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>
<thead>
<tr>
<th>Year/Term</th>
<th>Fall and Winter 2016-2017</th>
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</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 505 - Social Analysis for Social Work Practice (3 credits)</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Thursdays, 2:00 - 5:00 pm (Term 1)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 222, Jack Bell building for the School of Social Work</td>
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<table>
<thead>
<tr>
<th>Instructor</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>E-mail address</th>
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</thead>
<tbody>
<tr>
<td>Ricardo Chaparro-Pacheco</td>
<td>Room 334</td>
<td></td>
<td><a href="mailto:ricardo.chaparro-pacheco@ubc.ca">ricardo.chaparro-pacheco@ubc.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment</td>
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**COURSE DESCRIPTION:**

This course provides learners with opportunities to develop a general practice framework based on a critical analysis of the structural and historical context of personal and social issues. The course aims to increase participants’ critical thinking skills in working with individuals and families, groups, and communities around the intersecting vectors of race, class, age, gender, and disability.

**LEARNING OUTCOMES:**

By the end of this course, learners will be in the capacity to:

1. Critically examine the theoretical approaches that guide social work practice with individuals and families, groups and communities.
2. Propose a structural framework for the critical analysis of personal and social issues.
3. Develop critical awareness of social location, professional ethics, and power within the helping relationship.
4. Recommend practice strategies that are committed with the realization of human dignity and social justice.

**COURSE STRUCTURE:**

This course is structured as a participatory seminar and will combine group discussions, lectures, and action based learning. Participants are expected to attend every class, to complete required readings prior to class, and to arrive in class prepared to participate.
There is an expectation that differing opinions, analyses, and life experiences will be discussed in a respectful manner. Such an exchange contributes to the learning of all and requires the development of emotional literacy and regulation, skills that are important to practice at the Master of Social Work level.

REQUIRED READINGS

All readings are available online and/or through UBC Library online (e-books & electronic journals). Please see the required and supplemental readings listed within the course schedule.

ASSESSMENT, GRADING, EVALUATION:

- All written assignments are to be typed using 12-point Times Roman font, double-spaced, left alignment, 1-inch margins, and demonstrate sound writing skills (grammar, spelling and sentence structure).
- Citations and reference style are to follow the guidelines set by the 6th edition of the APA (American Psychological Association) style manual. (Please note that this style cites references in the text of a paper rather than using footnotes. The style guide and a handout describing APA citations are available in the social work reading room.)
- Deadlines for the assignment of grades for grading purposes are established on the basis of the university schedule to assure submission of marks to the Registrar's office. In accordance with university policy, a deadline may be extended only in the event of serious illness or domestic affliction documented by the student's physician and approved by Student Health Services.
- Students who submit papers late in this course will have one mark deducted per day late.

SUBMITTING ASSIGNMENTS:
Students can submit their assignments in class or make other arrangements with the instructor.

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 selfstamped, 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 assignments must be discussed ahead of time with the instructor.

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

Session 1
Introductions, course contents and ground rules
Social analysis and social work praxis. Social theory, ideology, and ethics.

Required readings:

Supplemental readings:

Session 2
Functionalism and Critical theory: influences on Social Work

Required readings:


**Supplemental readings:**

**Session 3**

**Power and Intersectionality**

**Required readings:**

**Supplemental Readings:**

**Session 4**

**Anti-oppressive practice debates in Social Work**

**Required readings:**

**Supplemental Readings:**
Session 5
Reflexivity in Social Work

Required Readings:

Supplemental Readings:

Session 6
Evidence Based Practice

Required Readings:

Supplemental Readings:

Session 7
Strengths Based Perspective

Required Readings:

Supplemental Readings:

Session 8
Constructing Identities (1): Gender

Required Readings:

**Supplemental Readings:**
  Indigenous Women in British Columbia, Canada*. Chapter 3: Violence and discrimination 
  against indigenous women in British Columbia (pp. 37 – 54). ([Link](#)).
  parents of pre-pubescent children with gender identity issues. *Child and Adolescent 
- Brotman, S., & Lee, O. J. (2011). Exploring gender and sexuality through the lens of 
  intersectionality: Sexual minority refugees in Canada. *Canadian Social Work Review*, 
- O’Neill, B. (2003). We didn’t connect at all…: The experiences of a gay client. *Journal of 

**Session 9**
**Constructing Identities (2): Race**

**Required Readings:**
   competence”: Towards disrupting received professional knowledges. *Australian Social 
   Work*, 64(1): 38-54.
2. Siddiqui, S. (2011). Critical social work with mixed-race individuals: Implications for anti-

**Supplemental Readings:**
  Opportunities for application in social work practice and policy. *Families in Society*, 
  95(4): 269 – 76.

**Session 10**
**Constructing Identities (3): Age**

**Required Readings:**
   leading to foster care placement of foster care alumni’s children. *Child and Family Social 

**Supplemental Readings:**

Session 11
Constructing Identities (4): Class

**Required Readings:**

**Supplemental Readings:**

Session 12
Constructing Identities (5): Disability

**Required Readings:**

**Supplemental Readings:**

Session 13
Community, globalization, and Neo-liberalism
Conclusions and Class Evaluation

**Required Readings:**

**Supplemental Readings:**
ASSIGNMENTS

1. Personal social theory statement – 10%
2. Readings facilitation – 20%
3. Critical report of one class – 20%
4. Peer review of a classmate’s first advance on the final paper – 20%
5. Final paper – 30%

The will discuss the details, due dates, grading criteria for each assignment in the first session of the class.

GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td>95</td>
<td>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.</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td>77.5</td>
<td>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.</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>65.5</td>
<td>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.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>52</td>
<td>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.</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>0</td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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