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.

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<th>Year/Term</th>
<th>Fall and Winter, 2014-2015</th>
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<tr>
<td>Course Title</td>
<td>SOWK 335 - Social Analysis for Social Work Practice (6 credits)</td>
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<td>Course Schedule</td>
<td>Thursdays, 2:00-5:00 p.m. (Term 1 &amp; 2)</td>
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<tr>
<th>Instructors</th>
<th>Office Location</th>
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<tr>
<td>Prof. Brian O’Neill (Course coordinator)</td>
<td>Room 236</td>
<td>604 822-2460</td>
<td><a href="mailto:brian.oneill@ubc.ca">brian.oneill@ubc.ca</a></td>
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<tr>
<td>Prof. Frank Tester</td>
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</tr>
<tr>
<td>Prof. Margaret Wright</td>
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<tr>
<td>Prof. Tim Stainton</td>
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<tr>
<td>Prof. Jasmyne Rockwell</td>
<td></td>
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<tr>
<td>Teaching Assistant</td>
<td>Tamara Miskovic</td>
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The course requires students to develop a general practice framework based on a critical analysis of the structural context of personal and social problems. The framework includes the development of knowledge and analytical skills in working with individuals, families, and groups within a structural context that includes an understanding of gender, race, class, age, disability, sexual orientation and gender identity and expression.
COURSE Learning Outcomes:

1. Examination of theoretical and practice contributions to structural approaches within an historical context.
2. Development of a critical understanding of the relationship between the organization of social work practice and gender, race, class, age disability, sexual orientation and gender identity and expression.
3. Examination of the function of ideology in shaping ways that individual and social problems are constructed, perceived, defined and addressed through practice responses.
4. Examination of ways of redefining/renaming "social problems" from a structural perspective and making them central to our work, as well as to critically examine one's own personal value orientations and practices that are linked to the maintenance and perpetuation of oppression.
5. Development of a structural theoretical framework for social analysis and social work intervention with individuals, families and groups, and communities.
6. Development of a critical awareness of worker social location, professional ethics, and power within the helping relationship and identification of attitudes, behaviours and practices that contribute to anti-oppressive practice and empowerment strategies in social work practice.

COURSE PROCESS AND EXPECTATIONS FOR ALL CLASS MEMBERS

Class members are expected to attend regularly and to come prepared to participate. In particular, students should complete required readings prior to class. There is an expectation that differing opinions, analysis and experiences will be discussed in a respectful manner and that such an exchange contributes to the learning of all.

REQUIRED READINGS:


Other readings in ejournals or Connect.
COURSE ASSIGNMENTS, DUE DATES AND GRADING

Reflective Papers - submit paper copies to Teaching Assistant
Value: 8% each x 5 for a total of 40% - see evaluation guidelines at end of outline
Length: approximately 4 pages double-spaced
Due:
Class module: Oct. 30, 2014
Feminisms module: Nov. 27, 2014
Disability module: Feb. 5, 2015
Gender identity and sexual orientation module: Mar. 12, 2015
Ageism module: Apr. 9, 2015

Assignments should conform to style of the Publication Manual of the American Psychological Association (6th ed.).

Exam in December exam period (30%) and Spring exam period (30%) for a total of 60%. Each exam deals with the class material in that term and is not cumulative. Term 1 exam will include questions regarding the introductory module, as well as social class and feminisms modules.

COURSE POLICIES [attendance, participation, academic dishonesty]:

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 and go to the students’ section for useful information on avoiding plagiarism and on correct documentation.

• Students who miss more than 3 classes may be refused the right to hand in a final assignment. Attendance sheets must be signed during each class.

• Participation is expected of all students beyond simple attendance. Students are expected to read all of the assigned readings before every class and to come to class prepared to discuss the material.

• Students who use electronic devices to aid in their learning process (e.g. laptop computers) must have the permission of the instructor to use the device and, if permission is granted, must have the wireless capacity of the device turned off.

