments are to be submitted online via Canvas (individually or one submission per group). If students are not able to submit the assignment by the deadline, advance notice and arrangement must be made with the instructor at least 48 hours in prior to the due date/time. One percent reduction will be applied for each day (24hours after due date/time) that is late

without approved extension. Assignments will not be accepted 7 days late without approved extension.

## SCHOOL/COURSE POLICIES

### COVID-19

The school follows UBC health and safety guidelines. Please see <https://covid19.ubc.ca/>

### 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+	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.