



Winter 2020

Course Number	SOWK 383 SO1	Classroom	3-282
Course Name	Social Policy and Social Justice		
Day(s)	Thursday	Time	9:00-11:50 a.m.
Instructor	Dr. Patricia Samson	Office Hours/Location	By appointment
E-mail	patricia.samson@ucalgary.ca	Phone	780-492-0108

SYLLABUS STATEMENT

Provides an understanding of Canadian social policy, its impact on social justice and how it influences social work practice.

COURSE DESCRIPTION

This course will explore the relationship between conceptualizations of social justice, social welfare policy agendas and social work practice models. The concept of social justice is central to the profession of social work, and this course examines it in the context of social welfare policy. The course explores the changing trajectory of social welfare policy in Canada over the 20th century, focusing on the changing relationship between social policy and social justice.

The focus of the course is to provide social work students with the knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

A central objective of the course to provide social work students with knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Understand how social policy is developed within the Canadian context and its impact on social justice. Through a systematic examination of diverse perspectives, theories, values and interests, you will learn to understand your professional role as a social worker in advancing human rights and social justice in multiple contexts: the local community, Canadian society more broadly, the United Nations, in relation to Indigenous peoples' rights, and at an international level
2. Demonstrate comprehension of social policies in relation to the well-being of individuals, families, groups and communities. You will identify inequitable policies and their implications/impacts for marginalized and oppressed groups, demonstrating an understanding of the relationship between the intent and outcomes of social policies
3. Appraise and articulate the influence of social policies on social work practice in relation to the historical, social, economic and political influences on policy development and implementation
4. Analyze and critique social policies and their impacts on social work practice at micro, mezzo and macro levels. You will develop skills in critical thinking, reasoning and reflective practice

- that incorporates a critical analysis of assumptions that undergird social policy, that you will apply in your practice to evaluate complex social situations and decide on courses of action
- Evaluate the gaps between policy and social work practice in order to engage in advocacy to promote social justice in order to protect vulnerable populations and work for equality in the creation of a just society. You will understand and be able to apply a variety of approaches to influence change in social policies

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

B. McKenzie & B. Wharf (2016). *Connecting policy to practice in the human services*. Oxford University Press. 4th Edition.

LEARNING TECHNOLOGIES AND REQUIREMENTS

- A D2L site is set up for this course which contains required readings and other relevant class resources and materials
- A laptop, desktop or mobile device with Internet access and speaker/sound is required for D2L and Zoom access

RELATIONSHIP TO OTHER COURSES

SOWK 383 is a core course in the BSW curriculum required for university transfer students.

CLASS SCHEDULE

Date	Topic	Readings/Assignments Due
January 16	Introduction to Course Review of course syllabus History and Ideology of Social Policy and Social Justice	Course Outline/Syllabus/Assignments Assigned Reading: Text: Introduction & Chapter 1 (pp. 1-40)
January 23	Discussion of Social Policy and Social Justice	Assigned Reading: https://ethicalrealism.wordpress.com/2011/04/26/three-theories-of-justice/
January 30	Social Policy Environment	Assigned Reading: Text: Chapters 2 & 3 (pp.41-97) *Class time to work on Group Presentations
February 6	Policy Making Process	Text: Chapter 4 (pp.98-133) Tentative: Guest Speaker Letter to the Editor: Social Justice Advocacy Initiative-all Threads to be completed by Feb 7, 2020 in D2L Discussion Board
February 13	Policy Implementation	Text: Chapter 5 (pp.134-151) *Class time to work on Group Presentations
February 20	Mid-Term Break	Reading Week
February 27	Indigenous Social Policy	Text: Chapter 10 (pp.237-263) Tentative: Guest Speaker Social Welfare Policy Debate Proposal Due: Submit in D2L Dropbox by 11:59 p.m.
February 27	Inclusive Approaches to Policy Making	Text: Chapter 6 (pp.152-179) *Class time to work on Group Presentations
March 5	Influencing Policy from	Text: Chapter 7 (pp.180-197)

	Outside the System	*Class time to work on Group Presentation Letter to the Editor: Social Justice Advocacy Initiative-all Replies Due via D2L Discussion Boards by March 7, 2020
March 12	Policy, Practice and Critical Social Work	Text: Conclusion (pp. 264-266) *Class time to work on finalizing Group Presentations
March 19	Debates	Group Social Welfare Policy Debate Projects
March 26	Debates	Group Social Welfare Policy Debate Projects
April 2	Policy Analysis Exercise (Mental Health issues and CTOs-Case Study/Example)	In-class Case Study and Policy Analysis Exercise Assigned Reading: Case Study material will be posted to the D2L course site. Please read in preparation for class
April 9	Final Class: highlights, key themes, lessons learned for moving forward; final questions & insights	Course Wrap-up

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION				
<u>USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS</u>				
The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.				
<u>Media recording for assessment of student learning</u>				
The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.				
<u>Zoom recordings of online classes</u>				
The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.				
ASSESSMENT COMPONENTS				
Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Discussion Forum- Letter to the Editor: Social	Part 1 Each student must write a <i>Letter to the Editor</i> as a Discussion Thread in the D2L Discussion Board on a Social Justice Advocacy Initiative. You must start one (1) thread, to a maximum of 600 words, that highlights a policy that is in some way creating injustice, marginalization, or barriers for people and	Thread is due: February 7, 2020 in the Discussio	40%	1,3,5

