

	THE UNIVERSITY OF BRITISH COLUMBIA School of Social Work Course Outline - SOWK 514A – Feminism: Implications for Social Work Praxis
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The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people.

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.

Year/Term	Winter 2020, Term 2
Course Title	SOWK 514A – Feminism: Implications for Social Work Praxis
Credit Value	3
Course Schedule	Wednesday, 1 – 4pm
Course Location	Room 224, Jack Bell Building

Instructor	Office Location	Office Phone	e-mail address
Dr. Deborah O’Connor	Room 332	604-822-5026	Deborah.oconnor@ubc.ca
Office Hours	By appointment		

COURSE DESCRIPTION:

The purpose of this course is to develop an understanding of various feminist perspectives as they apply to Social Work practice. Interdisciplinary knowledge is drawn on to integrate factors of gender, class, race and sexual orientation. Emphasis is on connections between cultural beliefs, economic and political structures and the personal and social problems of women. Forces in contemporary western societies that define create and maintain psychosocial distress for women will be examined. Analysis will explore the reasons that social services disproportionately serve a female population. The implications of feminist theory for social work strategies will be pursued. A specific objective of the course is to increase the abilities of participants to use themselves personally and professionally with and for women.

MISSION & OBJECTIVES:

“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”.

Consistent with this mission, the objectives of this course are as follows:

1. Increase understanding of the historical roots of feminism, the different strands of feminisms, and the philosophical underpinnings associated with feminist perspectives as they have shaped - and are shaping - Social Work practice.
 2. Develop the ability to think critically about Social Work theory, policy and practice drawing on ideas associated with feminist theories and praxis.
 3. Promote confidence and competence in doing critical Social Work practice.
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LEARNING OUTCOMES:

1. You will be able to articulate three ways that feminist thought has contributed to Social Work critical analysis and practice;
 2. You will be able to apply feminist theory to your practice;
 3. you will be able to critically analyze a case using critical feminist theory.
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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.

Support: UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available at:

<https://senate.ubc.ca/policies-resources-support-student-success>

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.

LEARNING ANALYTICS:

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. No learning analytics are being used in this class.

COPYRIGHT:

All materials of this course (course handouts, lecture slides, assessments, course readings, etc.) are the intellectual property of the Course Instructor or licensed to be used in this course by the copyright owner. Redistribution of these materials by any means without permission of the copyright holder(s) constitutes a breach of copyright and may lead to academic discipline. Students are not permitted to record classes.

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:

Assignments are expected to be submitted on time. 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 may be penalized by one percentage point per day.

FORMAT of COURSE: Seminar/ Informal Discussion

The course will begin by examining the roots of feminisms in order to highlight the key concepts that feminism brings to Social Work practice. It will then focus on considering how these ideas inform understanding and practice. This course will be offered as a seminar, relying heavily upon class discussions.

REQUIRED TEXTBOOK(S):

Many of the readings will come from the recently edited text:

Wendt, S., & Moulding, N. (Eds.). (2016). *Contemporary feminisms in **social work practice***. London: Routledge

This book is available in the UBC library as an e-book.

Because feminism always begins with ourselves, we will also be reading the following and discussing it as a group. It may help with the journaling exercise.

Ahmed, S. (2017) *Living a Feminist Life*. Durham and London: Duke University Press.

This book is available through Amazon.ca as both a soft cover (takes about two days for delivery) or as an e-book.

These readings will be supplemented with additional weekly readings identified by the instructor and/or other students.

COURSE SCHEDULE:

Week 1:	Jan. 8
TOPIC:	Introduction – What is the point of a graduate course on feminism in Social Work? (Or “Haven’t we already ‘won’ that battle?”)
Week 2:	Jan. 15
TOPIC:	Laying the foundation: A historical overview of feminist theory and it’s place in Social Work
READING:	Wendt & Moulding, chapters 1&2 Ferguson, K. (2017) Feminist Theory Today Annu. Rev. Polit. Sci. 20:269–86 Ahmed,S., Introduction
Week 3:	Jan. 22
TOPIC:	Key contributions: The Personal is Political
READING:	*Haraway, D1 . (1988) Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective Feminist Studies, Vol. 14, No. 3 pp. 575-599 Hall, S. (2018 - in press) The personal is political: Feminist geographies of/in austerity. Geoforum Rogan, F. & Budgeon, S. (2018) The Personal is Political: Assessing Feminist Fundamentals in the Digital Age. Soc. Sci. 2018, 7(8), 132; https://doi.org/10.3390/socsci7080132 Ahmed, S. , chapter 1
Week 4:	Jan. 29
TOPIC:	Key contribution: Power and Intersectionality
READING:	*Crenshaw, Kimberlé. 1991. Mapping the Margins: Intersectionality, Identity, and Violence Against Women of Color. Stanford Law Review, 43~6! 1241–1300. Hill-Collins, P (2015) Intersectionality’s Definitional Dilemmas Annu. Rev. Sociol. 2015.41:1-20 McCall, L. (2005) The Complexity of Intersectionality Signs, Vol. 30, No. 3 pp. 1771-1800 Stable URL: http://www.jstor.org/stable/10.1086/426800 Ferguson, K. (2017) Feminist Theory Today Annu. Rev. Polit. Sci. 20:269–86 (If you haven’t already read it, and/or consider re-reading) Ahmed, chapter 2 <u>Also Recommended:</u> Cho, SI., Crenshaw, K. & McCall, I (2013) “Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis,” Signs: Journal of Women in Culture and Society 38 (4): 785-810. Nayak, S. (Ed.), Robbins, R. (Ed.). (2019). Intersectionality in Social Work. London: Routledge. (Downloadable through UBC library)

