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 2017-2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK 335 – Social Analysis and Social Work Practice (6 credits)</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Thursdays, 2:00-5:00 pm (Term 1 &amp; 2)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Room 124, Jack Bell Building</td>
</tr>
</tbody>
</table>

Instructor       | Office Location | Office Phone       | e-mail address          |
-----------------|-----------------|--------------------|-------------------------|
Christiana Bratiotis, Ph.D., MSW | JBB 236 | 604-822-2460 | Christiana.Bratiotis@ubc.ca |

Teaching Assistants

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Phone</th>
<th>e-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tamara Miskovic, ABD, MSW, RSW</td>
<td></td>
<td><a href="mailto:Miskovic@mail.ubc.ca">Miskovic@mail.ubc.ca</a></td>
</tr>
<tr>
<td>Sara Fudjack, MSW, LCSW</td>
<td></td>
<td><a href="mailto:SFudjack@mail.ubc.ca">SFudjack@mail.ubc.ca</a></td>
</tr>
</tbody>
</table>

**Please note:** Office hours for Instructors and Teaching Assistant are by appointment**

Course Description:

This two-term course provides students with understanding of the foundational concepts and ways in which racism, capitalism, settler colonialism, globalization, and patriarchy intersect to produce social locations, violence, oppressions, and political resistance. By working with various theories, methods and case scenarios, students will become familiar with essential political, social and ideological factors that influence personal and social problems and structural oppressions. In this course students will learn how to conduct an informed and critical social analysis of the key personal and social factors within structural contexts. As a final result, students will be able to develop an anti-oppressive theoretical and practice framework within which to approach work with individuals, families, and groups.

Course Objectives & Learning Outcomes:

1. To examine theoretical and practice contributions to structural approaches within an historical context.
2. To understand how systems of colonialism, capitalism, patriarchy, racism and globalization reproduce structural inequalities around race, gender, class, sexuality, age and ability.
3. To examine the function of ideology in shaping ways that individual and social problems are constructed, perceived, defined and addressed through practice responses.
4. To gain the knowledge and skills to analyze critically the social forces and systems that maintain oppression of individuals and social groups.
5. To become familiar with a methodology to define social problems within an historical and structural framework.
6. To critically examine ways of redefining/renaming "social problems" from a structural perspective and making them central to social work.
7. To reflexively examine personal values and practices that are linked to the maintenance and perpetuation of oppression.
8. To develop critical awareness of social location and power within any social work relationship and develop practice strategies that are based on professional ethics and social justice.
9. To develop a structural theoretical framework for social analysis and social work intervention with
individuals, families and groups that integrates critical theory and practice.

Course Structure:

This course incorporates a combination of lectures, large and small group discussion, experiential activities, guest presentations and the use of film and other media.

Student participation is expected and you are asked to complete required readings prior to class. This course seeks to foster a critical pedagogical environment and the development of critical consciousness around knowledge and learning. In approaching discussions and assignments, students are encouraged to share their ideas, academic resources and personal experiences as well as 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 the rich insights produced in class can inform reflexive social work practice in the community. Respectful dialogue is expected for achieving a safe and productive learning environment.

Professionalism should be evident in classroom conduct and assignments. Students should prepare all work with proper grammar, spelling, formatting and in a manner that reflects preparation for a terminal professional degree at the bachelor level. It is the student’s responsibility to secure assistance on assignments ahead of their due date. Course work will be evaluated on content, critical thinking, structure/formatting and clarity of presentation. Creativity, the incorporation of social work values and the advancement of multiple perspectives are also expected.

Details on course assignments and evaluation are described in detail below.

Names and Gender Pronouns:

Class rosters are generally provided to the instructor/teaching assistants with students’ legal names; however, we are happy to honour your request to address you by the name and/or gender pronoun(s) you use for yourself. Please advise us of this as soon as possible so we can ensure use of your correct name and pronouns in this space.

If you need general support around this issue, please also be aware that Trans and Gender Diversity at UBC can provide advocacy in ensuring that all of your instructors are using the name/pronouns you use. (https://students.ubc.ca/campus-life/diversity-campus/trans-gender-diversity)

A special word about Electronic Devices in the Classroom:

Laptop computers and tablets may be used to support learning activities in the classroom. These learning activities include: taking notes and accessing course readings under discussion. However, non-academic use of laptops and other devices are distracting and seriously disrupt the learning process for everyone. Neither computers nor other electronic devices are to be used in the classroom for non-academic reasons. This includes e-mailing, texting, social networking, and use of the Internet. If a student is found to be using their electronic device inappropriately, they forfeit the opportunity to use the device for the remainder of the term. The use of cell phones during class time is prohibited. Please turn off cell phones and refrain from taking calls unless you are “on call” and have cleared this with the instructor prior to class.

