

**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.**

<b>Year/Term</b>	<b>Fall and Winter 2016-2017</b>
<b>Course Title</b>	<b>SOWK 335 – Social Analysis and Social Work Practice (6 credits)</b>
<b>Course Schedule</b>	<b>Thursdays, 2:00-5:00 pm (Term 1 &amp; 2)</b>
<b>Course Location</b>	<b>Room 124, Jack Bell Building</b>

<b>Instructor</b>	<b>Office Location</b>	<b>Office Phone</b>	<b>e-mail address</b>
Tamara Miskovic			<a href="mailto:Tamara.Miskovic@alumni.ubc.ca">Tamara.Miskovic@alumni.ubc.ca</a>
Leanne Harder			<a href="mailto:Leanne.Harder@ubc.ca">Leanne.Harder@ubc.ca</a>
<b>Office Hours</b>	By appointment		
<b>Teaching Assistant</b>	Anna Thompson		

**COURSE DESCRIPTION:**

This course provides students with understanding of the foundational concepts and ways in which capitalism, settler colonialism, globalization, racism, and patriarchy intersect to produce social locations, violence, oppressions, 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 final result, students will be able to develop general theoretical and practice framework within which to approach work with individuals, families, and groups.

**COURSE OBJECTIVES & LEARNING OUTCOMES:**

1. To examine theoretical and practice contributions to structural approaches within an historical context.
2. To understand how systems of colonialism, capitalism, patriarchy, racism and globalization reproduce structural inequalities around race, gender, class, sexuality, age and ability.
3. To examine the function of ideology in shaping ways that individual and social problems are constructed, perceived, defined and addressed through practice responses.
4. To gain the knowledge and skills to analyze critically the social forces and systems that maintain oppression of individuals and social groups.
5. To become familiar with a methodology to define social problems within an historical and structural framework.
6. To critically examine ways of redefining/renaming "social problems" from a structural perspective and making them central to social work.
7. To reflexively examine personal values and practices that are linked to the maintenance and perpetuation of oppression.
8. To develop critical awareness of social location and power within any social work relationship and develop practice strategies that are based on professional ethics and social justice.

9. To develop a structural theoretical framework for social analysis and social work intervention with individuals, families and groups that integrates critical theory and practice.

### **COURSE STRUCTURE:**

This course incorporates a combination of lectures, large or small group discussion, class activities, guest presentations, and a final teach in hosted by students.

Students are expected to attend every class, to complete required readings prior to class, and to arrive in class prepared to participate. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic recourses and personal experiences as well as to reflect on their own social locations, including Aboriginal ancestry/settler status, gender, immigrant status, race, national or ethnic origin, social class, religion, gender identity, sexual orientation, age, and ability. Finally, students are expected to approach the learning process in the spirit of praxis—reflection/theory/action—so that the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Evaluative tools are described below. All written assignments should use: 12-point Times Roman font, APA formatting, double-spacing, 1-inch margins.

### **Protecting Confidentiality**

The student must respect all guidelines of confidentiality as outlined in the Social Work Code of Ethics. No information that could potentially identify a client of any service system will be used in class discussions or assignments.

### **Course Context and Prerequisites:**

This course is required for completion of the BSW Program.

### **REQUIRED TEXTS (for terms I and II)**

Al-Krenawi, A., Graham, J. R. & Habibov, N. (Eds.). (2016). *Diversity and social work in Canada*. Toronto: Oxford University Press

Thompson, N. (2016). *Anti-discriminatory practice: Equality, diversity and social justice* (6th ed.). New York, NY: Palgrave Macmillan.

Mock, J. (2014). *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More*. New York, NY: Atria.

Fadiman, A. (2013). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. New York: Farrar, Straus, and Giroux.

Other readings are in eBooks and ejournals and can be found on the UBC Library website. Book chapters marked with two asterisk \*\* are available in Connect as library reserves for the course.

Note: the reading list may be revised and updated at the instructors' discretion.

## RECOMMENDED READING

Barndt, D. (2007). *Tangled Routes: Women, Work and Globalization on the Tomato Trail (2<sup>nd</sup> Ed)*. Lanham, MD: Rowman and Littlefield.

Ore, Tracy E., ed. 2005. *The Social Construction of Difference and Inequality: Race, Class, Gender, and Sexuality*, 3rd ed. Boston: McGraw Hill.

O'Neill, B., Swan, T. A., & Mulé, N. J. (2015). *LGBTQ people and social work: Intersectional perspectives*. Toronto: Canadian Scholars' Press.