• All cell phones must be turned off.

COURSE SCHEDULE, Term 1

Weeks 1-4: Theories – Professor Brian O’Neill

Week 1: Sept 4, Introduction – all module instructors


Week 2: Sept 11 Structural, critical social work

Required readings:


Supplementary readings


Campbell, C. and Baikie, G. (2012). Beginning at the beginning: An introduction to
Week 3: An Intersectional Lens

Required readings


Week 4: Sept 25, Practice - Reflection and reflexivity

Required readings


Supplementary readings


Weeks 5-8: Social Class – Professor Frank Tester

Week 5: Oct 2

Where we take a look at ‘who we are’ in relation to class, by getting on buses heading for different destinations with passengers that presumably have something – in terms of families or origin and experiences – something in common with us. What do these class-related experiences mean for who we are, our values, ‘ways of making sense’ and understanding one another?


Week 6: Oct 9

What are the injuries of class? We get in touch with similarities between how class
differences played themselves out in the 1930s and in the here and now. Charlie Chaplin (once banned from the United States for his Communist sympathies) – with wit and humour - introduces us to the bread, roses and sufferings of 'Modern Times'.

**Readings:** ‘Class, Caste & Hierarchies’, Chapters 3 & 4.

**Week 7: Oct 16**
Why has social class been ‘disappeared’ from much of the discourse in western cultures about ‘who we are’? Why and how has it been replaced by what some call ‘identity politics’? What are the implications of this for social organizing, for social justice and social work practice? Where does social class fit in the scheme of things – how does it relate to other ‘isms’ – racism, sexism, ableism, ageism? How does it fit with how western cultures (and increasingly, not only western cultures) are organized? What, can it be argued, is characteristic of the core of our culture? What role do class differences play in who we are and how we produce and consume and live our daily lives?

**Readings:** ‘Class, Caste & Hierarchies’, Chapters 5, 6, 7 & 8.

**Week 8: Oct. 23**
Okay – Charlie Chaplin was ‘doing his thing’ in the 1930s. How does class play itself out in the 2000s and beyond? Anyone heard of Michael Moore? Anyone ever shopped at Wal-Mart? How is film treating ‘class’ in the modern world? More popcorn?

Readings: none! – But wait a minute. Each student brings to class the title of a book, film or paper that extends or deals in some way with the subjects of this module and that s/he has been inspired to look at as a result of this section of 335. We create a giant list. Some students quit the programme and complete their education by reading everything on the list. The professor is fired and spends the rest of his career (like many academics) reading about social change.

**Weeks 9-12: Feminisms – Professor Margaret Wright**

**Week 9: October 30/14:** Marilyn Waring. Who’s Counting? Sex, Lies and Global Economics.

https://www.nfb.ca/film/whos_counting

Rebecca Solnit. Mansplaining.
http://www.cbc.ca/thecurrent/episode/2014/06/12/rebecca-solnit-says-mansplaining-is-destructive-to-women/


http://www-a.ibit.uni- oldenburg.de/bisdoc_redirect/publikationen/bisverlag/uni redeem/ur97/kap1.pdf
Week 10: November 6: Gender Reform Feminisms:


Week 11: November 13: Gender Resistance Feminisms


Week 12: November 20: Gender Rebellion Feminisms


Mary E. Swigonski and Salome Raheim (2011) Feminist Contributions to Understanding Women's Lives and the Social Environment Affilia 26: 10

Week 13: Nov 27: Review - Brian O'Neill
Course Schedule, term 2

**Weeks 14-17: Disability – Professor Tim Stainton**

**Week 14: January 8, 2015: DISABILITY AND THE POLITICS OF DEFINITION/DEMOGRAPHICS**

FROM Connect:
Chp 1. Theoretical Frameworks.

