FACULTY OF **Arts** UBC

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.

BSW Mission Statement: The Bachelor of Social Work (BSW) program addresses issues of power and issues of discrimination based on age, race, gender, sexual orientation, class and culture. The educational objective of the BSW curriculum is to provide students with the knowledge, values and skills necessary for an initial level of professional practice, focusing on the interface between personal problems and public issues. Critical thinking and structural analysis are central to the learning experience offered by the School and to the promotion of social justice and human well-being.

Year/Term	2018-2019 (Winter)
Course Title	**SOWK 337 Culture and Race in Social Work Practice**
Course Schedule	Thu (9:00am to 12pm)
Course Location	Jack Bell Building 124

Instructors	Office Location	Office Phone	email address
Miu Chung Yan	Jack Bell 235	604 822-3332	Miu.yan@ubc.ca
Office Hours	Thu. 2:00-4:00 or by appointment (email me or see me in class)		

Teaching Assistant	Office Location	Office Phone	email address
Sara Fudjack	Jack Bell		sfudjack@mail.ubc.ca
Office Hours			

COURSE DESCRIPTION:

This course examines issues and problems inherent in practicing social work with diverse cultural and racial populations within the Canadian immigration context. This course particularly focuses on how to work cross-culturally/racially with newcomers who are now the major source of population growth in Canada and have been facing numerous challenges as new Canadians. As a foundation course, it not only investigates the service delivery dimension but also closely examines the socio-political aspects of the context and the immigration reality of Canada, in which cross-cultural/racial social work is practiced. Informed by critical cross-cultural/antiracist approaches, this course critically examines the major concepts and principles of cultures, race and ethnicity, and "being new", and their multifaceted intersection with other important social positions, particularly gender and class, which cause various forms of social marginalisation and oppression.

LEARNING OUTCOMES: After satisfactorily completing this course, you will be able to

1)   critically understand and analyse the meaning of concepts, including culture, ethnicity and race in relate to social work practice in a multicultural/ethnic/racial context;
2)   understand the challenges of and existing services for newcomers;
3)   evaluate the Canadian immigration and multicultural policies and professional responses to

newcomers, cultural differences and racism;

4)   deconstruct racism as a form of oppression, particularly from the lived experiences of visible minorities;

5)   appreciate the complexity of multiple oppressions by integrating this course with concepts and theories introduced in SOWK 335 Fundamentals of Social Analysis for Social Work;

6)   selectively apply different approaches in cross-cultural/racial practice particularly the cultural sensitive/competence model, antiracist approach and critical dialogical model and evaluate their strengths and limitations;

7)   articulate your standpoints through a reflective-dialogic engagement with other on major debates of these issues.

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.

RETURN OF MARKED STUDENT ASSIGNMENTS:
All assignments are to be submitted via the UBC Canvas course site. Assignments will be marked with track changes and comments provided in the same manner.

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

USE OF ELECTRONIC DEVICES:

As adult learner, please be respectful when bringing your electronic device to class to:
 a. take notes in class
 b. search for information directly related to the class topic, upon request of the instructor,.

However, you are expected to:
 c. Turn off the sound of your cell phone
 b. Not to take picture, or video and audio recording in class without the permission of the instructor
 c. Not to use any device for purpose that is irrelevant to the learning of current course.

Last date for withdrawal without a W on your transcript: **January 14, 2019**
Last date for withdrawal with a W instead of an F on your transcript: **January 18, 2019**

FORMAT OF THE COURSE:

This course will be conducted in lectures with on-going and open dialogues and small group discussions in classroom. Field visit will be arranged. Students are expected to actively participate in classroom and seminar discussions, personal reflection and small group projects, through which students are expected to integrate theories from the literature and their own lived experience with social work practice. Therefore, students are encouraged to express any idea, belief, thought, and feeling that will result in sincere engagement and critical inquiry with members of the class. The roles of the instructor are to provide guidance for a systematic learning process of individual students and to facilitate the dialogical reflection process within individual and among the group of students.

Ground Rules for Dialogue and Interactive Learning:
1. Be respectful
2. Active listening
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Acknowledge oppression exists
6. Distinguish emotion from reasoning
7. Recognising the limit of safe space and confidentiality

REQUIRED TEXTBOOK AND READINGS:

1. **Textbook:** Yan, M.C. & Anucha, U. (Ed) (2017). *Working with Immigrants and Refugees: Issues, Theories, and Approaches for Social Work and Human Service Practice*. Don Mill: Oxford University Press.

2. Readings with **"*"** can be downloaded from UBC Library's ejournal link.
3. Readings with **"^"** will be disseminated to you through UBC Canvas.