Course Policies:

In May 2013, the UBC School of Social Work Council approved an Equity Action plan aimed at 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.
Attendance and Assignments: Students are expected to attend every class session. Absences should be used for rare and unusual circumstances. Students who are unavoidably absent because of illness or disability should report to the instructors upon return to class. Attendance will be taken during each class session. Students are asked to conduct themselves with professional integrity when completing the attendance sheet.

The University accommodates students whose religious obligations conflict with attendance, submitting assignments, or completing scheduled tests and examinations. Please let your instructors know in advance, preferably in the first week of class, if you 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. Subject to the accommodations above, **there will be no extensions for assignments. Late assignments will not be accepted.**

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 Honesty and Integrity: All work submitted in this course must be our own and it must be produced specifically for this course. (If you wish to incorporate some of your prior work into a course assignment, you must have prior approval of the instructors). All sources used in your work (ideas, quotes, paraphrases, etc.) must be properly acknowledged and documented.

It is plagiarism to lift words, sentences, and paragraphs from websites, books and journals or to summarize another person’s ideas and present them as yours without proper citations. It is plagiarism to use another student’s work (current or past) as your own.

Violations of academic honesty will be taken seriously. 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. Consequences may include failure in the course and suspension from your academic program.

Access and Disability Accommodations:

UBC School of Social Work and the instructor/teaching assistants for this course are committed to providing accommodations for students with disabilities. Accommodations are collaborative efforts between students, faculty, and the Access and Disability Office. Students with accommodations approved through the Access and Disability Office are responsible for contacting the course instructors prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet registered with the Access and Disability Office should do so immediately ([http://you.ubc.ca/ubc-life/campus-community/students-disabilities/](http://you.ubc.ca/ubc-life/campus-community/students-disabilities/)).

Protecting Confidentiality:

The student must respect all guidelines of confidentiality as outlined in the Canadian Association of Social Workers (CASW) Code of Ethics ([https://casw-acts.ca/en/Code-of-Ethics](https://casw-acts.ca/en/Code-of-Ethics)). No information that could potentially identify a client of any service system will be used in class discussions or assignments. If case material or client information are incorporated into papers, assignments, and/or the classroom, it is necessary to comply with agency policies about confidentiality and to always disguise case material.

For all assignments, your work is respected as private. However, if the instructors/teaching assistant have reason to believe your professional and/or academic development are of concern, or if client safety is a concern, a copy of your work (including work that is spoken) may be retained and/or shared with
other faculty, program administrators, or any other person who may need to be involved as part of the process of resolution.

**Course Context and Prerequisites:**

This course is required for completion of the BSW Program. SOWK 335 is a two term continuous course series. You must successfully complete Term 1 before continuing into Term 2.

**Required Texts (for use during Term 2):**


*This text will also be used in Term 2*


*This text will also be used in Term 2*


**Other readings are in eBooks and ejournals and can be found on the UBC Library website.**

**Student Evaluation:**

This course emphasizes the process of learning, collectively and individually. While the instructor and students recognize the importance of grades as a formal measure of achievement in a course, students are encouraged to work to their fullest potential and measure their success individually and not in comparison to other learners.

It is anticipated that as learners in a terminal professional degree bachelor program, you are interested in attending and participating actively and that you will be prepared to do so upon arrival at each class session. As such, there will not be a grade assigned for attendance and participation. The instructors will not make judgments about the reason for absences but does appreciate receiving communication ahead of your absence. A significant amount of learning takes place during class; you are responsible for understanding the material covered during your absence and obtaining any in-class handouts.

