



The University of British Columbia

School of Social Work
Course Outline – SOWK335 (001)

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.

Year/Term	Fall and Winter 2015-2016
Course Title	Social Analysis for Social Work Practice (6 credits)
Course Schedule	Thursdays, 2:00-5:00 (Term 1 & 2)
Course Location	SOWK124, Jack Bell building for the School of Social Work

Instructor	Office Location	Office Phone	e-mail address
Stephanie Bryson	Room 239	604-822-6622	stephanie.bryson@ubc.ca
Pilar Riaño-Alcalá	Room 333	604-827-5493	pilar.riano@ubc.ca
Office Hours	By appointment		
Teaching Assistant	Tamara Miskovic tamara.miskovic@alumni.ubc.ca		

COURSE DESCRIPTION:

In this course, students will learn to conduct critical social analysis of the personal and social issues they encounter in their everyday practice as social workers. Students will work with various theories, methods and case scenarios to develop a critical theoretical and praxis framework within which to approach work with individuals, families, and groups. The course emphasizes the development of critical thinking skills and a complex, integrated, and dynamic understanding of the ways in which capitalism, settler colonialism, globalization, racism, and patriarchy intersect to produce social locations, violence, oppressions, and political resistance.

COURSE OBJECTIVES & LEARNING OUTCOMES:

1. Develop a structural framework for social analysis that integrates critical theory and praxis.
2. Understand how systems of colonialism, capitalism, patriarchy, racism and globalization reproduce structural inequalities around race, gender, class, sexuality, age and ability.
3. Have the knowledge and skills to analyze critically the social forces and systems that maintain oppression of individuals and social groups.
4. Become familiar with a methodology to define social problems within an historical and structural framework.
5. Critically examine ways of redefining/renaming "social problems" from a structural perspective and making them central to social work.
6. Reflexively examine personal values and practices that are linked to the maintenance and perpetuation of oppression.
7. Develop critical awareness of social location and power within any social work relationship and develop practice strategies that are based in social justice.

COURSE STRUCTURE:

This course is structured as a participatory seminar of critical case studies and will include a combination of group discussion, lectures, guest presentations, field trips/site visits, class activities 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. Student participation in class discussions will be evaluated in part on the alacrity with which comments and reflections are offered. In approaching discussions and assignments, students are encouraged 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.

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

Course Context and Prerequisites:

This course is required for completion of the BSW Program.

REQUIRED TEXTS

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

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.

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

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.

Readings are subject to change at the instructor's discretion

RECOMMENDED READING

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

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. (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.

ASSESSMENT, GRADING, EVALUATION:

1. Reflexive papers (4)- 40%

Paper 1: Map your social location. 10%. 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 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. 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 October 1, 2015.**

Papers 2-4: 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 October 29, December 3 and February 18.

2. Critical incident reflection-20%

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 5th Ed. formatting. **Due March 10th**

3. Teach In-30%

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. Creativity in presentation and facilitation is welcomed! During each of the two class sessions 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. A detailed guide for preparing the Teach In, its structure and evaluation criteria will be provided at the beginning of Semester II.

Teach In Sessions: March 24 & March 31, 2016

Class participation 10%

Students will be evaluated on the basis of their preparation for and participation in each class.

COURSE POLICIES [attendance, participation, academic dishonesty]:

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.

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 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 four major case studies. Each case introduces a set of specific critical social issues and the various structural, historical 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 conduct social analysis and then moves into four week sections structured around each of the case studies. In between case studies, the two instructors will come together for a session that seeks to 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.

In Term 1, cases will focus on:

CASE 1: Race, Capitalism, Institutional Systems, and Ableism

CASE 2: Gender, Class, Food Regimes, Migration and Globalization

Week 1 - Sept 10: Introduction.

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

Introduction of course, content and ground rules, reflexivity

Week 2 - Sept 17: A Framework for Social Analysis

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

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

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

Week 3 - Sept 24: 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.

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

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>

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

Case Study 1: Race, Capitalism, Institutional Systems, and Ableism

Week 4-Oct 3: Colonialism, Race, Immigration

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

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>

Recommended

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 5-October 8: Structural Violence and Global Health & Mental Health

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

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.

Recommended

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 6-October 15: Producing & Consuming: The Worth of Disabled Bodies in Capitalist Society

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.

Recommended

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 7- October 22: A Holistic Social Analysis: Medical Anthropology Practice Frameworks

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

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.

Case study 2: Gender, Class, Work, Food and Globalization

Week 8 - October 29: Gender, Class and Feminist Social Analysis

Barndt, D. (2008). *Tangled Roots*. Read Chapter 2 Frames and Filters: Theoretical and Methodological Approaches

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

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

Week 9 - Nov 5: Gender, Labour and Global Economics / Mobilities

Barndt, D. (2008). *Tangled Roots*. Read Chapters 3 and 4

Shiva, Vandana, (2010). Earth Democracy: Beyond Dead Democracy and Killing Economies. *Capitalism Nature Socialism* 21(1): 83-95.
Check Vandana Shiva's [website](#) Navdanya.

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)

Week 10 - Nov 12: Land, Food, Production and Consumption

Barndt, D. (2008). *Tangled Roots*. Read Chapters 5 and 6,

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

Week 11 - Nov 19: A Holistic Social Analysis. Food security, Inequalities, Geopolitics and Globalization: Practice Frameworks

Guest speaker: Antonio Ramirez (farm workers)

Barndt, (2008). *Tangled Roots*. Read Chapters 7 and 8

**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.

**Ife, J. (2012). *Human Rights and Social Work. Towards Rights-Based Practice*.
Chapter 11 Respecting Human Rights in Social Work Practice

Week 12: Nov 26: Power, Social Work and Reflexivity: How are social workers linked to the maintenance of oppression? How do community and social workers conduct social analysis in their everyday practice? How do they resist? **A Roundtable**

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice*, 6(3): 341–51.

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): 73–90.

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

Week 13 – Dec 3: Fine-tuning Social Analysis: A Review of Group Work on Case Studies. Several professors from the School will be invited to attend this session and comment from their area of expertise (ex. social class, disability, aging, indigeneity).

USEFUL WEBSITES

Power, Social Analysis and Resistance: Alternatives

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

No [One is](#) Illegal

[Justicia for Migrant](#) Workers

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+	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.