



THE UNIVERSITY OF BRITISH COLUMBIA
School of Social Work
Course Outline – SOWK 550

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.

Year/Term	2017-18 Winter, Term 1
Course Title	SOWK 550 (001) - Social Work and Social Justice (3 credits)
Course Schedule	Wednesdays, 1:00 pm – 4:00 pm
Course Location	Room 200, Jack Bell Building

Instructor	Office Location	Office Phone	E-mail address
Dr. Tim Stainton	Room 234	604-822-9674	timothy.stainton@ubc.ca
Teaching Assistant			
Ricardo Chaparro-Pacheco			ricardo.chaparro-pacheco@ubc.ca
Office Hours	By appointment		

Course Objectives:

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.

- 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 justice, 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.

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 8 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 brief conversations on Connect (15%) giving your response to the readings and/or the article you have chosen. Details will be discussed in the first class. These should be posted no later than 11:59 pm the Tues before class.
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%). Each group will prepare a short powerpoint video or similar media (8-10 slides or 3-5 min. video), examining their issue including: Defining the issue; causes; impact on individuals and communities; and, potential solutions. Part of the mark is dependent on your presence in the class, sharing the article with your group and the final media submission. All submissions will be shared with the class and each group will have an opportunity to do a 5 min summary and respond to questions and comments in the final class. Media submissions are Due Nov. 22nd and will be posted on connect for the final class discussion.
3. **Paper Proposal:**
By October 18, 2017 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 (25%). (3-5 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 (40%) **Due December 6, 2017.**

NOTE: ALL ASSIGNMENTS ARE TO BE SUBMITTED IN WORD FORMAT (NOT PDF).

Course Context and Prerequisites: This course is a mandatory first course for students in the Advanced year of the M.S.W.

COURSE POLICIES: “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.”

(UBC Calendar)

- ♣ 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 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.

READINGS WILL BE ADDED AND COURSE CONTENT SUBJECT TO CHANGE WITH MINIMUM ONE WEEKS NOTICE

REQUIRED AND RECOMMENDED READING:

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

Ife, J. 2008. *Human Rights and Social Work: Towards Rights-Based Practice*. Cambridge University Press. Available on ebooks OR 2008 version available through UBC Library online. (the 2008 version is not substantially different than the 2012 version so you are welcome to use the 2008 edition.)

Class Schedule:

Week 1: September 13, 2017

What is Social Justice?

Introduction to the Course

What is Justice and How do we Decide What is Just and Unjust ?

What is Justice: Crash course Philosophy

<https://www.youtube.com/watch?v=HOCTHVCKm90> (To be watched in class)

The International Forum for Social Development (2006) *Social Justice in an Open World: The Role of the United Nations*. New York: United Nations (Intro & Chap 1)

Fraser, Nancy (1996) *Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation*. The Tanner Lectures On Human Values. Delivered at Stanford University April 30–May 2, 1996.

<http://tannerlectures.utah.edu/documents/a-to-z/f/Fraser98.pdf> pp1-18

Week 2: September 20, 2017

Social Justice and Social Work

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 3: September 27, 2017

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

Review UN Declaration of Human Rights <http://www.un.org/en/universal-declaration-human-rights/>

Plus at least one other Convention or Declaration (Disabled persons; Child; Women; racial discrimination: Aboriginal)

Week 4: October 4, 2017

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 5: October 11, 2017

The Future of Multiculturalism. Professor Miu Chung Yan:

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

Week 6: October 18, 2017

Medical Assistance In Dying

Conflicting Rights

Protecting the Vulnerable

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 7: October 25, 2017

Social Justice and Post Conflict Societies

Professor Pilar Rianos-Alcala

Review <http://reconstructinghistoricalmemory.com/>

Read

Week 8: November 1, 2017

Social Justice and First People-Prof. Richard Vedan

Week 9: November 8, 2017

Rising to the two inconvenient truths of our time – climate change and inequality. Seth Klein, Director of CCPA-BC.

Please review <https://www.policyalternatives.ca/projects/climate-justice-project>

Week 10: November 15, 2017

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 22, 2017

Achieving Social Justice through Social Work Practice

Ife: Chapter 9, 10, 11 and 12:

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.

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.

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.

Week 12: November 29, 2017

DISCUSSION ON GROUP PPT/ISSUES

Wrap-up

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 73.5 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 61.5 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.