**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.

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0 for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: http://academic.ubc.ca/support-resources/freedom-expression

<table>
<thead>
<tr>
<th>Year/Term</th>
<th>2020-2021 Fall Term, September 15-December 1, 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>SOWK621(001): Social Theory, Ideology and Ethics</td>
</tr>
<tr>
<td>Course Value</td>
<td>3</td>
</tr>
<tr>
<td>Course Schedule</td>
<td>Tue (9:00 am to 12:00pm)</td>
</tr>
<tr>
<td>Course Location</td>
<td>Online</td>
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<table>
<thead>
<tr>
<th>Instructors</th>
<th>Office Location</th>
<th>Office Phone</th>
<th>e-mail address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Miu Chung Yan</td>
<td>Jack Bell 235</td>
<td>2-8688</td>
<td><a href="mailto:Miu.yan@ubc.ca">Miu.yan@ubc.ca</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td>By appointment (e-mail me)</td>
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</tbody>
</table>

**PREREQUISITES AND/OR COREQUISITES**

There are no prerequisites for this course.
COURSE DESCRIPTION

This course provides a lens through which students may critically analyze major social theories, their development and contribution to social work. The course identifies three competing domains seeking to guide and understand human behavior: social theory, social ideology and social ethics. Each of these is defined and studied following the distinctions introduced in class. In addition, metatheoretical perspectives are identified to assist the student in their studies.

Consistent with the Canadian Charter of Rights and Freedoms and the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2014) http://www.frqnt.gouv.qc.ca/documents/10191/186009/TCPS2.+pdf/6a8ab915-431b-428d-aa86-b22ca5c78053, it is expected that in developing their research questions and study designs, students take into account diversity in relation to Aboriginal ancestry, immigrant status, race, national or ethnic origin, social class, religion, sex, sexual orientation, age and disability.

COURSE STRUCTURE AND LEARNING ACTIVITIES

This course will be conducted in a seminar format with short lectures, on-going and open dialogues in virtual classroom and an experiential learning. Students are expected to lead and actively participate online discussions, personal reflection and small group discussion, through which students are expected to examine and articulate their own theoretical orientation by integrating learnings from the literature and their own experiences. Students are encouraged to express any ideas, beliefs, thoughts, 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 facilitate the dialogical reflection process within individual and among the group of students.

Ground Rules for Dialogue And Interactive Learning:

1. Safety and confidentiality
2. Listen respectfully
3. Be critical in analysis but gentle in expression
4. Seek to learn and have ownership of learning
5. Speak from your perspective
6. Acknowledge oppression exists
7. Distinguish emotion from reasoning
8. Active sharing

LEARNING OUTCOMES: Through critically engage with the readings and in discussion, students will be able to

1. Examine the link between theory, practice, and research.
2. Deconstruct the metatheoretical framework of social work
3. Analyze the ontological underpinnings of key theoretical concepts (e.g., self, agency and structure) in social work
4. Examine the teleology/ideology/axiology (ultimate purposes, values and ethics) in social work theorization
5. Explore alternative approaches to de-centre social work theorization
6. Reflect one’s self in relation to ideology, theory and ethics.

Required and Recommended Reading:

All readings are available for download from the UBC Library. Students are encouraged to expand their readings to literature that are not listed in this outline.

ASSESSMENT OF LEARNING

The grading is an indication of personal achievement. Therefore, a continuous assessment approach will be employed to ensure a multi-dimensional and multi-stage assessment of your learning process. The course requirements and the grading are interrelated.

All written assignments should be in MS Words format. File name should be lastname-assignment #.

Assignments:

1. Weekly reflection, Value 20%

Students are required to write a weekly journal (400-500 words) to reflect on what they have learned (or unlearned) about their own theoretical orientation from the readings and discussion in class. Journal should be submitted not later than three days after class.

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

The weekly reflection must be in 12-size fonts, double spacing and one-inch margin on all sides. APA referencing style is required. A writer guide with information in APA referencing format and style is recommended. Please see: http://wiki.ubc.ca/images/6/6f/Apastyle.pdf. Note: It is expected that peer-reviewed academic, government and formal reports, and professional literature be cited in assignments. Generally, Wikipedia is not acceptable as an academic reference.

2. Leading discussion, Value: 20%

Each student is requited to lead classroom discussion twice. On Monday morning before each class, students are expected to a) prepare a reading note (not more than 3 pages) of the main contention(s) and key issues raised in each required reading and b) propose a set of questions to be discussed in class.

Criteria for grading will include: Does the note reasonably reflect the readings? Is there any critical analysis of the readings? Are the questions grounded in the readings and relevant and thoughtful to the topic of the class?

