

	<b>THE UNIVERSITY OF BRITISH COLUMBIA</b> <b>School of Social Work</b> <b>Course Outline - SOWK 550 - Social Work &amp; Social Justice</b>
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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.

<b>Year/Term</b>	<b>2019 - 20 Winter, Term 1</b>
<b>Course Title</b>	<b>SOWK 550 (001): SOCIAL WORK AND SOCIAL JUSTICE</b>
<b>Credit Value</b>	<b>3</b>
<b>Course Schedule</b>	<b>Wednesdays, 1:00 – 4:00pm</b>
<b>Course Location</b>	<b>SOWK 124 (Jack Bell Building)</b>

<b>Instructors</b>	<b>Office Location</b>	<b>Office Hours</b>	<b>E-mail address</b>
Dr. Tim Stainton	Room 234	By Appointment	<a href="mailto:timothy.stainton@ubc.ca">timothy.stainton@ubc.ca</a>
Erika Ono	TBD	By Appointment	<a href="mailto:erikaono@alumni.ubc.ca">erikaono@alumni.ubc.ca</a>
<b>Teaching Assistant</b>	<b>Office Location</b>	<b>Office Hours</b>	<b>E-mail address</b>
Lutze B. Segu	TBD	By Appointment	<a href="mailto:l.segu@alumni.ubc.ca">l.segu@alumni.ubc.ca</a>

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**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.

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## 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.

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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](http://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>

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## 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

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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.

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**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.

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**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.

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**SUBMITTING ASSIGNMENTS:**

Assignments are due as noted in this course outline, unless otherwise informed by the instructor.

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**RETURN OF MARKED STUDENT ASSIGNMENTS:**

Assignments will be marked with track changes and comments provided in the same manner.

Assignments are to be emailed to the *Instructors and TA* by **11:59pm on the due date**.

***NOTE: ASSIGNMENTS ARE TO BE SUBMITTED IN WORD FORMAT (NOT PDF). Please ensure your name and assignment No. is in the file name (i.e. asmith-assig1-550.doc)***

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**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.

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**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. 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.

The first part of the class will be a lecture presentation by the instructor(s). 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 based on a substantive practice or policy interest.

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**REQUIRED TEXTBOOK:**

Hankivsky, O. 2004. *Social policy and the ethic of care*. UBC Press.  
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.)

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**COURSE SCHEDULE:**

*NB: this outline is subject to change, including readings and other reference material, with a minimum of one week's notice. Revised syllabi will be posted to UBC Canvas and students will be informed of any changes.*

<b>SESSION 1:</b>	September 4, 2019
<b>TOPIC:</b>	<b><i>Introduction to the Course</i></b> <b><i>Social Justice and Social Work</i></b>
<b>READING:</b>	Hugman, R. (2008). Social work values: Equity or equality? A response to Solas. <i>Australian Social Work</i> , 61(2), 141-145.  Ife: Chapters 9, 10 & 11  Ife, J. (2008). Comment on John Solas: "What are we fighting for?". <i>Australian Social Work</i> , 61(2), 137-140.

	<p>Morgaine, K. (2014). Conceptualizing social justice in social work: Are social workers “too bogged down in the trees?”. <i>Journal of Social Justice</i>, 4(1), 1-18.</p> <p>Solas, J. (2008). Social work and social justice: what are we fighting for?. <i>Australian Social Work</i>, 61(2), 124-136.</p> <p>Solas, J. (2008). Is equity just enough for social work? A response to those who think it is!. <i>Australian Social Work</i>, 61(2), 146-149.</p>
SESSION 2:	September 11, 2019
TOPIC:	<b><i>What is Social Justice?</i></b> <b><i>Equality and Recognition</i></b>
READING:	<p>What is justice: Crash course philosophy <a href="https://www.youtube.com/watch?v=H0CTHVCkm90">https://www.youtube.com/watch?v=H0CTHVCkm90</a></p> <p>The International Forum for Social Development (2006). Social justice in an open world: The role of the United Nations. New York: United Nations (Introduction &amp; Chapter 1) <a href="http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf">http://www.un.org/esa/socdev/documents/ifsd/SocialJustice.pdf</a></p> <p>Fraser, N. (1996). Social justice in an age of identity politics: Redistribution, recognition, and participation. <i>The Tanner Lectures on Human Values</i>, Stanford University, April 30–May 2. 1-18. <a href="http://tannerlectures.utah.edu/documents/a-to-z/f/Fraser98.pdf">http://tannerlectures.utah.edu/documents/a-to-z/f/Fraser98.pdf</a></p>
SESSION 3:	September 18, 2019
TOPIC:	<b><i>An Ethic of Care, Feminism, and Intersectionality</i></b>
READING:	<p>Caputo, R. K. (2002). Social justice, the ethics of care, and market economies. <i>Families in Society</i>, 83(4), 355-364.</p> <p>Hankivsky: Chapters 1 &amp; 2</p> <p>Ife: Chapters 1 &amp; 2</p> <p>Mattsson, T. (2014). Intersectionality as a useful tool: Anti-oppressive social work and critical reflection. <i>Affilia</i>, 29(1), 8-17.</p>
SESSION 4:	September 25, 2019
TOPIC:	<b><i>Human Rights, Human Needs, and Capabilities</i></b>
READING:	Ife: Chapter 5

