

School Vision: Building upon a foundation of social justice and 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.

YEAR/TERM: 2018 - 19 Winter
COURSE TITLE: SOWK 550: Social Work and Social Justice
COURSE SCHEDULE: Wednesdays, 1:00-4:00pm, Term 1
COURSE LOCATION: Jack Bell Building, Room 200

INSTRUCTOR(S)	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Dr. Tim Stainton	Room 234	By appointment	604-822-9674	timothy.stainton@ubc.ca
TEACHING ASSISTANT	OFFICE LOCATION	OFFICE HOURS	TELEPHONE NUMBER	E-MAIL ADDRESS
Lutze B. Segu	n/a	By appointment	n/a	l.segu@alumni.ubc.ca

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 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.
- Students will learn how to apply social justice principles in their social work practice.

UNIVERSITY 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)

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.

Retaining 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. 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.

COURSE POLICIES

ATTENDANCE

The attendance policy is in the student handbook on page 11: <https://socialwork.ubc.ca/current-students/>.

The School considers class attendance to be an essential component of integrated learning in professional social work education. Therefore, regular attendance is *required* in all social work courses. Instructors may count repeated late arrivals or early departures as an absence, and a meeting should be setup to discuss this with the student.

The University accommodates students with disabilities who have registered with Access and Diversity. Students, who will require accommodation for attendance due to disability, are encouraged to inform the instructor, and if necessary, to contact Access and Diversity preferably not later than the first week of class. The School will also accommodate religious observance, according to University Policy 65, and students are expected to inform the instructor. Students who wish to be accommodated for unavoidable absences due to varsity athletics, family obligations, or other similar commitments, must notify their instructors in writing at least two weeks in advance, and preferably earlier. This reflects expectations for professional social workers in their place of employment.

If students miss three or more classes, they may be considered to have not met the requirements of the course. If students have valid reasons, they could be withdrawn from the course with the approval of the instructor – otherwise, they would fail the course.

SUBMITTING ASSIGNMENTS:

Assignments are due as noted in this course outline, unless otherwise informed by the instructor. Assignments are to be emailed to both the Instructor and TA by midnight on the due date.

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

LATE ASSIGNMENTS:

Generally, late assignments will not be accepted. In emergency situations, students must discuss any potential lateness with their instructor and be prepared to have a medical certificate available. Assignments submitted after the deadline with no documentation will be penalized by one percentage point per day.

FORMAT OF THE COURSE:

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 5-8 other students. Groups will be formed in the first week on the basis of a substantive practice or policy interest.

REQUIRED TEXTBOOK:

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. 2012. *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.)

COURSE SCHEDULE

SESSION 1:	September 5, 2018
TOPIC:	Introduction to course; What is Social Justice? Equality and Recognition Guest: MCFD presents projects
READING:	What is Justice: Crash course Philosophy https://www.youtube.com/watch?v=H0CTHVCKm90 The International Forum for Social Development (2006) <i>Social Justice in an Open World: The Role of the United Nations</i> . New York: United Nations (Intro & Chap 1) http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf Fraser, Nancy (1996) <i>Social Justice in the Age of Identity Politics: Redistribution, Recognition, and Participation</i> . 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
SESSION 2:	September 12, 2018
TOPIC:	Human Rights and Human Needs
READING:	Ife: Chapters 1, 2 & 5: 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) Skegg, A-M., (2005). Brief Note: Human rights and social work: A western imposition or empowerment to the people? <i>International Social Work</i> , Sep 2005; vol. 48.
SESSION 3:	September 19, 2018
TOPIC:	An Ethic of Care, Capabilities and Social Justice
READING:	Caputo, Richard K. (2002) <i>Social justice, the ethics of care, and market economies. Families in Society</i> , ; 83, 4; pg. 355-364 Hankivsky, Chapters 1 and 2 Ife, Chapters 1 and 2. Morris, Patricia McGrath (2002) <i>The capabilities perspective: A framework for social justice Families in Society</i> ; 83, 4; pp. 365-73