Late papers/assignments are not accepted in this course. (With rare exception and prior approval by the instructors, assignments can be submitted one week late for extraordinary circumstances only.) Incomplete Grades are strongly discouraged and are granted in only extraordinary circumstances. If you recognize the need to request an incomplete grade, a formal letter must be written and submitted to the instructors prior to the final class session. Grading criteria are as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
</tr>
</thead>
<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>73.5</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>
</tbody>
</table>
Evaluation of student performances will be based on assignment completion during Term 2 and weighted in the following way:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1</td>
<td>The Spirit Catches You: A Case Study</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>Social Analysis Presentation</td>
<td>25%</td>
</tr>
</tbody>
</table>

* Please see SOWK335 Assignment Addendum for specific details on assignments, weighting, submission and grading*

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**Course Schedule: Term 2**

The course starts by situating each participant in the course in their lived experiences. Introducing a structural and critical framework to understand intersectionality of oppressions and conduct a social analysis as it applies to social work practice. Afterward, the course moves into sections structured around each of the case studies. In between case studies, the instructors will 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.

**Week 1: January 11**

Course Introduction, Expectations, Intention Setting

(Lead Instructor: CB & TM, Guest Lecturer: Marie Nightbird)

- **Read**
  1. Review Syllabus and Assignment Addendum

- **Watch/Listen**

- **Do**
  1. Come prepared to ask clarifying questions regarding syllabus and assignments
  2. Compreh prepared to discuss the CASW statement on respect in your discussion groups

**Week 2: January 18**

Ability/Disability

(Lead Instructor: CB)

- **Read**
  1. Thompson (2016). Ch. 6: Disability and Social Handicap

- **Watch/Listen**
  1. Inclusion, belonging and the Disability Revolution [https://www.youtube.com/watch?v=VAM9nh8WC-8](https://www.youtube.com/watch?v=VAM9nh8WC-8)

- **Do**
  1. Visit and explore the website of the Canadian Human Rights Commission Disability Rights: [https://www.chrc-ccdp.gc.ca/eng/content/persons-disabilities](https://www.chrc-ccdp.gc.ca/eng/content/persons-disabilities)

**Week 3: January 25**

Ability/Disability

(Lead Instructor: CB with Guest Lecturer)

- **Read**
  1. Al-Krenawi, Graham & Habibov (2016), Ch. 14: Working with Individuals with Disabilities and Their Families

- **Watch/Listen**
  1. Watch this video of update on the United Nations Convention on the Rights of Persons with Disabilities [https://www.youtube.com/watch?v=hqzF4IDaiYE](https://www.youtube.com/watch?v=hqzF4IDaiYE) . If you don’t know about the Convention, do some internet research!

- **Do**
Week 4: Feb 1  
**Spirituality/Religion**  
(Lead Instructor: CB)

- **Read**
  1. Thompson (2016). Ch. 8: Faith and religious discrimination
  2. Al-Krenawi, Graham & Habibov (2016). Ch. 11: Spirituality, Religion and Diversity

- **Watch/Listen/Do**
  1. Visit the following website: [http://thefaithproject.nfb.ca/](http://thefaithproject.nfb.ca/) and watch at least 4 stories of faith films

Week 5: Feb 8  
**Spirituality/Religion**  
(Lead Instructor: CB with Guest Lecturer)

- **Read**

- **Watch/Listen**
  1. Listen to the following podcast: [http://socialworkpodcast.blogspot.ca/2010/05/incorporating-religion-and-spirituality.html](http://socialworkpodcast.blogspot.ca/2010/05/incorporating-religion-and-spirituality.html)

- **Do**

Week 6: Feb 15  
**Immigration/Refugee & Discussion of Case Study**  
(Lead Instructor: Teaching Assistant TM)

- **Read**
  1. Fadiman (2013). The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures
  2. Al-Krenawi, Graham & Habibov (2016). Ch. 10: Narratives as Tools in Intercultural Intervention with Immigrant and Refugee Populations

- **Do**

Week 7: March 1  
**International Perspectives**  
(Lead Instructor: Teaching Assistant TM with Guest Lecturer)

- **Read**
  2. TBA- TM

- **Watch/Listen/Do**
  1. Visit the United Nations website and explore (at least) three of the global issues sections that interest you most:  

Week 8: March 8  
**Classism**  
(Lead Instructor: Teaching Assistant TM)

- **Read**

- **Watch/Listen**

- **Do**
Week 9: March 15  
Ageism  
(Lead Instructor: Teaching Assistant TM)

- Read  
  1. Thompson (2016). Ch. 5: Ageism and alienation  

- Watch/Listen  

- Do  

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Week 10: March 22  
Student Presentations  
(Lead Instructors: CB & Teaching Assistant TM)