	<p>Robeyns, Ingrid, "The Capability Approach", <i>The Stanford Encyclopedia of Philosophy</i> (Winter 2016 Edition), Edward N. Zalta (ed.), URL = <a href="https://plato.stanford.edu/archives/win2016/entries/capability-approach/">https://plato.stanford.edu/archives/win2016/entries/capability-approach/</a>.</p> <p>Morris, P. M. (2002). The capabilities perspective: A framework for social justice. <i>Families in Society</i>, 83(4), 365-373.</p> <p>Review <i>UN Declaration of Human Rights</i></p> <p><a href="http://www.un.org/en/universal-declaration-human-rights/">http://www.un.org/en/universal-declaration-human-rights/</a></p> <ul style="list-style-type: none"> <li>• Plus at least one other Convention or Declaration (persons with disability, child, women, racial discrimination, Indigenous)</li> </ul> <p>Skegg, A. M. (2005). Brief Note: Human Rights and Social Work: A Western imposition or empowerment to the people?. <i>International Social Work</i>, 48(5), 667-672.</p>
SESSION 5:	October 2, 2019
TOPIC:	<b><i>Social Determinants of Health</i></b>
READING:	<p>Hankivsky: Chapter 6</p> <p>Engster, D. (2014). The social determinants of health, care ethics and just health care. <i>Contemporary Political Theory</i>, 13(2), 149-167.</p> <p>Hooyman, N. R. (2014). Social and health disparities in aging: Gender inequities in long-term care. <i>Generations</i>, 38(4), 25.</p> <p>Moniz, C. (2010). Social work and the social determinants of health perspective: A good fit. <i>Health and Social Work</i>, 35(4), 310.</p> <p>Review <i>BC Poverty Reduction Strategy and BC Poverty Reduction Coalition</i></p> <p><a href="https://engage.gov.bc.ca/bcpovertyreduction/">https://engage.gov.bc.ca/bcpovertyreduction/</a></p> <p><a href="http://bcpovertyreduction.ca/">http://bcpovertyreduction.ca/</a></p>
SESSION 6:	October 9, 2019
TOPIC:	<b><i>Social Justice and Children</i></b> (Adrienne Montani, Provincial Coordinator First Call)
READING:	<p>Convention on the Rights of the Child</p> <p><a href="https://www.ohchr.org/en/professionalinterest/pages/crc.aspx">https://www.ohchr.org/en/professionalinterest/pages/crc.aspx</a></p> <p>First Call: BC Child and Youth Advocacy Coalition</p> <p><a href="https://firstcallbc.org/">https://firstcallbc.org/</a></p> <p>First Call (2018). Child Poverty Report Card. Retrieved from <a href="https://still1in5.ca/">https://still1in5.ca/</a></p>

	<p>Fostering Change  <a href="https://www.fosteringchange.ca/">https://www.fosteringchange.ca/</a></p> <p>Living Wage for Families Campaign  <a href="http://www.livingwageforfamilies.ca/">http://www.livingwageforfamilies.ca/</a></p>
SESSION 7:	October 16, 2019
TOPIC:	<b><i>Social Justice and Race</i></b>
READING:	<p>Bhabha, F. (2009). Between exclusion and assimilation: Experimentalizing multiculturalism. <i>McGill Law Journal/Revue de Droit de McGill</i>, 54(1), 45-90.</p> <p>Constance-Huggins, M. (2012). Critical race theory in social work education: A framework for addressing racial disparities. <i>Critical Social Work</i>, 13(2), 1-16.  <a href="http://www1.uwindsor.ca/criticalsocialwork/criticalracetheoryinsocialworkeducation">http://www1.uwindsor.ca/criticalsocialwork/criticalracetheoryinsocialworkeducation</a></p> <p>Yan, M. C. (2009). <i>The Canadian Multiculturalism Act and beyond: Managing diversity through a human rights approach</i>.  (PDF on Canvas)</p> <p>Anne Braden. <i>A Letter to White Southern Women</i>.  <a href="http://www.newsreel.org/guides/Anne-Braden-A-Letter-to-White-Southern-Women.pdf">http://www.newsreel.org/guides/Anne-Braden-A-Letter-to-White-Southern-Women.pdf</a></p> <p><i>Letter from a Birmingham Jail</i>  <a href="https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf">https://web.cn.edu/kwheeler/documents/Letter_Birmingham_Jail.pdf</a></p>
SESSION 8:	October 23, 2019
TOPIC:	<b><i>Indigenizing Social Work</i></b> (Elder Roberta Price)
READING:	<p>National Inquiry into Missing and Murdered Indigenous Women and Girls (2019). <i>Reclaiming Power and Place</i>: <a href="https://www.mmiwg-ffada.ca/final-report/">https://www.mmiwg-ffada.ca/final-report/</a> Scan Website and review Executive Summary.</p> <p>Johnson, S. (2016). Indigenizing higher education and the calls to action: Awakening to personal, political, and academic responsibilities. <i>Canadian Social Work Review/Revue canadienne de service social</i>, 33(1), 133-140.</p> <p>Grand Chief Ed John. <i>Indigenous resilience, connectedness and reunification: From root causes to root solutions</i>.</p>

