

**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.

**MSW Mission:** The MSW program offers an accessible, advanced professional degree focused on social work practice in the fields of child and family welfare, health and social care, and international and social development, using a social justice lens. The purpose of this MSW program is to prepare our graduates to be competent social work professionals, equipped with state-of-the-art knowledge and skills, a critical analytic lens, and a social justice orientation.

The UBC School of Social Work acknowledges that we are located on the unceded traditional territories of the Musqueam people. We thank and honour the Musqueam people for making space in their territories for us to learn, work and live as visitors on their territory.

<b>Department/Program</b>	School of Social Work
<b>Year/Term</b>	2016 Winter
<b>Course Title</b>	Social Work and Social Justice (3 credits)
<b>Course Schedule</b>	Wednesdays, 9:00 am – 12:00 pm
<b>Course Location</b>	SOWK 124, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Dr. Margaret M. Wright	Room 124	604-822-6073	<a href="mailto:margaret.wright@ubc.ca">margaret.wright@ubc.ca</a>
<b>Office Hours</b>	By appointment		
Teaching Assistant	Office Location	Office Phone	E-mail address
Ricardo Chaparro-Pacheco			<a href="mailto:ricardo.chaparro-pacheco@ubc.ca">ricardo.chaparro-pacheco@ubc.ca</a>
<b>Office Hours</b>	By appointment		

**COURSE DESCRIPTION:**

This is a graduate course designed to help students to locate themselves within the constructs of social justice with a view to developing a comprehensive practice framework consistent with Social Work theories, values and ethics.

---

**LEARNING OUTCOMES:**

- Students will learn to locate themselves in a professional and political context
- Students will develop a social justice framework for social work practice.
- Students will learn about social justice in historical, theoretical and practice contexts by exploring theories of human rights and social care from a variety of perspectives.

- Students will learn to examine sociopolitical patterns of power and privilege and the accessibility or lack of it to structures of socioeconomic opportunities.
- Students will reflect upon ways in which cultural assumptions, beliefs, and value systems will enhance or hinder our practice with people of diverse backgrounds. Students will develop and nurture approaches and perspectives to practicing social work with and across differences.
- Students will build a framework for validating difference.
- Students will develop an understanding about how to influence public policy in ways that will limit or reverse social inequality.

---

#### REQUIRED AND RECOMMENDED READING:

**Hankivsky, Olena 2004. *Social Policy and the Ethic of Care*. UBC Press: Vancouver. E-resource UBC Li Library online**

**Ife, J. 2008. *Human Rights and Social Work: Towards Rights-Based Practice*. Cambridge University**

**Press. E-resource UBC Library online  
Web Sites**

---

#### COURSE STRUCTURE:

This course will be delivered in a combination of lecture, and seminar/small group framework. 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. There is an expectation that students will complete a one page reflective journal each week. There are two other assignments.

The first part of the class will be a lecture presentation by the instructor

The second part of the class will involve students' participation in a small group with approximately 5 other students. Groups will be formed in the first week on the basis of a substantive practice or policy interest.

---

#### ASSESSMENT, GRADING, Evaluation:

1. **Weekly** posted conversations on Connect (15%) giving your response to the readings and/or the article you have chosen.
2. **Weekly** chose an e-journal article to discuss with your group examining social justice and the practice or policy that your group is focusing on. The article should be emailed to the instructor and the TA before that week's class (20%). Part of the mark is dependent on your presence in the class, sharing the article with your group.
3. **Paper Proposal:**  
By October 19, 2016 students will submit a proposal for their final paper outlining the topic, the premise of the paper, a brief review of the literature gathered to that date and a short series of questions that the paper will address (30%). (5-7 pages including references to be submitted electronically)
4. In their **final paper** students will research and critically examine the literature and current debates relating to one social justice topic within economic, social and cultural rights (e.g., aboriginal rights, the rights of the child, women, refugees, minorities, the elderly; people with disabilities; gender identity rights, the right to food, health care, education, social services, an

adequate standard of living, development, etc.; or a particular issue area, e.g., discrimination, poverty and human rights, collective rights. 15-20 pages to be submitted electronically (35%) **Due December 7, 2016.**

#### COURSE CONTEXT AND PREREQUISITES:

This course is a mandatory first course for students in the Advanced year of the M.S.W.