Justice Advocacy Initiative	<p>includes your proposed action or change initiative that would advocate to eradicate, improve or alter the policy to improve conditions for those most negatively impacted by the policy or program. Imagine that you are the social worker...how would you advocate for social justice? For social action? Your individual thread (Letter to the Editor) must be posted to D2L by Monday February 7, 2020.</p> <p>Part 2 Each student must then read and respond to the threads of at least <u>three (3)</u> other students. Your Replies to the thread should include: a) Your thoughts/perspective on the policy or program highlighted in the Letter to the Editor; b) Whether you are “for” or “against” the proposed advocacy initiative; and c) Provide a brief rationale for your positioning on the issue. Replies should not exceed 350 words. All Replies are to be completed in D2L by March 7th, 2020.</p>	n Board in D2L																										
Assignment 2: Social Welfare Policy Debate Proposal Paper (Group Submission & Grade)	<p>Each group must submit by February 10th a 4 to 6-page descriptive outline of their proposed policy with an annotated bibliography of principal references on the topic (5-6 references; each individual student in the group is to write one (1) annotated bibliography). The proposal should address: (1) Brief overview of policy; (2) Rationale for selection; (3) Significance of the policy as it relates to the assigned policy area, and as it relates to the course; (4) A brief introduction to the central argument at the heart of the debate; what is the “pro” side and what is the “con” side of the debate?; and (5) Description of the division of labour within the group (who is doing what); 5) As a project planning tool, develop a project timeline that assigns tasks and work flow; for example:</p> <table border="1" data-bbox="386 1514 1013 1770"> <thead> <tr> <th>Task</th> <th>Start Date</th> <th>End Date</th> <th>Person Responsible/Assigned</th> </tr> </thead> <tbody> <tr> <td>Task #1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Task #2</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Task #3</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Task #4</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Task #5</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>This is a required component of the assignment and should be included in your paper as an appendix</p>	Task	Start Date	End Date	Person Responsible/Assigned	Task #1				Task #2				Task #3				Task #4				Task #5				February 10, 2020 in the D2L Drop Box	25%	2,3,4
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	<p>(consult APA Manual, 7th Edition on how to include appendices) and will be used to give direction and feedback to students on the project. This chart provides an integrative tool to keep the group focused on individual tasks and on a collective outcome. The timeline provides a tool for the group to keep track of each other's progress, and to monitor task completion.</p> <p><i>The proposal is a group submission to be presented in the following format:</i></p> <ul style="list-style-type: none"> • Title Page (with full names of group participants) • Introduction • Body organized in terms of above outline (overview, rationale, significance, issue at debate, description of division of labour, and project timeline (2-3 pages). The annotated bibliography will conclude your paper and not be more than 2-3 pages • Annotated Selected Bibliography: Students can consult the Online Writing Laboratory of Purdue University at http://owl.english.purdue.edu/owl/resource/614/01/ for information and suggestions for completing an annotated bibliography. Students can also access writing supports that include literature reviews and annotated bibliographies at: the University of Toronto at http://www.writing.utoronto.ca/advice/specific-types-of-writing/literature-review • Follows APA (7th edition); correct grammar, spelling, syntax 			
<p>Assignment 3: Group Presentation (Social Welfare Policy)</p>	<p>The class will be divided into groups for the purpose of this assignment. Groups will be organized through random assignment. Presentations will be scheduled for 2 class sessions at the end of March, depending on the number of groups. Each group will be assigned a Canadian social welfare policy area. The group is to select a major policy within that policy area and is to prepare a 45-minute class presentation (using Power Point, Prezi, or a different approved forum), being sure to incorporate a facilitated discussion on the following:</p> <ul style="list-style-type: none"> • Utilizing a selected Canadian social welfare policy, identify four (4) major forces or influences that are affecting the fulfilment of policy objectives 	<p>March 19 & March 26, 2020</p>	<p>35%</p>	<p>1,2,3,4,5</p>

	<p><i>At least one Influence to be drawn from each of the following areas:</i></p> <ul style="list-style-type: none"> • Economic, social and/or political patterns that are intrinsic in the social structure; • Paradigms or theories explaining social problems, social welfare, social change, social justice, etc. • Ideologies explaining human nature and the nature of society <p><i>The following dimensions are to be examined:</i></p> <ol style="list-style-type: none"> 1. A concise description of policy objectives; 2. A clear exposition of the nature, function, and dynamic of the influence; 3. An explanation of why this influence is of particular importance to the policy being examined; 4. The establishment and demonstration of the effects of the influence upon the operation of the policy considered in terms of its relative effects on consumers and the issues of poverty, inequality and inequity in Canadian society; 5. In your presentations, highlight the impact/influence of the polarity of your social issue and policy and how different perspectives influence the structure and function of social work practice <p><i>Plan some facilitated peer discussion as part of your overall group presentation</i></p> <ul style="list-style-type: none"> • Engage your peers in an interactive dialogue about your social issue and related debates/tensions that exist within it • Class interaction can include incorporation of such things as: case studies, reflective exercises, questions for discussion, etc. <p>*All groups are required to submit a copy of their presentation and references to the D2L Drop Box by 11:59 p.m. on the date of their presentation. Groups are also required to bring 1 hard copy of their presentation to submit to the instructor on the date of their presentation. Ensure all references/citations are completed per APA throughout.</p>		
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ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments may be submitted in Word format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor" or "assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format (7th Edition). If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79