Ritzer, G. (2005). *Encyclopedia of social theory*. Available from UBC library as Ebook: <http://knowledge.sagepub.com.ezproxy.library.ubc.ca/view/socialtheory/SAGE.xml>

Seabrook, J. (2002). *The No-Nonsense Guide to Class, Caste and Hierarchies*. Toronto: Between the Lines Press.

Seabrook, J. (2007). *The No-Nonsense Guide to World Poverty*. Toronto: Between the Lines Press.

Wake, P. (2006). *The Routledge Companion to Critical Theory*. New York: Routledge. (UBC Library e-book)

Wetherell, M., & Mohanty, C. (2012). *The SAGE Handbook of Identities*. London: Routledge.

Yee, J. (2011). *Feminism for real: Deconstructing the academic industrial complex of feminism*. Canadian Centre for Policy Alternatives.

## ASSESSMENT, GRADING, EVALUATION:

**Assignment # 1: Map your social location. 15%.** In this assignment you will describe your own social location. Social location is influenced in part by history and in part by social context. Aspects of social location become more salient in some contexts than in others, usually because of structural support or lack thereof (e.g., you are the only Aboriginal student in a class, you are LGBTQ and work in a supportive queer agency, etc.). With this complexity and your social identity in mind, map your social location. For example, you might describe the ways in which you experience personal, cultural, and structural privilege with regard to race but are marginalized with regard to class. Briefly describe the implications of your social locations (strengths and challenges) to developing an anti-oppressive practice framework. Feel free to be creative with this assignment. You can write an academic paper, compile and annotate a Spotify playlist, create a piece of art/sculpture, or a webpage or write a series of poems or a short story. Five pages maximum. **Due September 29, 2016.**

**Assignment # 2: Personal statement/Personal theory on anti-oppression and social justice. 5%.** In this assignment you will write your personal statement on social justice, oppression and diversity that is of interest or relevance to you and that will frame your practice. The paper should be no more than 2 double spaced pages, 12 point font (without a title page). The paper should be written as a free writing assignment, maintaining clear organization and formatting, without expectations to be based on academic research. However, you may include references that explain a position you take or place a personal story in a broader social or political context. This assignment is intended to focus on individual experiences, opinions and ideas with an intellectual and emotional assessment of self. **Due October 20, 2016**

**Assignment # 3 and # 5: Case study analysis. 10% each.** Reflect on some element or dimension of the case under consideration for the module. Incorporate readings into your reflection, but go beyond simply reporting what you've read. Aim to integrate the ideas you are encountering in class dialogues and your own reactions to them. Additional guidance for these reflective papers will be given in class. Five pages maximum.

**Due December 8, 2016, and March 9, 2017.**

**Assignment # 4: Critical incident reflection. 25%**

Critical incidents refer to “meaningful emotional or behavioral interpersonal experiences that make an impact” (Fukuyama, 1994). Often, a critical incident helps you to understand the dynamics of oppression in a powerful, metabolized way. Choose a critical incident from your own experience. This may have occurred in a social work practicum, community organizing setting, activist experience, etc. Using course readings, analyze this incident from a social justice standpoint that considers the following questions: How would you describe your cognitive and affective reactions to this experience? What dimensions of your social location came into play and influenced your actions/non actions? What did it teach you about doing social justice work? Given what you experienced, how might you develop a framework for praxis (integration of reflection/theory/action) within this topic area? Maximum 8 pages double-spaced, APA formatting. **Due February 2, 2017**

**OR****Assignment #5: Social Analysis and Implications for Social Work Practice. 25%.**

Choose one aspect of social work practice that interests and/or challenges you. Drawing on class materials, analytically and critically explore, analyze and challenge the chosen area of your interest. You may return to your personal statement or theory on anti-oppression and social justice practice. As a final result, develop theoretical and practical framework for implication for social work practice within which to approach showing how you have integrated the learning by providing examples, sharing insights and exploring implications for social work practice when working with either of each (individuals, families, groups). **Due February 2, 2017**

**Assignment # 6: Teach In. 25%**

A Teach In is an opportunity for team teaching in a democratic and dialogical environment. A Teach In fosters critical awareness and understanding of key concepts/theories and explores political action around an issue or topic. Students will work in groups of six students and each group will have the task to teach others about a specific topic. A Teach In is interactive and uses a dialogue format but teachers (your group) are expected to share key content with others. During each of the two class session assigned for the Teach Ins, four teams of students will teach other students on the chosen topic. Two of the Teach In sessions will be happening simultaneously. Each session will last 30 minutes. Approximately 15-17 students will join each session and each team will teach twice their topic. After the Teach In session, a broad discussion on the four topics will be facilitated. Creativity in presentation and facilitation is welcomed! A detailed guide for preparing the Teach In, its structure and evaluation criteria will be provided by the end of January 2017. During the first class session in February, we will review the guidelines and facilitate brainstorming on Teach In topics.