4. **Reference readings** (optional) can be found in the Koerner Library:
   a) Al-Krenawi, A. Graham, J.R. & Habibov, N. (Ed.) (2016). Diversity and Social Work in Canada, Don Mills, Oxford University Press.
   b) Bauder, H. (2012). *Immigration & Settlement: Challenges, Experiences, and Opportunities.* Toronto: Canadian Scholars Press.
   c) Fleras, A. (2012). *Unequal Relations: An Introduction to Race and Ethnic Dynamics in Canada* (7th ed.). ON, Toronto: Pearson.
   d) Fleras, A. (2014). Racisms in a Multicultural Canada: Paradoxes, Politics, and Resistance. Waterloo, Ont: Wilfrid Laurier University Press
   e) Henry, F, Tator, C., Mattis, W. & Rees, T. (2000) *The Colour of Democracy: Racism in Canadian Society*, (2nd edition), Toronto: Harcourt Brace Canada.
   f) Johnson, A. G. (2006). *Privilege, Power and Difference* (2nd ed.). New York, NY: McGraw Hill.
   g) Lum, D. (Ed.). (2011). *Cultural Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues* (4th ed.). Belmont, CA: Brooks/Cole.
   h) Satzewich, V.N. & Liodakis, N., (2013). *Race & Ethnicity in Canada*, Don Mills, Ont.: Oxford University Press.

Resource for understanding Canadian immigration policies and programs, please refer to:

1. Immigration, Refugee and Citizenship Canada at https://www.canada.ca/en/services/immigration-citizenship.html -- the federal government department in charge of immigration policies and programs.
2. Affiliation of Multicultural Societies and Service Agencies of BC at https://www.amssa.org/resources/ -- the umbrella organization of BC settlement service agencies. Check particularly its Migration Matters Info Sheets and Cultures West Magazines.
3. Metropolis Working Paper Series at (MBC) http://mbc.metropolis.net/resources-wp.html, and (CERIS) http://www.ceris.ca -- research and academic sites with many good reports of Canadian immigrant studies.
4. Canada Council for Refugees at http://ccrweb.ca/ -- the national watch-dog organization advocating for refugees and immigrants.
5. UNHCR at http://www.unhcr.org/cgi-bin/texis/vtx/home -- United National Agency
6. International Organization of Migration: http://www.iom.int/ -- International watchdog organization with rich resources regarding international migration.

Government and official documents:

1. Canadian Charter of Rights and Freedoms: http://laws-lois.justice.gc.ca/eng/Const/page-15.html.
2. Canadian Multiculturalism Act: (Access: http://laws-lois.justice.gc.ca/eng/acts/c-18.7/.)
3. British Columbia Multiculturalism Act (http://www.bclaws.ca/EPLibraries/bclaws_new/document/ID/freeside/00_96321_01)

4. Canadian Human Rights Act (http://laws-lois.justice.gc.ca/eng/acts/h-6/)
5. Employment Equity Act (http://laws-lois.justice.gc.ca/eng/acts/E-5.401/index.html)
6. Immigration and Refugee Protection Act (Access: http://laws-lois.justice.gc.ca/eng/acts/I-2.5/.
7. UN Convention and Protocol Relating to the Status of Refugees: http://www.unhcr.org/en-us/protection/basic/3b66c2aa10/convention-protocol-relating-status-refugees.html
8. Please also check out IRCC website: http://www.cic.gc.ca/english/refugees/outside/index.asp for Government Assisted Refugees and Privately Sponsored Refugees.

COURSE SCHEDULE

SESSION 1:	January 3, 2019
TOPIC:	a. Introduction of Course b. Theories of Migration
READING:	Textbook: Introduction Chapter and Chapter 1

SESSION 2:	January 10, 2019
TOPIC:	Immigration in Canadian Context: History and Policies
READING:	Textbook: Chapter 2 and also 1. *Fleras, A. (2014) Chapter 12, Official multiculturalism: Anti-racism, or another racism in *Racism in a Multicultural Canada: Paradoxes, Politics, and Resistance* (pp. 243-262). Waterloo, ON: Wilfrid Laurier University Press. (Available in UBC Lib as an e-book). *(Note: After you download the chapter, please return the book immediately for your classmates' access.)*

SESSION 3:	January 17, 2019
TOPIC:	Challenges for Newcomers to Canada
READING:	Textbook: Chapter 5, 6 and 7 Optional readings: AMSSA, Migration Matters: Immigration Numbers and Statistics – Trends for Canada and BC: http://www.amssa.org/wp-content/uploads/2015/05/AMSSA-Info-Sheet-Issue-2-Final.pdf