C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL DATES

No refunds for withdrawal from **winter session half-courses** after January 23, 2020. The last day to add or swap winter session half-courses is January 24, 2020. The last day to withdraw with permission from winter session half-courses is April 15, 2020.

The last day to drop **winter session block week courses** is January 6, 2020 or the last day to withdraw with permission from winter session block week courses is January 10, 2020.

The Undergraduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

The Graduate Academic Schedule for 2019-2020 can be viewed at <http://www.ucalgary.ca/pubs/calendar/grad/current/index.html>. The online version of the academic schedule supersedes the information on this course outline.

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms.

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Agnew, E.N. (2004). *From Charity to Social Work: Mary E. Richmond and the Creation of an American Profession*, University of Illinois Press.

Baines, C. (1988). *Women's Reform Organizations in Canada, 1870-1930, A Historical Perspective*, Faculty of Social Work, University of Toronto.

Blake, R.B., & Keshen, J. A. (Eds), (2006). *Social Fabric or Patchwork Quilt*, Broadview Press, Peterborough, ON

Finkel, A. (2006). *Social Policy and Practice in Canada; A History*, Wilfred Laurier University Press, Waterloo, ON.

Fleischacker, S. (2004). *A Short History of Distributive Justice*, Harvard University Press

Franklin, J. (Ed), (1998). *Social Policy and Social Justice, The IPPR Reader*, The Polity Press, Cambridge, UK.

Habibov, N., & Fan, L. (2007). Poverty reduction and income security in Canada from Mixed to Neo-Liberal welfare regimes: Estimation from household surveys. *Journal of Policy Practice*, 6(3), 3-23.

Ismael, S. (2006). *Child Poverty and the Canadian Welfare State*. University of Alberta Press.

Lightman, E. (2003). *Social policy in Canada*. Toronto: Oxford University Press.

- McLaughlin, A.M. (2009). Clinical Social Workers: Advocates for Social Justice. *Advances in Social Work*, 10(1), 51-68.
- McLaughlin, A. M. (2002). Social work's legacy: Irreconcilable differences? *Clinical Social Work Journal*, 30(2), 187-198.
- Miller, D. (1999). *Principles of Social Justice*, Harvard University Press, Cambridge, MA.
- Mullaly, R. (2001). Confronting the politics of despair: Toward the reconstruction of progressive social work in a global economy and postmodern age. *Social Work Education*, 20(3), 303-320.
- Nussbaum, M. (2001a). The enduring significance of John Rawls. *Chronicle of Higher Education*, 7(20), 7-10.
- Nussbaum, M. (2001b). Women's capabilities and social justice. *Journal of Human Development*, 1(2), 219-247.
- Pelton, L. (2001). Social justice and social work. *Journal of Social Work Education*, 37(3), 433-439.
- Newhouse, D., & Peters, E., (eds.) (2003). *Not Strangers in these Parts – Urban Aboriginal Peoples*, Policy Research Initiative, Government of Canada.
- Posner, R. (2009). *The Failure of Capitalism*, Harvard University Press.
- Reichwein, B. (2002, rev. 2003). *Benchmarks in Alberta's Public Welfare Service, History Rooted in Benevolence, Harshness, Punitiveness and Stinginess*, Alberta College of Social Workers. http://www.acsw.ab.ca/publications_and_resources/publications/other
- Rice, J.J., & Prince, M.J., (2013), *Changing Politics of Canadian Social Policy*. 2nd ed. University of Toronto Press.
- Salomon, A. (Andrew Lees, Ed.) (2004). *Character is Destiny, The Autobiography of Alice Salomon*, The University of Michigan Press, Ann Arbor.
- Sen, A. (2000). *Development as Freedom*, Anchor Books, A Division of Random House, Inc., New York.
- Sheppard, M. (2002). Mental health and social justice: Gender, race and psychological consequences of unfairness. *British Journal of Social Work*, 32(6), 779-797.
- Swenson, C. R. (1998). Clinical social work's contribution to a social justice perspective. *Social Work*, 43, 527-537.
- Taylor, C. (2008). *A Secular Age*, The Belknap Press, Harvard University Press.
- Turner, J.C., & Turner, F. (Eds.). (2009). *Canadian social welfare* (6th ed.) Toronto, ON, Pearson Education Canada.
- Westhues, A. (2012). *Canadian social policy: Issues and perspectives*. 5th edition. Waterloo: Wilfred Laurier Press.
- Wolterstorff, N., (2008). *Justice, rights and wrongs*, Princeton University Press.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**