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Week 11: March 29  
Student Presentations  
(Lead Instructor: CB & Teaching Assistant TM)

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Week 12: April 5  
Reflection & Celebration!
Assignment Addendum: Term 2, 2018
Christiana Bratiotis, Ph.D., MSW
Tamara Miskovic,

In this term, there are two primary assignments on which the course grade is calculated:

Assignment 1: *The Spirit Catches You: A Case Study*  25%
Assignment 2: Social Analysis Presentation 25%

All written assignments should adhere to the APA Writing Guide, 6th Edition. This includes but is not limited to APA formatting, font, text size, spacing, page numbering and reference citation. It is expected that students have a title page with running head, per APA. An abstract however is not required for any assignment.

Assignments in this course are graded on both content (thoroughness, clarity, completeness, depth, substantiation) and style and organization (grammar, spelling, editing, cohesion, clarity, creativity, APA style). Specifically, assignments should be:

- Relevant and understandable with logical flow and organizational structure
- Smooth and clear with transitions between/among ideas
- Clear and cohesive
- Interesting, independent and creative
- Salient and appropriately use the literature in support of your arguments
- Expressions of your thoughts and beliefs, using your voice

Students are welcome to visit with the instructor/teaching assistants in advance of submission deadline (details provided in class). For assistance with writing, please consider the following resources:

- Writing assistance at UBC [http://learningcommons.ubc.ca/improve-your-writing/](http://learningcommons.ubc.ca/improve-your-writing/)
- Online Writing Lab (OWL) at Purdue [http://owl.english.purdue.edu/owl](http://owl.english.purdue.edu/owl)

The best resource is the American Psychological Association *Publication Manual* (6th edition). It is not available on-line. You can find a copy at the UBC library or you may wish to purchase a copy for yourself.
Assignment #1: *The Spirit Catches You: A Case Study*

Due: February 15th – 25% of your grade

This assignment is an opportunity for you to synthesize your learning by closely engaging with another case study. In this instance, Fadiman’s story is a case for study of ethnicity, class, ability/illness, spirituality and the intersection of these and other social locations.

This assignment is limited to 5 pages in length and must incorporate a minimum of 4 citations in addition to Mock’s book (all can be from course readings or other credible sources or a combination). Please do not use direct quotes from any source. Paraphrase or summarize the ideas and present them in your words with proper citation.

The aim is for you to integrate the ideas you're encountering in this course with this case. The more of you that is present in this reflective paper, the better. Strive to bring your authentic self and your honest read of Fadiman’s book.

This is not a book report. This is a synthesis of knowledge. Your assignment should be centered around one of the following two topical areas:

1. The social workers in the case made choices which differed significantly from those made by other professionals. Why? What social anlaysis framework appears to drive the social work interventions in the book? How is the framework distinct from the one held by the medical personnel?

2. Identify one micro, one meso and one macro social issue illuminated in the case study and then suggest one practice and one policy change for each issue.

Please overtly state the theme (one of the two listed above) for the reader at the beginning of the assignment. Your assignment can evolve in whatever direction you wish, however; it is imperative you have a logical and organized flow around your central theme.
Assignment #2: Social Analysis Presentation
Due: March 22nd or 29th -- 25% of your grade

This assignment is an opportunity for you to conduct a social analysis of your practicum agency/organization. This investigation and analysis will be guided by a social analysis framework prepared for this purpose by the course instructors and distributed to you in class.

You will present your work in a 3-5 minute (maximum) oral presentation delivered to your classmates and the instructors near the end of the academic term. There will be no written document other than a reference page (APA format) submitted to the course instructional team. You must have a minimum of 6 sources, one of which is personal communication with your practicum supervisor/agency representative.

Your grade will be based on the average of 2 scores (using the standard grading scale) issued by members of the teaching team following your oral presentation. Presentations may not include media or presentation platforms such as PowerPoint or prezi.

Your grade will be based on the following rubric:

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preparation and time limit</td>
<td>15</td>
</tr>
<tr>
<td>Social analysis criteria</td>
<td>45</td>
</tr>
<tr>
<td>Practice and policy recommendations</td>
<td>25</td>
</tr>
<tr>
<td>Resource document</td>
<td>15</td>
</tr>
</tbody>
</table>

100

Presentation sign-ups will occur in class. Once you've selected a presentation day, you are committed to that choice. If you are absent or otherwise fail to present your analysis on your selected day you will receive 0% for this assignment.