**Teach In Sessions: March 23 & March 30, 2017**

**Class participation. 10%**

Students will be evaluated on the basis of their preparation for and participation in each class. Students are expected to participate in class seminars by critically analysing and sharing experiences, asking meaningful questions, responding to questions and issues raised by their peers, offering feedback, sharing insights from the literature, contributing with other academic resources and engaging in discussion. Because of the participatory nature of this class, attendance and punctuality are expected, while lateness, non-attendance and early leaving of lass will impact participation grades. If you miss a class and do not make contact prior as required, 2 marks will be deducted from your participation total.

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


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*In May 2013, the School of Social Work Council approved an Equity Action Plan aimed at realization of an equitable learning and working environment, and creation of accountability measures for monitoring implementation of this plan. A key element in attaining this goal is ensuring that instructors and students are committed to maintaining a classroom environment free of any form of discrimination and racism and*

*that welcomes and respects different worldviews, ways of knowing and social locations.*

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.

Subject to the accommodations above, there will be no extensions for assignments. However, there will be surprise bonus mark quizzes at the beginning of certain classes which allows students to gain extra marks as “insurance” in the event that they need to hand in an assignment late due to life circumstances.

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.

Students wishing to use any electronic devices including computers and recorders must have the permission of the instructor and must have the wireless capacity of the device turned off. *Cellular use for texting or phoning is not allowed in class.*

## **COURSE SCHEDULE (TERM 1)**

The course is organized around two major case studies. Each case introduces a set of specific critical social issues and the various structural, historical, ideological and social forces that impact upon the everyday lives and aspirations of persons and social groups experiencing these issues. The course starts by introducing a structural and critical framework to understand intersectionality of oppressions and conduct a social analysis as it applies to social work practice. Afterward, the course moves into sections structured around each of the case studies. In between case studies, the instructors will introduce key concepts and methods for social analysis and to examine the relationships between such analysis and the development of a social work practice framework.

Two major case studies will focus on:

**CASE 1: Gender, Sexuality, Class, Power and Privilege**

**CASE 2: Race, Capitalism, Institutional Systems, Ableism and Immigration**

### **Week 1 – September 8: Introduction.**

*What is social analysis and how it matters for social work praxis?*

Introduction of course, content and ground rules, reflexivity

Required readings:

Thompson (2016): Introduction  
Ch. 1: Equality, diversity and social justice

Al-Krenawi, A., Graham, J. R. & Habibov, N. (Eds.). (2016):  
Ch. 1: Introduction: Social Work and Diversity  
Ch. 2: Whiteout: Still looking for race in Canadian Social Work practice

O'Brien, M. (2011). Equality and fairness: Linking social justice and social work practice. *Journal of Social Work, 11*(2), 143-158.

Recommended readings:

Hillock, S. (2013). The use of metaphor as an important tool for understanding oppression. *Critical Social Work, 14*(2)

Baines, Donna (2011) An Overview of Anti-Oppressive Practice- Roots, Theories, Tensions. In Baines, Donna (Ed) *Doing Anti-Oppressive Practice: Social Justice Social Work* (pp. 1- 25). Nova Scotia: Fernwood Publishing. Baines: An Overview of AOP - Practice, Roots, Theories, Tensions

Baines, Donna (2011) Bridging the Practice-Activism Divide in Mainstream Social Work – Advocacy, Organizing and Social Movements. *Doing Anti-Oppressive Practice: Social Justice Social Work* (pp.79-94). Nova Scotia: Fernwood Publishing. Baines: Bridging the Practice-Activism Divide in Mainstream Social Work

The Centre for Social Justice <http://www.socialjustice.org/>

**Week 2 - September 15, 2016****Framework for Social Analysis: Theoretical Foundations**

Thompson (2016): Ch. 2: The theory base

Al-Krenawi, J. R. Graham & N. Habibov. (Eds.). (2016).  
Ch. 3: Foundations of anti-racism and anti-oppression in social work practice.