3. Final paper, Value: 60%, Due: December 14th (Monday)
In this paper, students are required to pick and critically analyze a theory that has been commonly used in the area of research that the student intends to pursue. Grounding on what they have learned in this course, the students are expected to articulate a tentative modification of the theory or even an alternative theoretical approach that can help better understanding/explaining of the issue. Students are expected to submit this paper to a scholarly journal. Therefore, student should format the paper in accordance with the requirements of the journal to which this paper will be submitted.

**Marking guidelines for final paper:**

- Originality (15%): Articulate a modified or alternative theory for the issue and demonstrate a critical engagement with course readings and classroom discussion.
- Depth of research (40%): Provide a comprehensive review of the issue and the current theory used. Critically analyze the literature and pinpoint, with evidence, the deficiencies of the current theory.
- Contribution to the field (20%): Convincingly argue how your own articulation is useful to overcome the deficiencies of the current theory and beneficial to social work practice related to the issue.
- Clarity of presentation (15%): Clear, well organized, logical development & flow, continuity and smooth transitions in sentences and paragraphs, skillful use of language use of headings
- Technical quality (10%): grammar, spelling, proper use of APA (7th ed.) style

**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 Canvas. Assignments will be marked with track changes and comments provided.

**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 three percentage points per day.

Last date for withdrawal without a W on your transcript: **September 21, 2020**
Last date for withdrawal with a W instead of an F on your transcript: **October 30, 2020**

**COURSE SCHEDULE:** (All readings are available online through UBC Library)

**Please read all the Required Readings and Discussion Paper before class.**

<table>
<thead>
<tr>
<th>15/09/2020</th>
<th>Class introduction</th>
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<tbody>
<tr>
<td>1. Theory and Social Work:</td>
<td></td>
</tr>
<tr>
<td>What is a theory? What is a metatheory? Why is theory important to social work? What are the major debates of theory in social work?</td>
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<tr>
<td>Required Readings:</td>
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</table>


**Recommended Readings:**


**22/09/2020**

2. **Theory, Practice and research:**

What is the use of theory in social work practice and research? Is theory a biased perspective? How do we appreciate the applicability of a theory?

**Required Readings:**


**Recommended Readings:**


<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
Required Readings:  
| 06/10/2020| 4. Ontological Underpinnings in Social Work Theorization (Structure)  | What is social system and social structure? Are they real? Are they only a metaphysical construct?  
Required Readings:  
Recommended Readings:


5. What is a person? Who am I, and what do I actually do? Do we have the free will and ability to change?

Required Readings:


Recommended Readings:


Ontological Underpinnings in Social Work Theorization (Identity and Subjectivity)
What is an identity? Why is identity important to us? Is identity a subjected entity? Is identity a source of power to change?

<table>
<thead>
<tr>
<th>Required Readings</th>
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<tr>
<th>Recommended Readings</th>
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27/10/2020

7. **Ontological Underpinnings in Social Work Theorization (Human Agency and Structure):**

Can we separate person from social environment (structure)? Is human agency possible in a structural environment? Can social environment (as a structure) be changed by person?

<table>
<thead>
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<th>Required Readings</th>
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<tr>
<th>Recommended Readings</th>
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<tbody>
<tr>
<td>Date</td>
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<td>------------</td>
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</tbody>
</table>
| 03/10/2020 | **Ontological Underpinnings in Social Work Theorization (Power, Differences and Oppression)** | How is domination theorized in social sciences and social work? How is domination made possible by the notion of difference? How is social difference constructed? Is power real?  

**Required Readings:**  

**Recommended Readings:**  
| 10/11/2020 | **Teleology/Ideology in Social Work Theorization (Social justice)** | What is the ultimate purposes of social work? What does it mean that social work is a social justice profession? What form of social justice have informed social work theorization, research and practice?  

**Required Readings:**  
10. Axiology in Social Work Theorization (Ethics of Social Care)

What is ethical social care? How can we assure social work intervention is ethical?

Required Readings:


Recommended Readings:


11. Decentring Dominant Social Work Theorization (Service users as Subaltern)

Is social work theory an elitist-professional construction? Can the service users speak (or theorize)? How can we learn from our service users when theorizing?
<table>
<thead>
<tr>
<th>01/12/2020</th>
<th>12. Decentring Dominant Social Work Theorization (Post-Colonialism)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Is social work theory to Euro-centric? What are the alternatives?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Required Readings:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Recommended Readings:</strong></td>
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</table>
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

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

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:

- View overall class progress
- Track your progress in order to provide you with personalized feedback
- Review statistics on course content being accessed to support improvements in the course
- Track participation in discussion forums
- Assess your participation in the course

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. The instructor will record the lecture and post on Canvas. Students are not permitted to record the lecture and online class discussion.

UBC GRADING CRITERIA:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Percent Range</th>
<th>Mid-Point</th>
<th>Grade Description</th>
</tr>
</thead>
<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>
</tr>
<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>
</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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</tbody>
</table>

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