



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline - SOWK 200

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.

Table with 2 columns: Course Information and Details. Includes Year/Term (Fall and Winter, 2013 -14), Course Title (SOWK 200 - Introduction to Social Welfare (3 credits)), Course Schedule (Thursdays, 6:00 - 9:00 pm (Term 1)), and Course Location (Room 124 - Jack Bell Building).

Table with 4 columns: Instructor, Office Location, Office Phone, and E-mail address. Includes Shelley Rivkin, Room 104, Ext. 2-9302, and shelley.rivkin@gmail.com. Also includes Office Hours: Thursdays: 4:30 - 5:30 pm and by appointment.

COURSE DESCRIPTION: Social Work 200 provides a general introduction to the perspectives, concepts and theoretical foundations of social welfare in Canada, including an analysis of the institutional structures of social welfare in the modern state. Students will examine how specific social policies and social programs impact different populations within Canadian society. This course comprises one of two 3 credit courses which are required for admission into the Bachelor of Social Work program at the School of Social Work at UBC.

The course is designed to introduce students to different ways of understanding the social and structural context of personal problems and the interventions social workers can use in working with people to bring about social and personal change.

Specifically, the course will:

- 1. Introduce students to the perspectives, concepts and theoretical foundations of social welfare in Canada.
2. Describe the institutional structures of social welfare in the modern state.
3. Describe the context in which individuals, groups, communities and organizations endeavor to achieve well-being.
4. Examine the origins and history of various income security programs and their impact on specific populations.
5. Describe the role social workers play in the process of social change.
6. Describe social and social welfare delivery systems.
7. Describe the relationship between social welfare institutions, social workers and oppressed and disadvantaged people.

Prerequisites: This course is not recommended for students who have no previous credits in sociology, psychology, Canadian history or political science.

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## LEARNING OUTCOMES:

1. Describe the fundamental social welfare ideas in Canada.
2. Differentiate key aspects of the social contexts of disadvantaged individuals, groups and communities and how these interact.
3. Explain how the role of social work in social welfare institutions affects society.
4. Explain key historic, political and economic trends in Canada and how they impact income security.
5. Provide current examples of how social work promotes positive social change.

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## REQUIRED COURSE TEXT:

*Social Welfare in Canada: Understanding Income Security* (2007). Second Edition.  
Thompson Education Publishing Inc. Toronto

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SUPPLEMENTARY READINGS: Will be assigned in class.

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## EVALUATION:

- 1) Participation and Attendance: 10%. Students are expected to complete the readings on a weekly basis prior to class and actively participate in class discussion.
- 2) Mid-term examination: 25%. A 90 minute in class multiple-choice and short essay questions.
- 3) Research Assignment: 35%. Students will be required to select and analyze one of the five income security programs discussed in the course using credible academic journals and propose recommendations on how to improve the program. A handout describing the requirements for the assignment will be distributed during the first class.
- 4) Final Exam: 30%. A two hour exam incorporating essay questions and case studies will be written during the December examination period.

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## STRUCTURE OF THE COURSE

Each class will incorporate lectures, large and small group discussion or activities and opportunities for individual reflection. Students are encouraged to share ideas, personal experiences, academic resources and perspectives to expand upon the topics discussed. The roles of the instructor and TA are to present the key theoretical frameworks to facilitate critical inquiry among the students in the class. Authenticity, curiosity and respectful dialogue will be used to create a safe and productive environment for learning.

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## OUTLINE AND READINGS:

**September 5:** Introduction & Orientation to Income Security and Social Welfare  
Chapter 1 in the text

**September 12:** History of Social Welfare  
Chapter 2 in the text

**September 19:** Theories of Social Welfare  
Chapter 3 in the text

**September 26:** Introduction to Poverty and Child Poverty – Guest speaker  
Chapters 9 & 12 in the text

**October 3:** Income Security and Poverty. Labour market & Employment Trends  
Chapters 11 & 4 in the text

**October 10:** Globalization and Human Rights. Women in the Labour Force & Feminization of Poverty

Chapters 5 & 6 in the text plus assorted readings

**October 17:** Midterm

**October 24:** Introduction of Aboriginal Social Welfare Issues – Guest speaker  
Chapter 7 in the text plus assorted readings

**October 31:** Immigration, Race and Social Welfare  
Chapter 8 in the text plus assorted readings

**November 7:** Disability and Social Welfare  
Chapter 13 in the text

**November 12th: Research Assignment Due**

**November 14:** The Elderly and Retired – Guest speaker  
Chapter 14 in the text

**November 21:** Youth: Unemployment, Underemployed and Homeless  
Assorted readings

**November 28:** Course Review & Preparation for Final Exam

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## COURSE POLICIES:[attendance, participation, academic dishonesty]:

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Excerpt from the UBC calendar:

Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

The University accommodates students with disabilities who have registered with the Disability Resource Centre. The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructor know in advance, preferably in the first week of class, if you will require any accommodation on these grounds. Students who plan to be absent for varsity athletics, family obligations, or other similar commitments, cannot assume they will be accommodated, and should discuss their commitments with the instructor before the drop date.

It is recommended that students retain a copy of all submitted assignments (in case of loss) and should also retain all their marked assignments in case they wish to apply for a Review of Assigned Standing. Students have the right to view their marked examinations with their instructor, providing they apply to do so within a month of receiving their final grades. This review is for pedagogic purposes. The examination remains the property of the university.

Academic Dishonesty:

Please review the UBC Calendar “Academic regulations” for the university policy on cheating, plagiarism, and other forms of academic dishonesty. Also visit [www.arts.ubc.ca](http://www.arts.ubc.ca) and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

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## ASSIGNMENTS

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Submitting Assignments-

Students can use the drop box located in the main office on the reception counter to submit their assignments or any correspondence to faculty, sessionals or staff. Items will be date-stamped and distributed to the appropriate mailbox throughout the day.

Return of marked student assignments -

Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor returns the paper to students in class; b) if the paper has been submitted electronically, the instructor will mark it on-line (with track changes) and return to the student on-line; c) the instructor returns the paper to the student by snail mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor. Marked papers will no longer be put in a box outside the instructor’s office or at the main office counter.

Late assignments:

Late submissions will result to a deduction of the grade of your assignment. The rule of deduction is 2% a day. Any assignment that is more than a week late will not be accepted. Extensions will only be granted in cases of personal illness or family issues and not because of academic workloads or conflicts. Extensions must be requested in advance of the due date of the assignment.

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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.