Young, I.M. (1990). Five faces of oppression, Justice and the Politics of Difference. Princeton, NJ: Princeton University Press: 39-65. <http://www.racialequitytools.org/resourcefiles/young.pdf>

**Power, Forms of Social Power and Intersectionality**

\*\*Foucault, M. "Truth and Power." *The Foucault Reader*. Ed. Paul Rabinow. New York: Pantheon Book (1984), 51-75.

Brown, C. G. (2012). Anti-oppression through a postmodern lens: Dismantling the master's conceptual tools in discursive social work practice. *Critical Social Work, 13*(1).

Recommended reading:

Ife, Jim. (2012). *Human Rights and Social Work. Towards Rights-Based Practice*. Cambridge: Cambridge University Press. Read Chapter 10.

**Week 3: September 22, 2016**  
**Structural and critical social work**

Required readings:

Weinberg, M. (2008). Structural social work: A moral compass for ethics in social work. *Critical Social Work*, 9(1).

Salas, L. M., Sen, S. & Segal, E. A. (2010). Critical Social Work: Pathway from dichotomous to integrated social work practice. *Families in Society*, 91(1), 91-96.  
Supplementary readings

Campbell, C. and Baikie, G. (2012). Beginning at the beginning: An introduction to critical social work. *Critical Social Work*, 13(1).

Recommended Readings:

Forde, C. & Lynch, D. (2012). Critical practice for challenging times: Social workers' engagement with community work. *British Journal of Social Work*: 1–17.

Clark, N., & Drolet, J. (2014). "melq'ilwiye" coming together: Reflections on the journey towards indigenous social work field education. *Currents*, 13(1)

**Week 4 - September 29, 2016**

**Intersectionality**

Al-Krenawi, J. R. Graham & N. Habibov. (Eds.). (2016).  
Ch. 6. Multiple positionality and intersectionality: Toward a dialogical social work approach

Hulko, W. (2009). The time and context contingent nature of intersectionality and interlocking oppressions. *Affilia*, 24(1), 44-55.

Hill, P. and V. Chepp. (2013). Intersectionality. In Georgina Waylen, Karen Celis, Johanna Kantola, and S. Laurel Weldon, Eds., *The Oxford Handbook of Gender and Politics*. eBook

Recommended reading:

Mehrotra, G. (2010). Toward a continuum of intersectionality theorizing for feminist social work scholarship. *Affilia: Journal of Women and Social Work*, 25(4), 417-430.

**Week 5 - October 6, 2016**

**Debates**

Campbell, C. (2003). Anti-oppressive theory and practice as the organizing theme for social work education: The case in favour. *Canadian Social Work Review*, 20(1), 121-125.

Tester, F. J. (2003). Anti-oppressive theory and practice as the organizing theme for social work education: The case against. *Canadian Social Work Review*, 20(1), 127-132.

Campbell, C. (2003). Rebuttal: Working within contradiction and ambiguity. *Canadian Social Work Review*, 20(1), 133-135.

Tester, F. J. (2003). Rebuttal: Difference, dissent, and common ground. *Canadian Social Work Review*, 20(1), 137-138.

Prior, J. (2004). Anti-oppressive practice: Why bother? In H. G. Eriksson & T. Tjellflaat (Eds.), *Residential care: Horizons for the new century* (pp. 3-22). Aldershot, Hants, England: Ashgate Publishing.

### **Week 6 - October 13, 2016** **Reflection and reflexivity**

#### Required readings:

Clark, N. (2012). Beyond the reflective practitioner. In J. Drolet, N. Clark & H. Allen (Eds.), *Shifting Sites of Practice: Field Education in Canada*. Toronto: Pearson Education Canada, Inc.

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice*, 6(3), 341-351.

D'Cruz, H., Gillingham, P. and Melendez, S. (2007). Reflexivity, its meanings and relevance for social work: A critical review of the literature. *British Journal of Social Work*, 37(1), pp. 73–90.

#### Recommended readings:

Butler, A., Ford, D. and Tregaskis, C. (2007). Who Do We Think We Are? Self and Reflexivity in Social Work Practice. *Qualitative Social Work*; 6; 281

Yip, K-S. (2006). Self-reflection in reflective practice: A note of caution. *British Journal of Social Work*, 36 (5), 777-788.

### **Week 7 - October 20, 2016: Feminist Social Analysis**

Thompson (2016): Ch. 3: Gender and Sexism

A. Al-Krenawi, J. R. Graham & N. Habibov. (Eds.). (2016)  
Ch. 13: Reviving and reshaping gender in social work

Lorber, J. (1998). Gender inequality: Feminist theories and politics. Available at:  
[http://poliscifi.pbworks.com/f/lorber\\_feminisms\\_2010.pdf](http://poliscifi.pbworks.com/f/lorber_feminisms_2010.pdf)

Lotz, D. 2003. Communicating Third Wave Feminism and New Social Movements: Challenges for the Next Century of Feminist Endeavor. *Women and Language*. 26, 1, 2-9.