#### 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.”

- ♣ Students are expected to attend all classes on time.
- ♣ Students are expected to participate in classroom activities and to be prepared for each class.
- ♣ Marks are assigned using UBC Grading Criteria.
- ♣ Grades will be reduced by 1 point for each day late without valid reason and medical certificate.
- ♣ Requests for extensions due to factors beyond the control of the student should be made in writing, in advance, as much as possible.
- ♣ Cell phones are not to be used in the classroom for any reason. Computers can be used for notes with permission of the instructor.

##### Accommodations:

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 due date.

##### 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.

##### Retain student assignments:

Students should 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

CLASS SCHEDULE:

**Week 1: September 7, 2016**

**What is Social Justice?**

Solas, John. (2008). Social Work and Social Justice: What Are We Fighting For? *Australian Journal of Social Work*. Vol 61. # 2, 124 – 136

Ife, Jim. (2008). Comment on John Solas. What are We Fighting For? Vol. 61, #2, 137-140.

Hugman, Richard. (2008). Social Work Values: Equity or Equality? A Response to Solas. Vol. 61. #2, 141-145.

Solas, John. (2008). Is Equity Just Enough for Social Work? A Response to Those Who Think it is. Vol. 61. #2, 146-149.

Solas, John. (2008). What Kind of Social Justice Does Social Work Seek? *International Social Work*, November 2008; Vol 51:pp. 813-822.

Janet L. Finn & Maxine Jacobson (2003) Just Practice, *Journal of Social Work Education*, 39:1, 57-78

**Week 2: September 14, 2016**

Professor Miu Chung Yan: **The Future of Multiculturalism.**

**Reading:**

Faisal Bhabha. 2009. Between Exclusion and Assimilation: Experimentalizing Multiculturalism. 54 *McGill Law Journal* 45.

**Week 3: September 21, 2016**

Professor Shelly Johnson: **Indigeneity and Social Justice**

<http://www.cbc.ca/radio/thecurrent/the-current-for-july-26-2016-1.3695092/encore-meet-dr-nadine-caron-canada-s-first-female-first-nations-surgeon-1.3695129>

**Readings TBA**

**Week 4: September 28, 2016**

Professor Tim Stainton: **Carter v. Canada (Attorney General) Supreme Court Decision on Assisted Dying.**

**Readings:**

Medical Assistance in Dying Legislation:

<http://www.healthycanadians.gc.ca/health-system-systeme-sante/services/end-life-care-soins-fin-vie/medical-assistance-dying-aide-medicale-mourir-eng.php>

**Other resources:**

Carter v. Canada (Attorney General):

<https://scc-csc.lexum.com/scc-csc/scc-csc/en/item/14637/index.do>

Vulnerable Persons Standard:

<http://www.vps-npv.ca/news-and-resources>

### **Week 5: October 5, 2016**

#### **An Ethic of Care v. Human Rights:**

Hankivsky, Chapters 1 and 2

Ife, Chapters 1 and 2.

Skegg, A-M., (2005). Brief Note: Human rights and social work: A western imposition or empowerment to the people? *International Social Work*, Sep 2005; vol. 48.

### **Week 6: October 12, 2016**

#### **Human Rights and Human Needs**

Ife: Chapter 5:

Greason, Vincent. 2014. Chapter 3. Poverty as a Human Rights Violation: (Except in Governmental Anti-Poverty Strategies). In Jackman, Martha, Porter, Bruce. *Advancing Social Rights in Canada*. Irwin Law. E resource. UBC Library.

Pogge, T. 2005. World Poverty and Human Rights. *Ethics and International Affairs* 19, no. 1

### **Week 7: October 19, 2016**

#### **Human Rights and Obligations**

Ife: Chapter 6:

Hankivsky: Chapters 3 and 4

MacDiarmid, Mark and Willow, Tracey. (2008). To Coerce or to Collaborate: Human Rights Lawyers Relating With Other Professions. *Alternative Law Journal (Australia)* Volume 33, Number 2, June 2008

### **Week 8: October 26, 2010**

#### **Children's Rights**

Leeson, Caroline. (2007) My life in care: experiences of non-participation in decision-making processes. *Child & Family Social Work*. Volume 12, Issue 3, pages 268–277, August 2007.