SESSION 4:	January 24, 2019
TOPIC:	Agency Visit: MOSAIC This class will be held at MOSAIC located at 5575 Boundary Road, Vancouver, B.C., Canada, V5R 2P9, which is 10-minute walk from either Joyce or Patterson Station.
READING:	Textbook: Chapter 4 and also 1. Smith, S. (2010). *CIC's Modernized Approach to Settlement Programming: A Brief Description*. International Settlement Canada, 23(3): 1-4. (http://www3.carleton.ca/cimss/inscan-e/v23_3e.pdf)

	2. AMSSA (2016), Migration Matters, *Special Edition: Local Immigration partnerships*:http://www.amssa.org/wp-content/uploads/2016/08/Infosheet33_LIPs.pdf.
SESSION 5:	**January 31, 2019**
TOPIC:	Agency Visit: ISSBC
	This class will be held at ISSBC located at 2610 Victoria Dr, Vancouver, BC V5N 4L2. It is 5-minutes from the Broadway and Commercial Skytrain Station.
READING:	Textbook: Chapter 15 and also
	1. AMSSA Migration Matters (2017): *Integration Outcomes of Resettled Refugees:* http://www.amssa.org/wp-content/uploads/2017/06/Infosheet38_resettled_refugees.pdf
	2. AMSSA (2013). Info Sheet: *Refugees – Statistics & Trends in Canada and BC*: http://www.amssa.org/wp-content/uploads/2015/08/AMSSA-Info-Sheet-Issue-8-Refugees-–-Statistics-Trends-in-Canada-and-BC.pdf
SESSION 6:	**February 7, 2019**
TOPIC:	a. Agency Visit: Debriefing
	b. Culture, Ethnicity and Being New
READING:	1. *Singer, M.K. (2012). Applying the concept of culture to reduce health disparities through health behaviour research. *Preventive Medicine. 55*: 356-361.
	2. *Qin, D.B. et al (2015). "My culture helps me make good decisions": Cultural adaptation of Sudanese refugee emerging adults. *Journal of Adolescent Research,* 30(2): 213-243.
	3. * Park, Y. (2005). Culture as deficit: A critical discourse analysis of the concept of culture in contemporary social work discourse. *Journal of Sociology & Social Welfare, 32*(3), 11-33.
SESSION 7:	**February 14, 2019**
TOPIC:	a) *Mid-term examination (in-class, one hour)*
	b) Language and Use of Interpreters (Young Joe)
READING:	1. *Westlake, D. & Jones, R.K. (2017). Breaking down language barriers: A practice-near study of social work using interpreters. *British Journal of Social Work, 48*(5): 1388-1408. doi: 10.1093/bjsw/bcx073
	2. *Schapira, L., Vargas, E., Hidalgo, R., Brier, M., Scanchez, L., Hobrecker, K., et al. (2008). Lost in translation: Integrating medical interpreters into multidisciplinary team. *The Oncologist,* 13, 586-592.
	February 21, 2019 (Mid-term Break)
SESSION 8:	**February 29, 2019**

TOPIC:	Race and Racism in Social Services
READING:	1. *Franklin, A.J., Boyd-Franklin, N. & Kelly, S. (2006). Racism and invisibility: *Journal of Emotional Abuse, 6*(2-3), 9-30. 2. *Hoyt Jr., C. (2012). The pedagogy of the meaning of racism: Reconciling a discordant discourse. *Social Work, 57*(3): 225-234. 3. *Lee, E., & Bhuyan, R. (2013). Negotiating within whiteness in cross-cultural clinical encounters. *Social Service Review, 87*(1), 98-103. 4. *Blitz, L.V. (2008). Owning whiteness. *Journal of Emotional Abuse. 6*(2-3): 241-263.
SESSION 9:	**March 7, 2019**
TOPIC:	Social Work Approaches in Working with Immigrants and Refugees
READING:	Textbook: Chapter 3 and Conclusion Chapter (and sections of social work practice in from chapter 8 to 15) and also 1. *Horevitz, E., Lawson, J., & Chow, J.C.C. (2014). Examining cultural competence in health care: Implications for social workers. *Health and Social Work, 38*(3): 135-145. 2. *Kirmayer, L.J. (2012). Rethinking cultural competence. *Transcultural Psychiatry. 49*(2):149-164. 3. *Foronda, C., Baptiste, D-L., Reinholdt, M.M., & Ousman, K. (2016). Cultural humility: A conceptual analysis. *Journal of Transcultural Nursing. 27*(3): 210-217. 4. *Fisher-Borne, M., Cain, J.M. & Martin, S.L. (2015) From Mastery to Accountability: Cultural Humility as an Alternative to Cultural Competence, *Social Work Education*, 34:2, 165-181, DOI: 10.1080/02615479.2014.977244 5. *Mkandawire-Valhmu, L. (2018). Chapter 3: Cultural Safety in Cultural Safety, Healthcare and Vulnerable Populations: A Critical Theoretical Perspective (pp.31- 48). London: Routledge. (*Note: After you download the chapter, please return the book immediately for your classmates' access*.) 6. *Alvarez-Hernandez, L.R. & Choi, Y.J. (2017). Reconceptualizing Culture in Social Work Practice and Education: A Dialectic and Uniqueness Awareness Approach, Journal of Social Work Education, 53:3, 384-398, DOI: 10.1080/10437797.2016.1272511 7. *Kolivoski, K.M., Weaver, A., & Constance-Huggins, M., (2014). Critical race theory: Opportunities for application in social work practice and policy. *Families in Society, 95*(4): 269-276. 8. *Corneau, S., & Stergiopoulos, V. (2012). More than being it: Anti-racism and anti-oppression in mental health services. Transcultural Psychiatry, 49(2) 261-282.
SESSION 10:	**March 14, 2019**
TOPIC:	Social Work Approaches in Working with Immigrants and Refugees
READING:	Same as last week.