¹ Classical readings are identified using an *

Week 5:	Feb 5
TOPIC:	Key contributions: Relational care and autonomy
READING:	<p>Wendt & Moulding, chapter 3 Mackenzie, C. (2018 - in press) Feminist innovation in philosophy: Relational autonomy and social justice, Women's Studies International Forum. Downie, Jocelyn & Llewellyn, Jennifer (2008) Relational Theory and Health Law and Policy. Health Law Journal; g. 193</p> <p><u>Other Suggested Readings</u> Sherwin, S. & Stockdale, K. (2017) Whither Bioethics Now?: The Promise of Relational Theory IJFAB: International Journal of Feminist Approaches to Bioethics, Volume 10, Number 1, Spring 2017, pp. 7-29</p>
Week 6:	Feb. 12
TOPIC:	Examining the link between feminism and Social Work Practice Theories and Practice
READING:	<p>Eyal-Lubling, F. R. & Krumer-Nevo, M. (July, 2016) Feminist Social Work: Practice and Theory of Practice Social Work 61 (3): 245-254 Wendt & Moulding, chapters 4 &5 Sandra G. Turner & Tina M. Maschi (2015) Feminist and empowerment theory and social work practice, Journal of Social Work Practice, 29:2, 151-162, https://doi.org/10.1080/02650533.2014.941282</p>
Week 7	Feb 19
	Spring Break - no class
Week 8:	Feb. 26
TOPIC:	Integrating feminist theory into Direct Practice?
READING:	<p>Conlin, S. E. (2017) Feminist therapy: A brief integrative review of theory, empirical support, and call for new directions. Women's Studies International Forum 62, 78 - 82 Fors, Malin & Nancy McWilliams (2016) Collaborative Reading of Medical Records in Psychotherapy: A Feminist Psychoanalytic Proposal About Narrative and Empowerment <i>Psychoanalytic Psychology Vol. 33, No. 1, 35-57</i> Freedberg, S. (2007). Re-examining Empathy: A Relational—Feminist Point of View. <i>Social Work, 52(3)</i>, 251-259. Retrieved from http://www.jstor.org.ezproxy.library.ubc.ca/stable/23721116</p>
Week 9:	Mar 4
TOPIC:	Practice Issues (cont'd) – Violence

READING:	<p>McPhail, B. (2016) Feminist Framework Plus: Knitting Feminist Theories of Rape Etiology Into a Comprehensive Model, <i>TRAUMA, VIOLENCE, & ABUSE 2016, Vol. 17(3) 314-329</i></p> <p>George, J. & Stith, S. (2014) An updated feminist view of intimate partner violence. <i>Family Process 53(2)</i></p> <p><u>Dekeseredy, Walter S.</u> The Enduring Relevance of Feminist Ways of Knowing (2016) <i>Journal of Family Violence, 31 (8):</i></p>
Week 10:	Mar. 11
TOPIC:	Practice Issues (cont'd) – Feminism within the biomedical context
READING:	<p>Wacker, E. C. (2018) Application of the Feminist-Relational Model for the treatment of Subclinical Eating Disorders. <i>J. of Feminist Family Therapy, 30(2)</i></p> <p>Schultz, W. & Hunter, N. (2016) Depression, chemical imbalances and feminism. <i>J. of Feminist family therapy 28(4)</i></p> <p>Offman, A. & Kleinplatz, (2004) Does PMDD belong in the DSM? Challenging the Medicalization of women's bodies. <i>Canadian Journal of Human Sexuality, 13(1): 17-27.</i></p>
Week 11:	Mar. 18
TOPIC:	Practice Issues (cont'd) – Institutional Ethnography, Organizational Practice and Policy
READING:	<p>Susan Ramsundarsingh and Micheal L. Shier (2017) Anti-Oppressive Organisational Dynamics in the Social Services: A Literature Review. <i>British Journal of Social Work (2017) 47, 2308–2327 doi: 10.1093/bjsw/bcw174</i></p> <p>Hankivsky, O., Grace, D., Hunting, G. Giesbrecht, M., Fridkin, A., Rudrum, S., Ferlatte, O., & Clark, N. (2014) An intersectionality-based policy analysis framework: critical reflections on a methodology for advancing equity, <i>Int J Equity Health. 2014; 13: 119.</i></p>
Week 12:	Mar. 25
TOPIC:	TBD - CURRENT ISSUES
Week 13:	April 1
TOPIC:	TBD- CURRENT ISSUES
Week 14:	Apr. 8
TOPIC:	Final Class, pulling it all together. A framework for integrating ideas into practice
READING:	<p>Cree, V. (2018) Feminism and social work: Where next for an engaged theory and practice? <i>AOTEAROA NEW ZEALAND SOCIAL WORK 30(3)</i></p> <p>Wahab, S. . . Bhyuan, R., & Park, R. (2018) Feeding the Scyborgs in Social Work: Enduring Commitments That Sustain. <i>Affilia: Journal of Women and Social Work 2018, Vol. 33(3) 281-285.</i></p>

