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: Winter 2020, Term 2
Course Title: SOWK 337: Culture and Race in Social Work Practice
Credit Value: 3
Course Schedule: Thursdays, 9 am – 12pm
Course Location: Jack Bell Building, Room 124

Instructor: Tsering Dolkar Watermeyer
Office Location: Jack Bell Building, Room 124
Office Phone: tseringw@mail.ubc.ca
Office hours: By appointment (email me or see me in class)

Teaching Assistant: Ben Lee
Office Location: Jack Bell Building, Room 215
Office Hours: By appointment

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 marginalization and oppression.
COURSE STRUCTURE AND LEARNING ACTIVITIES

This course will be conducted in lectures with ongoing and open dialogues and small group discussions in classroom. 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. Recognizing the limit of safe space and confidentiality

LEARNING OUTCOMES

After satisfactorily completing this course, you will be able to

1. critically understand and analyze 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.

REQUIRED TEXTBOOK(S) AND LEARNING MATERIALS:


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:

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

3. Metropolis Working Paper Series at (MBC) [ibis.geog.ubc.ca/metropolis/atlas/home.htm](http://ibis.geog.ubc.ca/metropolis/atlas/home.htm) and (CERIS) [http://www.ceris.ca](http://www.ceris.ca) -- research and academic sites with many good reports of Canadian immigrant studies.
5. UNHCR at [http://www.unhcr.org/cgi-bin/texis/vtx/home](http://www.unhcr.org/cgi-bin/texis/vtx/home) -- United National Agency

Government and official documents:


**COURSE SCHEDULE:**

<table>
<thead>
<tr>
<th>SESSION 1:</th>
<th>January 9, 2020</th>
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| TOPIC:     | a. Introduction of Course  
b. Theories of Migration |
| READING:   | Textbook: Introduction Chapter and Chapter 1 |

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<tr>
<th>SESSION 2:</th>
<th>January 16, 2020</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Immigration in Canadian Context: History and Policies</td>
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| READING:   | Textbook: Chapter 2 and also  

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<tr>
<th>SESSION 3:</th>
<th>January 23, 2020</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Challenges for Newcomers to Canada</td>
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| READING:   | Textbook: Chapter 5, 6 and 7  

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<tr>
<th>SESSION 4:</th>
<th>January 30, 2020</th>
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| TOPIC:     | Understanding Settlement Services for Immigrants  
(Agency Visit TBD: MOSAIC) |
| 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  

<table>
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<tr>
<th>SESSION 5:</th>
<th>February 6, 2020</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Understanding Services for Refugees (Agency Visit TBD: ISSBC)</td>
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</table>
ISSBC located at 2610 Victoria Dr, Vancouver, BC V5N 4L2. It is 5-minutes from the Broadway and Commercial Skytrain Station.

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<thead>
<tr>
<th>READING:</th>
<th>Textbook: Chapter 15 and also</th>
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<tr>
<th>SESSION 6:</th>
<th>February 13, 2020</th>
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| TOPIC: | a. Debriefing: Comparative analysis of Immigrant and Refugee Services  
  b. Culture, Ethnicity and Being New |

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<tr>
<th>SESSION 7:</th>
<th>February 27, 2020</th>
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| TOPIC: | a. Language and Use of Interpreters (Young Joe)  
  b. Language and Implications on Social Work Practice |

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<tr>
<th>SESSION 8:</th>
<th>March 5, 2020</th>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Race and Racism in Social Services</td>
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</table>
### SESSION 9: March 12, 2020

**TOPIC:** Social Work Approaches in Working with Immigrants and Refugees

**Ben Lee - Presentation**

**READING:** Textbook: Chapter 3 and Conclusion Chapter (and sections of social work practice in from chapter 8 to 15) and also


### SESSION 10: March 19, 2020

**TOPIC:** Social Work Approaches in Working with Immigrants and Refugees

**READING:**


### SESSION 11: March 26, 2020

**TOPIC:** Power, Intersectionality and Reflexivity: Re-examine the Tool of Helping

**READING:**

<table>
<thead>
<tr>
<th>SESSION 12:</th>
<th>April 2, 2019</th>
</tr>
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<tbody>
<tr>
<td>TOPIC:</td>
<td>Revision and Conclusion</td>
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</tbody>
</table>

**ASSIGNMENTS:**

**Weekly Participation in Canvas Discussion Forum: (5%) - Due every Wednesday evening by 9pm.**

Based on the classroom lecture and discussion of the week, you are required to post a) a key learning from the class and b) one area you wish to learn/know more about.

**Midterm Paper (25%) - Due on 13th February (11:00 pm)**

You are required to write a 5-page paper (not including references list) to critically analyze how your ethno cultural background and citizenship status may benefit and hamper you from working with immigrant and refugee clients in the field you are interested in. Please note: you need to first briefly describe the nature and general demographic picture of potential clients of the field. Your writing should convincingly and appropriately be substantiated by the readings of this course.

**Group Project Proposal (30%) - Due on March 19 (11:00pm)**

Students will be divided into 10 groups (5-6 people per group). Each group will develop a program proposal that will meet one of the identified needs of immigrants and refugees as listed below. The program can be a short-term group, a training program, or a public/community event. A proposal template will be provided. Each group will have 10 minutes to clarify and promote their proposal for review on March 26.

1) Housing for low income immigrants and refugees  
2) Employment for immigrant women  
3) Services for newcomer/immigrants with disabilities  
4) Social isolation of immigrant seniors  
5) LGBTQ immigrant youth  
6) Intergenerational conflict between immigrant parents and children growing up in Canada  
7) Intimate partner violence within immigrant families  
8) Mental health needs of immigrant men  
9) Labour rights of temporary foreign workers  
10) Building a welcoming community
The final grade of the proposal will be based on two scores:

a. **Average score of 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 member 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.

**RETURN OF MARKED STUDENT ASSIGNMENTS:**

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

**SCHOOL/COURSE POLICIES:**

**Attendance**


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.

Note: Missing class without doctor note or other proper document will lead to a deduction of 1%. Missing group project proposal presentation will lead to a deduction of another 1%. You are required to sign in for each class. Please note: any fraudulent signature is a violation of the School’s Professional Conduct for Social Work Students. Other than facing possible disciplinary action, both parties
signed for other and who have other to sign for them) will also have all the 10% deducted. Student missing for three classes or more (for whatever reasons) may not be allowed to attend the final examination.

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.

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.

**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
d. Not to take picture, or video and audio recording in class without the permission of the instructor
e. 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, 2020**
Last date for withdrawal with a W instead of an F on your transcript: **January 18, 2020**

**LEARNING RESOURCES:**

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

Learning analytics includes the collection and analysis of data about learners to improve teaching and learning. This course will be using the Canvas learning technology to 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:

• Track participation in discussion forums on Canvas which will help provide ongoing feedback to improve teaching and learning.

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. Class recordings are not permitted without the instructor’s permission.

UBC GRADING CRITERIA:

<table>
<thead>
<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>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>82</td>
<td></td>
</tr>
<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>73.5</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td>69.5</td>
<td></td>
</tr>
<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 critical awareness or personal involvement in the work. Adequate use of literature.</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td>62.5</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td>57</td>
<td></td>
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<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>0</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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