#### Recommended readings:

Yee, J. (2011). *Feminism for real: Deconstructing the academic industrial complex of feminism*. - Introduction (p. 11)  
- Resistance to Indinegious Feminism (p. 21)

Christine L. Williams. 1992. The Glass Escalator: Hidden Advantages for Men in the "Female" Professions. *Social Problems*. 39. 253-267.

**Week 8 - October 27, 2016: Gender and Class**Case study

Barndt, D. (2008). *Tangled Routes*. Read chapter 1 Across Space and Time: Tomatl Meets the Corporate Tomato

Required Readings

Seabrook, J. (2002). *The No non Sense Guide to Social Class*. Read Chapter 1 “What are class and inequality?”

Mohanty, Chandra. (2003). ‘Under Western eyes’ revisited: feminist solidarity through anti-capitalist struggle. *Signs*, 28(2): 499-435.

Shiva, Vandana, (2010). *Earth Democracy: Beyond Dead Democracy and Killing Economies*. *Capitalism Nature Socialism* 21(1): 83-95.

Check Vandana Shiva’s [website](#) *Navdanya*.

Recommended readings

Goldring, L., & Landolt, P. (2013). *Producing and negotiating non-citizenship: Precarious legal status in Canada*. Buffalo; Toronto: University of Toronto Press. eBook (it is a report)

Wayne, R. (2008). *The No Non Sense Guide to World Food*. Chapter 3 “Putting Food Sovereignty in its Place.” eBook

Livingstone, A. (2013). Hungry Canadian Aboriginal children were used in government experiments during 1940s, researcher says. *Toronto Star* (July 16). Online: [http://www.thestar.com/news/canada/2013/07/16/hungry\\_aboriginal\\_kids\\_used\\_unwittingly\\_in\\_nutrition\\_experiments\\_researcher\\_says.html](http://www.thestar.com/news/canada/2013/07/16/hungry_aboriginal_kids_used_unwittingly_in_nutrition_experiments_researcher_says.html)

Riches, Graham. 2014. Hunger and Food Charity in Rich Societies: What Hope for the Right to Food? In Riches, G., & Silvasti, T. Eds., *First world hunger revisited: Food charity or the right to food?* (Second edition). New York, NY: Palgrave Macmillan.

**Week 9 - November 3, 2016: Gender, Ethnicity, Racism, Colonialism and Sexual Violence**

Thompson (2016): Ch. 4: Ethnicity and racism

Razack, Shareen. (2000). Gendered Racial Violence and Spatialized Justice: The Murder of Pamela George. *Canadian Journal of Law and Society*, 15(2): 91-130.

Mann., R. M. (2012). Invisibilizing Violence against women. In L. Samuelson & W. Antony (Eds.), *Power and resistance: Critical thinking about Canadian social issues* (5<sup>th</sup> ed) (p. 46-72), Nova Scotia: Fernwood Publishing.

Evelyn Nakano Glenn, "The Social Construction and Institutionalization of Gender and Race: An Integrative Framework, in *Revisioning Gender*, 3T35.

Tuck, Eve. and Yang, K. W. (2012). “Decolonization is not a metaphor,” *Decolonization: Indigeneity, Education & Society*, 1(1), 1-40.

Recommended readings:

Yee, J. (2011). *Feminism for real: Deconstructing the academic industrial complex of feminism*

- The Feminist Existential Crisis (Dark child remix) (p. 43)

**Week 10 - November 10, 2016**

**Case Study 1: Gender, Racialization, Sexual Orientation, Disability.** In this case, which will centre on the text *Redefining Realness: My Path to Womanhood, Identity, Love & So Much More* by trans activist Janet Mock, our social analytic task is to interrogate the intersectional complexity of gender identity, racial identity, and sexual orientation. We will broaden our analysis by considering the ways in which discourses of ability influence our notions of physical beauty, sexual agency, and desire. Finally, we will locate our analysis within the context of ongoing capitalist and colonization processes, which economically marginalize gender outlaws/people labelled with disabilities.