REQUIREMENTS AND ASSIGNMENTS - FOR DISCUSSION

The following are proposed as a starting point to consider what would be relevant and useful assignments for this course. I am quite open to other suggestions, we will discuss further during our first class.

Attendance and Participation: 20%

All students will be required to attend all classes and to participate in class discussion. This participation should reflect your understanding of the course materials, especially the readings, and you should come to class prepared to discuss these materials. We will work together to ensure the classroom is a respectful place that allows maximum opportunities for dialogue and interaction.

Class Reading Presentation 10%

Each student will be required to make a short analytic presentation in class (approximately 10 minutes) on a reading of your choice from the course material. You should summarize the content of the reading, assess the main points made by the author, briefly outline their contribution, i.e. the strengths and limitations, and identify at least 2 questions for class discussion.

Due: between Week 3 and 5 (to be assigned)

Weekly Journaling: 30%

Students are expected to read - and be prepared to engage with - the readings each week. To set-up classroom discussion and promote reflexive practice, weekly journals based on one's engagement with the readings will be due Tuesday morning by noon. Each week at least one student will be asked to begin the conversation by discussing some part of the content of his/her entries as a start point - note however that your journal entries will not be shared with others, only parts that you choose to share verbally. Identify new ideas that are emerging for you, questions you have, and challenges/reactions you have to the readings and previous week's discussions.

An end-of-term summary reflection will pull-together where you started, how you are thinking about things now – ie. Do you notice changes in your lenses? – And what questions remain for you. It will be due on the last class and form the basis for our last class discussion (so be prepared to share).

Objective: The purpose of this assignment is to develop your awareness and to clarify your thinking and feelings around feminist issues as they arise. The value of journal writing has been widely recognized as a vehicle for self-reflection. In the classroom, it helps students and instructors to be more aware of their own and other's reactions to classroom dynamics and to the material being worked through weekly. An important goal of the course is to assist students in processing the theory that they are learning in class with their own lives, both personally and professionally – to connect the personal with the political.

In your journal writing, you may comment on anything that relates to the development of your feminist perspective. Both negative and positive thoughts are important to include. Your journal could cover comments from the class, other classes, media items, the remarks or behaviour of others, personal issues,

academic policy, poetry or feelings. You may use your journal to express your confusion, to sort things out, and to ask questions and apply knowledge in relation to women's issues and social welfare. Your weekly journal entry can be a paragraph, a page, or 10 pages.

Criteria for grading will include: Is there a thoughtful engagement with the readings? Do your entries reflect some degree of critical reflection and ability to be reflexive about your own state of knowing?

Due: Weekly (except for the week of Spring break) by Tuesday at noon - submit online.

Major Paper or Presentation - to be discussed (SOME Possible options)

40%

1. Group (class) Paper :

I am interested in having the class work on a paper for submission to a journal (AFFILIA) regarding some aspect of feminism and social work. My suggestion is that by mid-February at the latest, we would identify the focus of the paper, begin to delegate the work around researching it, and then would use some of our March classes to work together to develop the ideas, learn about publishing in a professional journal, and start to pull together the paper.

Rationale: There are many gaps related to how feminism informs Social Work practice and from my perspective, part of graduate training should include learning how to publish professionally. This assignment would: facilitate the development of ideas through discussions and teamwork; promote scholarship around an important topic for others; and help make the publishing process more understandable and inviting.

OR

2. Individual Paper(s)/presentation:

Within the first three weeks of classes, participants will identify a particular policy, theory, or practice issue in relation to feminist thought and social work. Your topic choice will be handed in at the end of January. You will be asked to explore this topic, review the current literature, and prepare a paper that comments on your findings and conclusions. The paper should be 15-20 pages in length. You will be expected to integrate material from the assigned Course Readings in your paper. Papers must be typed and you must use the APA style guidelines for citations and references. You will be expected to do a brief (30 minute) presentation of your paper during March - date to be determined.

OR

3. ????????????

ASSIGNMENTS

Submitting Assignments- Assignments should be submitted by email to the instructor

Return of marked student assignments -

The instructor will mark assignments on-line (with track changes) and return to the student on-line.

Methods of Evaluation/Grading: A grading structure will be provided

UBC GRADING CRITERIA:

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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.