The UBC School of Social Work acknowledges that we are located on the traditional, ancestral, and unceded territory of the x̱w̱m̕əθkw̱ay̓əm (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 – 4 pm
Course Location | Room 224, Jack Bell Building, 2080 West Mall, Vancouver, V6T 1Z2

Instructor | Tsering D. Watermeyer
Office Location | TBD
Office Phone | 
E-mail address | tseringw@mail.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. Towards that goal, a critical engagement will be conducted with interdisciplinary knowledge regarding gender, class, race and sexual orientation. Additionally linkages between cultural beliefs, economic and political structures and the personal and social problems of women will be examined to see how these define, create and maintain psychosocial issues for women at the individual, family and societal level. 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.


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**LEARNING OUTCOMES:**

1. You will be able to articulate key ideas in feminist thought that 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 use feminist theory to critically analyze a case.

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**REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS:**


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


For the journaling exercise and group discussion, please read the following:


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.*

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**ASSESSMENT OF LEARNING:**

**Attendance and Participation: 10%**
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.

**Weekly 'BAR' Journals: 30%**

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 1) Background: the material, 2) Assessment: Your take on the reading 3) Reaction: new ideas for you/questions you may have/issues/challenges.

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.

Your journal writing should be grounded to your engagement with the reading/s and related to the topic you may comment on anything that ties in to the development of your feminist perspective. It can also be expressed as poetry or art. Both negative and positive thoughts are important to include. 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 between 1 -3 pages. Note that quality always triumphs over quantity in this case.

**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.  

**End of Term Journal Synthesis: 15%**  
All students must submit a critically reflexive synthesis of their weekly BAR Journal on Canvas by 5th April and 2) be ready to present key learning elements for sharing on the last day of class.

**Final Paper: 45%**  
You will identify a social work practice area or policy in relation to feminist thought. Based on your topic of choice, the paper should discuss findings from the literature and implications on social work practice. The paper should be between 10 - 15 pages (double-spaced). You will be expected to integrate material from the assigned Course Readings as well as external sources in your paper. Papers must be typed and you must use the APA style guidelines for citations and references.
### COURSE SCHEDULE:

<table>
<thead>
<tr>
<th>Week 1:</th>
<th>Jan. 8</th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Historical Overview of Feminist theories and Linkage with Social Work</td>
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| **READING:** | Wendt & Moulding, chapters 1&2  
Ahmed, S., Introduction |

<table>
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<tr>
<th>Week 2:</th>
<th>Jan. 15</th>
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<tr>
<td><strong>TOPIC:</strong></td>
<td>Feminist Contribution: The Personal is Political (Positionality)</td>
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Ahmed, S., chapter 1 |

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<tr>
<th>Week 3:</th>
<th>Jan. 22</th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Feminist contribution: Intersectionality, Power &amp; Agency</td>
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Ahmed, chapter 2 |

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<tr>
<th>Week 4:</th>
<th>Jan. 29</th>
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<tr>
<td><strong>TOPIC:</strong></td>
<td>Feminist Contributions: Race &amp; Indigeneity</td>
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**READING:**

**Suggested Reading:**

**Week 5:**
Feb. 5

**TOPIC:**
Feminist contributions: Relational care and autonomy

**READING:**
Wendt & Moulding, chapter 3

**Suggested Readings:**

**Week 6:**
Feb. 12

**TOPIC:**
Globalization & Feminism

**READING:**
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Feb. 19</th>
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<tr>
<td><strong>Spring Break - no class</strong></td>
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<tr>
<th>Week 8</th>
<th>Feb. 26</th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Integrating feminist theory into Direct Practice</td>
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Wendt & Moulding, chapters 4 &5  

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<tr>
<th>Week 9</th>
<th>Mar. 4</th>
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<tbody>
<tr>
<td><strong>TOPIC:</strong></td>
<td>Violence Against Women</td>
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<tr>
<th>Week 10</th>
<th>Mar. 11</th>
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<tr>
<td><strong>TOPIC:</strong></td>
<td>Feminism within the biomedical context</td>
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### Week 11: Mar. 18
**TOPIC:** Organizational Practice and Policy

**READING:**

### Week 12: Mar. 25
**TOPIC:** Guest Speaker (TBA): Feminist Practice in Individual Setting

### Week 13: Apr. 1
**TOPIC:** Guest Speaker (TBA): Feminist Practice in Group Resettlement & Integration

### Week 14: Apr. 8
**TOPIC:** Pulling it all together. A framework for integrating ideas into practice

**READING:**
ASSIGNMENTS:

Submitting Assignments- Assignments should be submitted on CANVAS.

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

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.

SCHOOL/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. 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.

Other school policies can be accessed through the school of social work student handbook https://schoolofsocialwork.sites.olt.ubc.ca/files/2019/07/Handbook_2019-20.pdf

Course policies:
Details of the policies and how to access support are available at:
https://senate.ubc.ca/policies-resources-support-student-success

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 RESOURCES:**

UBC Learning Commons has a variety of tools and information such as; borrowing equipment, academic integrity (APA Citation Guide), writing support, skills for class, skills for life and academic support to assist students in their learning. https://learningcommons.ubc.ca/

**UNIVERSITY POLICIES:**

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

“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.

LEARNING ANALYTICS

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the following learning technologies: Canvas. Many of these tools capture data about your activity and provide information that can be used to improve the quality of teaching and learning. In this course, I plan to use analytics data to:

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UBC GRADING CRITERIA

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<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Description</th>
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<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>
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<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
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<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>
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<tr>
<td>B</td>
<td>72-75</td>
<td>83.5</td>
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<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
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<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</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
<td>Score</td>
<td>Description</td>
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<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td>Critical awareness or personal involvement in the work. Adequate use of literature.</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>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>Failing work. Inadequate for successful completion of the course or submitted beyond final date of acceptance for paper.</td>
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