SESSION 11:	March 21, 2019
TOPIC:	Power, Intersectionality and Reflexivity: Re-examine the Tool of Helping
READING:	1. ^Yan, M.C. (2016). Multiple Positionality and Intersectionality: Towards a Dialogical Social Work Approach. In Al-Krenawi, A. Graham, J.R. & Habibov, N. (Ed.). *Diversity and Social Work in Canada* (pp. 114-138). Don Mills, Oxford University Press. 2. *Houston, S. (2015). Enabling others in social work: reflexivity and the theory of social domains. *Critical and Radical Social Work, 3*(2): 245-260. 3. *Tew, J. (2006). Understanding power and powerless: Towards a framework of emancipatory practice in social work. *Journal of Social Work, 6*(1): 33-51.
SESSION 12:	March 28, 2019 (9:00 to 12:30)
TOPIC:	Project Interviews
READING:	
SESSION 13:	April 4, 2019
TOPIC:	Revision and Conclusion
READING:	1. *Carroll, J., & Minkler, M. (2000). Freire's message for social workers. *Journal of Community Practice. 8*(1):21-36. 2. *Miller, P.M., Brown, T., & Hopson, R., (2011). Centering love, hope, and trust in the community: Transformative urban leadership informed by Paulo Freire. *Urban Education, 46*(5): 1078-1099. 3. *Schatz, M., Furman, R., & Jenkins, L.E. (2003).Space to grow Using dialogue techniques for multinational, multicultural learning. International Social Work, 46(4): 481-494.

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ASSIGNMENTS

Midterm Examination (30%)

This is a one-hour open book examination. Questions will be based on a case study. Students are expected to apply what they have learned up to February 7 to analyze the case study and answer the questions. Please bring a laptop computer for writing the examination.

Group Project (30%): Proposal Due on March 21 (11:00pm)

Students will be divided into 10 groups (5-6 people per group). Each group will be randomly assigned to develop a program proposal that will meet one of identified needs of immigrants and refugees as listed below. The program can be a short-term group, a training program, or a community event. A proposal template will be provided. The proposal will be reviewed by the instructor, TA and at least one social service practitioner who has worked extensively with immigrants and refugees. Each group will have 10 minutes to clarify and promote their proposal to the reviewers on March 28.

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1) Housing needs for low income immigrants and refugees

2) Employment for immigrant women

3) Seeking service for disable members

4) Social isolation of older immigrants

5) Identify crisis of LGBTQ youth

6) Intergenerational conflict between immigrant parents and children growing up in Canada

7) Domestic tension due to changing of woman's role

8) Mental health needs of immigrant men

9) Labour rights of temporary foreign workers

10) Building welcoming community

The final grade of the proposal will be based on two scores:

a. Average score of all reviewers (80%): The reviewers will evaluate each proposal based on a) accurate articulation of needs, b) relevance of program objectives, c) suitability of activities proposed, d) feasibility in actualizing the proposed project, and e) clarity of writing.

b. Average score from teammates' evaluation (20%): Each team members will assign a percentage (out of 100) to other teammates to reflect their contribution to the project.

Final Examination (40%)

This is a two-hour open book examination. Students are expected to apply what they have learned in this course to analyze one case study and answer the questions. Please bring a laptop computer for writing the examination.

UBC 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.