Whittaker, Andrew and Havard, Tirion. (2016) Defensive Practice as 'Fear-Based' Practice: Social Work's Open Secret? *British Journal of Social Work* . 46, 1158–1174.

Kofi Antwi-Boasiako, Bryn King, Tara Black, Barbara Fallon, Nico Trocmé & Deborah Goodman. Ethno-racial Categories and Child Welfare Decisions: Exploring the Relationship with Poverty:  
<http://cwrp.ca/sites/default/files/publications/en/178e.pdf>

Gregor, Clare, Davidson, Sarah and Kingley-Jones, Helen: (2016). The experience of gender dysphoria for pre-pubescent children and their families: a review of the literature. *Child and Family Social Work*. Vol. 21 Issue 3, p339-346. 8p. DOI: 10.1111/cfs.12150.

## **Week 9: November 2, 2016**

### **Participation in the Human Rights Discourse**

Ife: Chapters 7, 8 and 9  
 Voluntourism:

<http://www.cbc.ca/radio/thecurrent/the-current-for-july-3-2015-1.3136821/aid-experts-skeptical-of-voluntourism-s-corporate-slant-1.3136832>

Wehbi, Samantha. 2009. Deconstructing motivations: Challenging international social work placements. *International Social Work*, vol. 52.

McGloin, Colleen; Georgeou, Nichole (Jun 2016) 'Looks good on your CV': The sociology of voluntourism recruitment in higher education. *Journal of Sociology* 52.2 403.

## **Week 10: November 9, 2016**

### **Constructing Social Justice for Social Work Practice in Health**

Hankivsky: Chapter 6

Moniz, C. (2010). Social work and the social determinants of health perspective: good fit. *Health & Social Work*, 35 (4): 310-313.

Ashcroft, R. (2010). Health inequities: Evaluation of two paradigms. *Health & Social Work*, 35 (4): 249-256.

Engster, D (2014) The social determinants of health, care ethics and just health care. *Journal, Contemporary Political Theory*. Volume, 13. Issue number, 2  
<http://dx.doi.org/10.1057/cpt.2013.14>

Hooeyman, N. (2014) Gender Social and Health Disparities in Aging: Gender Inequities in Long-Term Care. *Generations* 38(4), 25 – 32.

## **Week 11: November 16, 2010**

### **Intersectionality in practice**

Mattsson, T. (2014) Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. *AFFILIA: Journal of Women and Social Work*, 29(1), 8-17.

Hankivsky, O. ed. (2012) *An intersectionality-based policy analysis framework. Introduction – chapters 1 and 2, p.7- 46*  
[http://www.sfu.ca/iirp/documents/IBPA/IBPA\\_Framework\\_Complete%20Collection\\_Hankivsky\\_2012.pdf](http://www.sfu.ca/iirp/documents/IBPA/IBPA_Framework_Complete%20Collection_Hankivsky_2012.pdf)

## Week 12: November 23, 2010

### Achieving Social Justice through Social Work Practice

lfe: Chapter 10:

Chu, W. C. K. Tsui, M-S and Yan, M.C. 2009. Social work as a moral and political practice. *International Social Work*. 52(3): 287–298.

Mandell, Deena and Hundert, Alex. 2016. Social Justice and Social Work: Convergence and Divergence in the wake of the Toronto G20 Summit. Pp. 9-24. In Yu, Nilan and Mandell, Deena. *Subversive Action*. Wilfrid Laurier Press. Waterloo, Ontario.

## Week 13: November 30, 2016:

### The Future

lfe: Chapters 11 and 12:

Brandt Steven, Roose Rudi, and Verschelden, Griet. (2016). Coming Up for Air: Exploring an Intergenerational Perspective on Social Work. *British Journal of Social Work*. 46, 1266–1281.

Kam, P. K. (2014) Back to the ‘social’ of social work: Reviving the social work profession’s contribution to the promotion of social justice *International Social Work* 57(6) 723 –74.

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.