**Untangling Gender Identity, Gender Expression, & Sexual Orientation****Untangling Gender Identity, Gender Expression, & Sexual Orientation**

Thompson (2016): Ch. 7: Sexuality and heterosexism

Conley, T. D., Calhoun, C., Evett, S. R., & Devine, P. G. (2001). Mistakes that heterosexual people make when trying to appear non-prejudiced: The view from LGB people. *Journal of Homosexuality*, 42 (2), 21-43.

Herek, G.M. (2004). Beyond "homophobia:" Thinking about sexual prejudice and stigma in the twenty-first century. *Sexuality Research and Social Policy*, 1(2), 6-24.

Case study

Mock, J. (2014). *Redefining Realness: Parts I* Author's Note through Chapter 7

**Week 11 – November 17, 2016: Sexuality and Heterosexism****Structural Issues in the LGBTQ Community**

Mulé, N. The politicized queer, the informed social worker: Dis/re-ordering the social order (Chapter 1) in O'Neil, B., Swan, T., & Mulé, N. (Eds) (2015). *LGBTQ People and Social Work: Intersectional Perspectives*. Toronto: Canadian Scholars Press. (On Connect)

O'Neil, B. & Kia, H. Roadblocks and pathways to settlement: Experiences and needs of lesbian, gay, and bisexual newcomers (Chapter 12) in O'Neil, B., Swan, T., & Mulé, N. (Eds) (2015). *LGBTQ People and Social Work: Intersectional Perspectives*. Toronto: Canadian Scholars Press. (On Connect)

Case study

Mock, J. (2014). *Redefining Realness: Part II* From Chapter 7 to Chapter 10

Recommended:

Coates, J. & Sullivan, R. (2005). Achieving competent family practice with same-sex parents: Some promising directions, *Journal of GLBT Family Studies*, 1(2), 89-114.

**Week 12 – November 24, 2016: Decolonizing Social Work Practice with Queer/Trans People**

Mock, J. (2014). *Redefining Realness: Part III*, Chapters 11-Acknowledgements

McNeil-Seymour, J. Cross-dancing as culturally restorative practice. (Chapter 5). In O'Neil, B., Swan, T., & Mulé, N. (Eds) (2015). *LGBTQ People and Social Work: Intersectional Perspectives*. Toronto: Canadian Scholars Press. (On Connect)

Smith, A. (2010). Queer theory and native studies: The heteronormativity of settler colonialism, *GLQ: A Journal of Lesbian and Gay Studies*, 16 (1-2), p. 41-68

Driskill, Q., Finley, C., Gilley, B. & Morgensen, L. (2011). The revolution is for everyone: Imagining an emancipatory future through queer indigenous critical theories. Pp. 211-222 in Driskill, Q., Finley, C., Gilley, B. & Morgensen, L. (Eds). *Queer Indigenous Studies: Critical Interventions in Theory, Politics, and Literature*. Tucson: University of Arizona Press. (On Connect)

Hunt, S. and C. Holmes. 2015. Everyday Decolonization: Living a Decolonizing Queer Politics. *Journal of Lesbian Studies*, 19:154–172.

Brotman, S. and Ou Jin Lee, E. (2011). Exploring gender and sexuality through the lens of intersectionality: Sexual minority refugees in Canada. *Canadian Social Work Review*, 28 (1), 151-156.

### **Week 13 - December 1, 2016: LGBTQQI People and Disability, Ageism and Spirituality**

Al-Krenawi, A., Graham, J. R. & Habibov, N. (Eds.). (2016):  
Chapter 15: Social Work with Diverse Older Adults

Parchomiuk, M. (2013). Model of intellectual disability and the relationship of attitudes towards the sexuality of persons with an intellectual disability. *Sex and Disability*, 31,125–139

Wheeler, D. & Dodd, S-J. (2011). LGBTQ capacity building in health care systems: A social work imperative. *Health and Social Work*, 36(4), 307-309.

Check web site:

<http://qmunity.ca/learn/resources/seniors/>

<http://qmunity.ca/get-support/olderadults/>

### **COURSE SCHEDULE (TERM 2)**

In Term 2, cases will focus on: **Ableism/Disability, Immigration, Race, Institutional Systems, and Health**

### **Week 14: January 5, 2017 – Social Work Practice in the Field of Aging**

#### Required readings

Thompson (2016): Ch. 5: Ageism and alienation

Kohon, J, Carder, P. (2014). Exploring identity and ageing: Auto-Photography and narratives of low-income older adults. *Journal of Aging Studies*, 30. 40-55

Minichiello, V., Browne, J. And Kendig, H. (2000). Perceptions and consequences of ageism: Views of older people. *Ageing and Society*, 20, 253-278.