FROM: WEB:
2010 Federal Disability Report (Scan main demographic for each section)

**Week 15: January 15, 2015: LIVING WITH A DISABILITY: Access and Universal Design**

On Connect:


From the web: Universal design http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm
Read Principles and review examples

**Week 16: January 22, 2015: Social Work Practice and Disability**


Thompson (2012). Ch. 6: Disability and social handicap
Week 17: January 29, 2015: ETHICS AND OPPRESSION

On Connect:

On The Web:

Weeks 18-22: Sexual Orientation, Gender Identity and Expression – Professor Brian O’Neill

Week 18: Feb. 5, 2015: Diversity in sexual orientation and gender identity: Definitions & theories

Required readings:


Supplementary Readings


Fredriksen-Goldsen, K. I., Kim, H. J., & Barkan, S. E. (2012). Disability among lesbian, gay, and bisexual adults: Disparities in prevalence and risk. American Journal of...


Week 19: February 12, 2015: Social justice issues in relation to SO & GI: Intersection of heterosexism with other oppressive social structures

**Required readings:**

Thompson, Chapter 7: Sexuality and heterosexism


**Supplementary readings:**


**Week 20: February 19, 2015: No class, reading week**

**Week 21: February 26, 2015: Social work ethics and practice in relation to diversity in SO & GI expression**

**Required readings:**


Supplementary reading:


**Week 22: March 5, 2015: Ally-ship & advocacy**

**Required Readings:**


**Supplementary readings:**


Weeks 23-26: Aging – Professor Jasmyne Rockwell

Objectives
The purpose of this module is to introduce students to social issues related to aging, in order to orient them towards critical social work practice with older adults. There will be a particular focus on how aging is both constructed discursively and experienced personally. Through an exploration of attitudes towards aging, theories of aging, policies affecting older adults, and the voices of older adults themselves, students will be equipped to challenge the assumptions of the traditional model of older adults' assessment and care.

Classes will be a combination of lectures, discussions, in-class group work, media, and possibly guest presenters. Readings will be incorporated into the class, so it is important to complete them as assigned.

Week 23 – March 12: Troubling the Concept of Age

- Part 1: Ageism and social construction of older adults

Required readings:

- Part 2: Re-constructing Dementia: Biomedical vs. personhood or citizenship models of dementia

Required readings:
O'Connor et al. (2007). Personhood in dementia care: Developing a research agenda for broadening the vision. Dementia, 6(1), 121-142.

Supplemental Reading:

Week 24 – March 19, 2015: Ageing Theories and Discourses

- Evolution and legacy of theories of aging: Dominant and critical discourses of aging

Required readings:

Supplemental readings:


**Week 25 - March 26, 2015: Ageing Intersectionally**

- Exploring ageing from different social locations and identities

**Required readings:**


**Week 26 – April 2, 2015: Connections to practice**

- Part 1: The system of elder care in BC

**Required Reading:**

An Uncertain Future for Seniors: BC’s Restructuring of Home and Community Health Care, 2001-2008 - Summary

- Part 2: SOWK practice with older adults

*possible guest presenter

**Required Reading:**


**Supplemental Reading:**

Visit Vancouver Coastal Health's Re:Act page [http://www.vchreact.ca/index.htm](http://www.vchreact.ca/index.htm)
ASSIGNMENTS

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-
Extensions are granted only in cases of personal illness or family issues and not because of academic workload or conflicts. Extensions must be requested in advance of the due date of the assignment. Grades may be reduced by one point for each day (including weekends) late unless an emergency outside the control of the student prevents meeting deadline. Assignments must be handed at the beginning of class on the due date.

Social Work 335/505
Marks for Reflective Paper

Student:

Organization of the paper: /25%

Analysis: descriptions of what important/striking/significant to you in module & discussion of meaning to you – intellectual, emotional, practical … /25%

Implications for your social work practice: /25%

Quality of the writing: /25%

Note: The emphasis should be on your own thoughts, feelings, experiences … However, if you do cite works in your reflections, use APA 6th ed. style in the reference list

GRADING CRITERIA:
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