SESSION 4:	September 26, 2018
TOPIC:	Social Justice and Social Work
READING:	<p>Ife: Chapter 9, 10 & 11</p> <p>Solas, John. (2008). Social Work and Social Justice: What Are We Fighting For? <i>Australian Journal of Social Work</i>. Vol 61. # 2, 124 – 136</p> <p>Ife, Jim. (2008). Comment on John Solas. What are We Fighting For? Vol. 61, #2, 137-140.</p> <p>Hugman, Richard. (2008). Social Work Values: Equity or Equality? A Response to Solas. Vol. 61. #2, 141-145.</p> <p>Solas, John. (2008). Is Equity Just Enough for Social Work? A Response to Those Who Think it is. Vol. 61. #2, 146-149.</p> <p>Mattsson, T. (2014) Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. <i>AFFILIA: Journal of Women and Social Work</i>, 29(1), 8-17.</p> <p>Morgaine, K.(2014) Conceptualizing Social Justice in Social Work: Are Social Workers 'Too bogged down in the tress'? <i>Journal of Social Justice</i>, Vol. 4,</p>
SESSION 5:	October 3, 2018
TOPIC:	Race, Social Work and Social Justice
READING:	<p>Constance-Huggins, Monique (2012) Critical Critical Race Theory in Social Work Education: A Framework for Addressing Racial Disparities. <i>Critical Social Work</i> 13(2) http://www1.uwindsor.ca/criticalsocialwork/criticalracetheoryinsocialworkeducation</p> <p>Anne Braden-A Letter To White Southern Women http://www.newsreel.org/guides/Anne-Braden-A-Letter-to-White-Southern-Women.pdf</p> <p>Letter from a Birmingham Jail- https://web.cn.edu/kwheeler/documents/Letter Birmingham Jail.pdf</p> <p>Blitstein, Ryan (2009) Weather, The Storm. <i>Miller-McCune</i>, 2009</p>
SESSION 6:	October 10, 2018
TOPIC:	The Future of Multiculturalism - Professor Miu Chung Yan
READING:	<p>Reading: Faisal Bhabha. 2009. Between Exclusion and Assimilation: Experimentalizing Multiculturalism. 54 <i>McGill Law Journal</i> 45.</p> <p>Miu Chung Yan (2009) <i>The Canadian Multiculturalism Act and Beyond: Managing Diversity through a Human Rights Approach</i> (PDF on Canvas)</p>
SESSION 7:	October 17, 2018
TOPIC:	Social Justice and First People - Prof. Richard Vedan, Elder Scholar
READING:	<p>Johnson, Shelly (Mukwa Musayett) (2016) Indigenizing Higher Education And The Calls To Action: Awakening to personal, political, and academic responsibilities. <i>Canadian Social Work Review</i>, Volume 33, Number 1 (2016) / <i>Revue canadienne de service social</i>, volume 33, numéro 1.</p> <p>Truth and Reconciliation Commission of Canada: Calls to Action</p>

	http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf
SESSION 8:	October 24, 2018
TOPIC:	Disability and Justice
READING:	<p>I'm not your inspiration https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much</p> <p>Disability, Normalcy, and the Tyranny of Rehabilitation - Excerpts (11:09) https://www.broadreachtraining.com/index-videos/#anchor-rd</p> <p>Silvers, Anita and Francis, Leslie P., (2005) Justice Through Trust: Disability and the 'Outlier Problem' in Social Contract Theory (). <i>Ethics</i>, Vol. 116, No. 1, pp. 40-77, 2005.</p> <p>Stainton, Tim (2017) Moving towards full citizenship and inclusion for people with intellectual Disabilities, <i>Research and Practice in Intellectual and Developmental Disabilities</i> 4:1, 1-3, DOI: 10.1080/23297018.2017.1312505</p>
SESSION 9:	October 31, 2018 (boo)
TOPIC:	Social Justice and LGBTQ+ Communities
READING:	TBD
SESSION 10:	November 7, 2018
TOPIC:	Social Justice and Post Conflict Societies – Professor Pilar Riano-Alcala
READING:	Review http://reconstructinghistoricalmemory.com/
SESSION 11:	November 14, 2018
TOPIC:	Social Determinants of Health and Poverty
READING:	<p>Hankivsky: Chapter 6</p> <p>Moniz, C. (2010). Social work and the social determinants of health perspective: good fit. <i>Health & Social Work</i>, 35 (4): 310-313.</p> <p>Engster, D (2014) The social determinants of health, care ethics and just health care. <i>Journal, Contemporary Political Theory</i>. Volume, 13. Issue number, 2 http://dx.doi.org/10.1057/cpt.2013.14</p> <p>Hoeyman, N. (2014) Gender Social and Health Disparities in Aging: Gender Inequities in Long-Term Care. <i>Generations</i> 38(4), 25 – 32.</p> <p>Review BC Poverty Reduction Strategy and BC Poverty Reduction Coalition materials: https://engage.gov.bc.ca/bcpovertyreduction/ http://bcpovertyreduction.ca/</p>
SESSION 12:	November 21, 2018
TOPIC:	Group Presentations
SESSION 13:	November 28, 2018
TOPIC:	Group Presentations Wrap-up

ASSIGNMENTS
1. ATTENDANCE AND PARTICIPATION (10%)

2. **DISCUSSION LEAD (20%):** Each member of the group will select one scholarly journal article (available electronically) and one media item (article, blogpost, video clip, podcast etc.) to discuss with the group examining social justice and the practice or policy that your group is focusing on. The article/media should be emailed to the group members, instructor and the TA at least one week before the class. The member responsible for that week is expected to lead the discussion with the group. Following the discussion the discussion lead will prepare a 250 summary of the articles/media and discussion to be submitted to the TA and Instructor. The following week.

Question to explore may include:

- What do these pieces tell us about the issue
- What theoretical positions are informing them
- What is the relevance to social work practice
- What is missing
- What counter arguments/positions are there to those presented

3. **GROUP PRESENTATIONS (30%):** Each group will prepare a 30 minute presentation (including a minimum of 5 mins. For questions/discussion) relevant to their groups focus. This can be an overview of the key issues or focus on one specific issue. Presentations should include: Defining the issue; theoretical consideration; causes; impact on individuals and communities; potential solutions; and, implications for policy and/or practice. Marking will be based on four primary criteria: how rigorous (well researched) is the content of the presentation; how well the presentation address the question of social justice (theory & practice); and the overall quality of the presentation. Presentations will take place the 21th & 28 of November.

4. **RESEARCH PAPER (40%)** 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 or area, e.g., discrimination, poverty and human rights, collective rights. **3000 WORDS MAX** to be submitted electronically. **Due December 6, 2017.**
-

UBC 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.