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

Recommended readings

O'Connor, D. (2003). Anti-oppressive practice with older adults: A feminist post-structuralist perspective. In W. Shearer (ed), *Emerging Perspectives on Anti-Oppressive Practice*. Toronto: Canadian Scholars Press.

Greene, R.R., and Cohen, H.L. (2005). Social work and older adults and their families: Changing the practice paradigms. *Families in Society*, 86(3), 367-373.

Week 15: January 12: **Social Work Practice and Disability**

Required readings

Thompson (2016). Ch. 6: Disability and social handicap

Stainton, Tim (2005 ) Empowerment and the architecture of rights based social policy. *British Journal of Learning Disabilities*.

FROM Connect:

Finkelstein, Vic "Revolution", *New Internationalist*, No. 233, July, 1992.

Rothman, Juliet (2003). *Social Work Practice Across Disability*. Boston: Allyn and Bacon.

FROM: WEB:

*2010 Federal Disability Report* (Scan main demographic for each section)

[http://www.hrsdc.gc.ca/eng/disability/arc/federal\\_report2010/chapter5.shtml](http://www.hrsdc.gc.ca/eng/disability/arc/federal_report2010/chapter5.shtml)

Government of Canada (2003) *Defining Disability: A Complex Issue*. READ PP 1-10 AND SCAN THE REST

<http://publications.gc.ca/collections/Collection/RH37-4-3-2003E.pdf>

From the web:

Universal design [http://www.ncsu.edu/ncsu/design/cud/about\\_ud/udprinciples.htm](http://www.ncsu.edu/ncsu/design/cud/about_ud/udprinciples.htm)

Read Principles and review examples

Recommended readings

Gill, Carol (2001) "The Social Experience of Disability" in Albrecht, Gary, Seelman, Katherine & Bury, M. eds. (2001) *Handbook of Disability Studies*. Thousand Oaks CA: Sage. Chp. 13, p.p. 351-372.

McDonnell, John J. et al (2003). *An introduction to persons with severe disabilities: educational and social issues*. 2nd edition. Boston : Allyn and Bacon. Chp. 6 Assistive Devices.

Dunn, Peter (2003) Canadians with Disabilities. In Anne Westhues, ed. *Canadian Social policy: Issues and Perspectives*. Waterloo: Wilfrid Laurier University Press.

**Week 15 - Jan 19: Colonialism, Race, Immigration**Required readings:

Al-Krenawi, A., Graham, J. R. & Habibov, N. (Eds.). (2016):  
Chapter 14: Working with Individuals with Disabilities and Their Families

Kleinman, A. (2010). Four social theories for global health. *The Lancet*, 375: 1518-1519.

“Racialisation” download: <http://docslide.us/documents/garner-racisms-ch-2.html>

Czyzweski, K. & Tester, F. (2014). Social work, colonial history and engaging indigenous self-determination. *Canadian Social Work Review*, 31(2): 211-226.

de Leeuw, S., Greenwood, M., & Cameron, E. (2010). Deviant constructions: How governments preserve colonial narratives of addictions and poor mental health to intervene into the lives of indigenous children and families in Canada. *International Journal of Mental Health and Addiction*, 8 (2): 282-295.  
<http://link.springer.com/article/10.1007%2Fs11469-009-9225-1#page-2>

**Case Study: Race, Immigration, Capitalism, Institutional Systems, and Ableism**

Fadiman, A. *The Spirit Catches You*, Preface-Chapter 7

Recommended readings

Tang, S. & Browne, A. (2008): ‘Race’ matters: racialization and egalitarian discourses involving Aboriginal people in the Canadian health care context. *Ethnicity & Health*, 13(2)

Muroff, J., Edelson, G., Joe, S., & Ford, B. (2008). The role of race in diagnostic and disposition decision making in a pediatric psychiatric emergency service. *General Hospital Psychiatry*, 30: 269-276.

**Week 16 - Jan 26: Structural Violence and Global Health & Mental Health****Social Determinants of Health**Required readings

Al-Krenawi, A., Graham, J. R. & Habibov, N. (Eds.). (2016):  
Chapter 9: Adaptation and Acculturation among New Canadians: Implications for Intergenerational Relations and Social Work Practice

Kleinman, A. & Benson, P. (2006). Anthropology in the clinic: The problem of cultural competency and how to fix it, *PLOS Medicine*, 3(10):1673-1676.

Tester, F. Structural violence, social suffering, and human rights. Keynote address. Available on Connect.

