



THE UNIVERSITY OF BRITISH COLUMBIA

School of Social Work
Course Outline - SOWK 200

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 - 16
Course Title	SOWK 200 – Introduction To Social Welfare (3 credits)
Course Schedule	Tuesdays, 6:00 pm – 9:00 pm (Term 1)
Course Location	Room 460 – Leonard S. Klinck Building

Instructor	Office Location	Phone	e-mail address
Shelley Rivkin	TBA	604-805-2851	Shelley.rivkin@ubc.ca
Office Hours	Tuesdays 4:30 – 5:30 pm and by appointment		

COURSE DESCRIPTION:

Social Work 200 provides a general introduction to English, Aboriginal and Francophone perspectives, traditions and theoretical foundations of social welfare in Canada, including an analysis of the institutional structures of social welfare in the modern state. Students will examine how specific social policies and social programs impact different populations within Canadian society. This course comprises one of two 3 credit courses which are required for admission into the Bachelor of Social Work program at the School of Social Work at UBC.

Through the lens of poverty and unemployment, this course will introduce students to the key theoretical approaches to designing and implementing income security programs in Canada and provide them with a framework to examine and analyze their impact on various populations group including women, aboriginal people, new immigrants, the elderly and people with disabilities.

Specifically, the course will:

1. Introduce students to the perspectives, concepts and theoretical foundations of social welfare in Canada.
2. Describe the institutional structures of social welfare in the modern state.
3. Describe the context in which individuals, groups, communities and organizations endeavor to achieve well-being.
4. Examine the origins and history of various income security programs and their impact on specific populations.
5. Explore the process of legislating, designing and implementing public policy in Canada to address poverty and unemployment.
6. Describe the relationship between social welfare institutions, social workers and oppressed and disadvantaged people.

7. Discuss the role social workers can play in the process of social change.

Prerequisites: This course is not recommended for students who have no previous credits in sociology, psychology, Canadian history or political science.

LEARNING OUTCOMES:

1. Describe the fundamental social welfare ideas in Canada from English, Aboriginal and Francophone perspectives.
 2. Differentiate key aspects of the social contexts of disadvantaged individuals, groups and communities and how these interact.
 3. Explain the role of social work in social welfare institutions affects society.
 4. Explain key historic, political and economic trends in Canada and how they impact income security.
 5. Provide current examples of how social work promotes positive social change.
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REQUIRED COURSE TEXT:

Hick, S (2013) *Social Welfare in Canada: Understanding Income Security* (2013).Third Edition. Thompson Education Publishing Inc. Toronto

SUPPLEMENTARY READINGS: Will be assigned in class.

EVALUATION:

- 1) Participation: 5%. Students are expected to complete the readings on a weekly basis prior to class and actively participate in class discussion and small group activities.
 - 2) Mid-term examination: 30%. A 90 minute in-class incorporating multiple-choice and short essay questions will be written in mid-October.
 - 3) Research Assignment: 35%. Students will be required to research, prepare and present a group project analyzing one of the five income security programs discussed in the course using credible academic sources. The detailed requirements will be discussed in class early in the term.
 - 4) Final Exam: 30%. A two hour in-class exam incorporating essay questions and case studies will be written during the December examination period.
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STRUCTURE OF THE COURSE:

Each class will incorporate lectures, large and small group discussion or activities as well as opportunities for individual reflection. Students are encouraged to share ideas, personal experiences, academic resources and perspectives to expand upon the topics discussed. The instructor and TA present the key theoretical frameworks to facilitate critical inquiry among the students in the class. Authenticity, curiosity and respectful dialogue will be used to create a safe and productive environment for learning.

OUTLINE AND READINGS: A detailed schedule will be distributed on the first day of classes

Theoretical Foundations

Introduction & Orientation to Income Security and Social Welfare
Chapter 1 in the text

Theories of Social Welfare & Poverty
Chapters 4 & 6

Socio-economic and political context

History of Social Welfare in Canada
Chapter 2

Challenges to Social Welfare
Chapters 3

Making Social Policy in Canada
Chapter 5

Impact of Labour Market Trends and Globalization on Employment
Chapters 7 & 14

Poverty, Unemployment and Impact of Income Security on Specific Populations

Child Poverty
Chapter 7 plus assorted readings

Women
Chapter 8 plus assorted readings

First Nations & Aboriginal People
Chapter 11 plus assorted readings

New immigrants and racialized groups
Chapter 10 plus assorted readings

People with Disabilities
Chapter 12 plus assorted readings

The Elderly and Retired
Chapter 13 plus assorted readings

Youth
Assorted Readings

Course Review & Preparation for Final Exam

UNIVERSITY POLICIES

Excerpted 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 make every effort to notify their instructor ahead of time.

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.

ASSIGNMENTS:

SUBMITTING ASSIGNMENTS: Students will submit their assignments electronically on the due date as stipulated by the instructor.

RETURN OF MARKED STUDENT ASSIGNMENTS: Instructors coordinate the return of marked assignments. The options are as follows: a) the instructor will mark the paper on-line (with track changes) and return to the student on-line; b) the instructor will return hard copies of the assignments to students in class; c) the instructor returns the paper to the student by regular mail (the student provides a self-stamped, addressed envelope to the instructor). Marked papers not returned by any of the options above will be held by the instructor.

LATE ASSIGNMENTS: Students must discuss any potential late assignments and request extensions with the instructor ahead of time. Late assignments without prior approval may result in a deduction to the grade on the assignment. The rule of deduction is 2% a day. Any assignment that is more than a week late will not be accepted without prior approval or a medical certificate.

USE OF ELECTRONIC DEVICES: Students who use electronic devices to aid in their learning process (e.g. laptop computers) must have the wireless capacity device turned off. All cell phones must be turned to vibrate.

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.