	<p><a href="http://fns.bc.ca/wp-content/uploads/2017/01/Final-Report-of-Grand-Chief-Ed-John-re-Indig-Child-Welfare-in-BC-November-2016.pdf">http://fns.bc.ca/wp-content/uploads/2017/01/Final-Report-of-Grand-Chief-Ed-John-re-Indig-Child-Welfare-in-BC-November-2016.pdf</a></p> <p>Truth and Reconciliation Commission of Canada (2015). Truth and Reconciliation Commission of Canada: Calls to Action</p> <p><a href="http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English_2.pdf">http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English_2.pdf</a></p> <p>Walkem, Ardith. <i>Wrapping our ways around them: Aboriginal communities and the Child, Family and Community Service Act (CFCSA) guidebook.</i></p> <p><a href="http://cwrp.ca/sites/default/files/publications/en/wowat_bc_cfcsa_1.pdf">http://cwrp.ca/sites/default/files/publications/en/wowat_bc_cfcsa_1.pdf</a></p>
SESSION 9:	October 30, 2019
TOPIC:	<b><i>Social Justice and LGBTQ+ Communities</i></b> (Dr. Hannah Kia)
READING:	<p>Arvin, M., Tuck, E., &amp; Morrill, A. (2013). Decolonizing feminism: Challenging connections between settler colonialism and heteropatriarchy. <i>Feminist Formations</i>, 8-34.</p> <p>Cohen, C. J. (1997). Punks, bulldaggers, and welfare queens: The radical potential of queer politics?. <i>GLQ: A Journal of Lesbian and Gay studies</i>, 3(4), 437-465.</p> <p>Fabbre, V. (2016). Gender transitions in later life: A queer perspective on successful aging. <i>The Gerontologist</i>, 55, 144-153.</p> <p>Lykens, J. E., LeBlanc, A. J., &amp; Bocking, W. O. (2018). Healthcare experiences among young adults who identify as genderqueer or nonbinary. <i>LGBT Health</i>, 5(3), 191-196.</p>
SESSION 10:	November 6, 2019
TOPIC:	<b><i>Social Justice and Disability</i></b>
READING:	<p>I'm not your inspiration  <a href="https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much">https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much</a></p> <p>Disability, normalcy, and the tyranny of rehabilitation (11:09)  <a href="https://www.broadreachtraining.com/index-videos/#anchor-rd">https://www.broadreachtraining.com/index-videos/#anchor-rd</a></p> <p>Silvers, A., &amp; Francis, L. P. (2005). Justice through trust: Disability and the "outlier problem" in social contract theory. <i>Ethics</i>, 116(1), 40-76.</p> <p>Stainton, T. (2017). Moving towards full citizenship and inclusion for people with intellectual disabilities. <i>Research and Practice in Intellectual and</i></p>

	Developmental Disabilities, 4(1), 1-3. doi: 10.1080/23297018.2017.1312505
SESSION 11:	November 13, 2019
TOPIC:	<i>TBD</i>
READING:	TBD
SESSION 12:	November 20, 2019
TOPIC:	<i>Group Presentations</i>
SESSION 13:	November 27, 2019
TOPIC:	<i>Group Presentations</i> <i>Wrap-Up</i>

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## ASSIGNMENTS

### 1. ATTENDANCE AND PARTICIPATION (10%)

### 2. TAKE HOME EXAM (Theory) (20%): Exam will be sent **Oct 2, 2019**.

***Due Oct 8, 2019 by 11:59 pm.***

### 3. GROUP PRESENTATIONS (30%): Each group will prepare a 30-minute presentation (including a minimum of 5 minutes 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; and
- Potential solutions; and, implications for policy and/or practice.

Marking will be based on three primary criteria:

- How rigorous (well-researched) the content of the presentation is;
- How well the presentation addresses the question of social justice (theory & practice); and
- The overall quality of the presentation.

***Presentations will take place November 20 and 27, 2019.***

### 4. RESEARCH PAPER (40%) In their final paper students will research and critically examine the literature and current debates related to one social justice topic within economic, social and cultural rights (e.g. Indigenous rights, the rights of the child, women, refugees, racial marginalization, seniors; 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 (e.g. discrimination, poverty and human rights, collective rights).

**3000 WORDS MAX** to be submitted electronically.

***Due December 6, 2019 by 11:59pm.***

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**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.