**Case Study: Race, Immigration, Capitalism, Institutional Systems, and Ableism**

Fadiman, A. *The Spirit Catches You*, Chapters 8-14

Recommended readings

Farmer, P. (2004). An anthropology of structural violence. *Current Anthropology* 45(3): 305-325.

Bywaters, P. (2009). Tackling inequalities in health: A global challenge for social work. *British Journal of Social Work*, 39: 353–367

Adelson, N. (2005). The embodiment of inequity: Health disparities in Aboriginal Canada. *Canadian Journal of Public Health*, 96: 45-61.

## **Week 18-February 2: Producing & Consuming: The Worth of Disabled Bodies in Capitalist Society - Ethics and Oppression**

### Required readings

Fadiman, A. *The Spirit Catches You*, Chapters 15-19

Weiss, G. (2015). The normal, the natural, and the normative: A Merlau-Pontian legacy to feminist theory, critical race theory, and disability studies. *Continental Philosophy Review*, 48: 77-93.

Stainton, T (2011) Pre-natal testing and the elimination of disability in Hans Rienders ed., *Authenticity and Community*. Antwerp: Garant. P.p. 97-106. (Note I have upload a pre-pub copy so page no. do not correspond to published version. Listed as 'Pre-Natal-Stainton' *Devaluing People with Disabilities: Medical Procedures that Violate Civil Rights* (2012) National Disability Rights Network. Read p.p.19-46

On The Web:

View : <http://www.ccdonline.ca/en/humanrights/endoflife/euthanasia/oppose-assisted-suicide>

### Recommended readings

Krogh, K., & Johnson, J. (2006). A life without living: Challenging medical and economic reductionism in home support policy for people with disabilities. Pp. 151-176 in Pothier, D. & Devlin, R. (Eds), *Critical Disability Theory: Essays in Philosophy, Politics, Policy and Law*. Available as an ebook through UBC library: <http://site.ebrary.com/lib/ubc/detail.action?docID=10146863&token=3f32c429-1f13-4028-a8bd-c2541311b4b6>

Ward, R., Nichols, A., Freedman, R. (2010). Uncovering health care inequalities among adults with intellectual and developmental disabilities, *Health and Social Work*, 35 (4): 280-290.

## **Week 18 – February 9: Social Analysis from an International Lens**

The first half of this session will be lead by a guest speaker (the name will be announced in class)  
During the Second half of this session we will review what a Teach in is about and brainstorm on potential topics and formats.

*Readings will be assigned in the class*

## **Week 19 - February 16 (Remember than on [Feb 14th is the Annual Women's Memorial March](#). Their Spirits Live Within Us) – Field visit**

Robertson, L. A., Culhane, D., & desLibris - Books. (2005; 2014). *In Plain Sight: Reflections on Life in Downtown Eastside Vancouver*. Vancouver: Talonbooks. eBook UBC library (specific chapters will be assigned in class)

**Week 21 - February 23 - Mid term break**

**Week 19 – March 9: A Holistic Social Analysis: Medical Anthropology Practice Frameworks**

Required readings

Fadiman, A. *The Spirit Catches You*, Afterword to the Fifteenth Anniversary Edition

Kleinman, A. (2014). From illness as culture to caregiving as moral experience. *New England Journal of Medicine*, 368(15): 1376-1377.

Liasidou, A. (2013). The cross-fertilization of critical race theory and disability studies: Points of convergence/divergence and some education policy implications. *Disability & Society*, 29(5): 724-737.

Recommended readings

Kirmayer, L., Dandenaue, S., Marshall, E., Phillips, M., & Williamson, K. (2011). Rethinking resilience from indigenous perspectives. *Canadian Journal of Psychiatry*, 56(2): 84-91.

Keesler, J. (2014). A call for the integration of trauma-informed care among intellectual and developmental disability organizations. *Journal of Policy and Practice in Intellectual Disabilities*, 11(1): 34-42.

**Week 20: March 9 – Theater of images (in class) with Victor Porter**

*Readings will be assigned in class*

**Week 25: March 16- In-Class Preparation Time for Teach In**

**Week 26: March 23 Teach in**

**Week 27: March 30 Teach in**

**Week 28: April 6 Fine-tuning Social Analysis: A Review on Case Studies.**

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**USEFUL WEBSITES**

**Power, Social Analysis and Resistance: Alternatives**

Vandana Shiva's [website](#) Navdanya.

No [One is](#) Illegal

[Justicia for Migrant](#) Workers

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**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.

**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.