



Spring 2022

Course & Session Number	SOWK 632 S01	Classroom	SA 147
Course Name	Social Policy and Social Justice		
Dates and Time	Start of Classes: May 27 End of Classes: June 16 In-Person Dates and Time: Tuesdays & Thursdays: 9am - 3:45pm (May 31, June 2, 7, 9, 14 & 16) Add/Drop/Withdrawal Dates: Last day to add or swap a course: May 9 Last day to withdraw from a course: June 16		
Instructor	Alison Grittner, PhD(c)	Office Hours	By Appointment
UCalgary E-mail	alison.grittner@ucalgary.ca	UCalgary Phone	Please contact the instructor via email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), [Statements on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

An exploration of the social, political and economic forces, social movements and social structures that are transforming the Canadian social welfare state and the practice of social work.

COURSE DESCRIPTION

Grounded in the principles of social justice, this course examines Canadian social policy held in tension with a critical understanding of social location and positionality. Together, we will analyze the historical, social, economic, political and ideological contexts that shape our worlds and everyday lives, connecting our lived experiences, social work practice, and social policy. We will explicate policy making processes and development, situated within our emerging relationships with social justice. We will also assess how social policies have addressed diversity and social justice. We will participate in critical dialogues, creative inquiry, individual and group work, while creating actionable change.

Prerequisite: Admission to the MSW program or consent of the Faculty of Social Work.

Teaching Modality: In-person

COURSE LEARNING OUTCOMES

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

1. Articulate theoretical concepts relating to social policy and social justice;
2. Analyze the roles that ideologies, values and worldviews play in determining social policies and their relationships to human rights and social justice;
3. Explain policy making processes at local, national and international levels;
4. Lead policy analysis and practice to provide input into or to influence the development of social policy; and
5. Generate critical awareness of the impact of social policies on diverse populations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook:

Westhues, A., & Wharf, B. (Eds.). (2012). *Canadian social policy: Issues and perspectives*. Wilfrid Laurier University Press.

An electronic copy of the textbook is available free via the U of C library: https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_cdi_askewsholts_vlebooks_9781554584109

Required Readings:

- Ahmed, A. (2017). Feminism is sensational. In S. Ahmed, *Living A Feminist Life* (pp. 19-42). Duke University Press.
- Bell, L., Adams, M., & Zuniga, X. (2018). Theoretical foundations for Social justice education/Core concepts for social justice education. In M. Adams et al. (Eds.), *Readings for Diversity and Social Justice* (pp. 34 – 49). Routledge.
- Beresford, P. (2016). A new set of principles for social policy. In P. Beresford, *All our welfare: Towards participatory social policy* (pp. 197-216). Policy Press.
- Black, J. (2020). *The REDress Project*. Jaime Black. <https://www.jaimeblackartist.com/exhibitions/>
- Breton, M., Cox, E., & Taylor, S. (2003). Social justice, social policy and social work: securing the connection. *The Social Policy Journal*, 2(1), 3-20.
- Brookfield, S. (2016). So what exactly is critical about critical reflection? In J. Fook, V. Collington, F. Ross, G. Ruch, and L. West (Eds.), *Researching critical reflection: Multiple perspectives* (pp. 11-22). Routledge.
- Courage, C. (2013). The global phenomenon of tactical urbanism as an indicator of new forms of citizenship. *Engage in the Visual Arts*, 32(1), 88-97.
- Freudenberg, N., & Tsui, E. (2014). Evidence, power, and policy change in community-based participatory research. *American Journal of Public Health*, 104(1), 11-14.
- Hamraie, A. (2013). Designing collective access: A feminist disability theory of universal design. *Disability Studies Quarterly*, 33(4), n.p. <https://dsq-sds.org/article/view/3871/3411>
- Kanenberg, H. (2013). Feminist policy analysis: Expanding traditional social work methods. *Journal of Teaching in Social Work*, 33(2), 129-142.
- McKenzie, B., & Wharf, B. (2016). Making social policy in Canada: Structures and processes. In B. McKenzie & B. Wharf, *Connecting policy to practice in the human services* (4th ed.) (pp. 30-48). Oxford University Press.
- Sanders, T., & Campbell, R. (2007). Designing out vulnerability, building in respect: Violence, safety and sex work policy. *The British Journal of Sociology*, 58(1), 1-19.
- Sherraden, M. S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-221.
- Sitter, K. C., & Curnew, A. H. (2016). The application of social media in social work community practice. *Social Work Education*, 35(3), 271-283.
- Young, I. (2011). Insurgency and the Welfare Capitalist State. In I. M. Young, *Justice and the Politics of Difference* (pp. 66 – 95). Princeton University Press.

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, microphone and speaker is required for D2L access.

RELATIONSHIP TO OTHER COURSES

This is one of nine required courses in the Foundation program. This course applies a macro and policy perspective to social work practice. The content is complementary to materials learned in Practice with Organizations and Communities, Human Behavior and the environment, and Issues in Social Work Research.

CLASS SCHEDULE

Important Dates for Spring 2022

- Start of Term: Monday, May 2, 2022
- End of Term: Friday, June 24, 2022
- Fee deadline: Wednesday, May 11, 2022
- Victoria Day, no classes: Monday, May 23, 2022

For each class, **students are expected to have reviewed all the material prior and attend ready to participate in critical dialogue and activities.**

Date	Topic	Readings & D2L Instructions
Week 1		
May 31	Introductions & Course Overview Critical Subjectivity, Critical Reflection, & Social Justice	<ul style="list-style-type: none"> • Ahmed (2017) • Bell, Adams, & Zuniga (2018) • Brookfield (2016) • Textbook: Introduction & Chapter 1
June 2	Policy Making in Canada	<ul style="list-style-type: none"> • Breton, Cox, & Taylor (2003) • Young (2011). • Textbook: Chapters 2 & 3
Week 2		
June 7	Policy Making Processes and Analysis	<ul style="list-style-type: none"> • Beresford (2016) • Kanenberg (2013) • McKenzie & Wharf (2016) • Textbook: Chapter 6
June 9	Policy Making and Indigenous Peoples	<ul style="list-style-type: none"> • Black (2020) • Maciel & Vine (2012) • National Inquiry into Missing and Murdered Indigenous Women and Girls Report (2019)

		<ul style="list-style-type: none"> • Text: Chapter 5
Week 3		
June 14	Policy Influencing	<ul style="list-style-type: none"> • Courage (2013) • Freudenberg & Tsui (2014) • Sitter & Curnew (2016) • Textbook: Chapter 4
June 16	Social Policy and Difference	<ul style="list-style-type: none"> • Hamraie (2013) • Sanders & Campbell (2007) • Textbook: Choose one chapter from Part III (Chapters 8-19) & Chapter 20

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session) for your best learning experiences. Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

Assignment 1: Social Justice & You: A Sensory Art-Based Story (20%) – DUE June 6, 2022 by 11:59 PM MST

Aligned Learning Outcomes: CLOs 1, 4, 5;

Assignment Description: Students will create a sensory arts-based story that critically reflects on their worldviews, beliefs, assumptions, social locations in relationship to social justice and power. These stories will lay the critical foundation for their social policy work.

Sensory arts-based storytelling weaves together multiple modalities (ex: impressions, imagery, memory depictions, music, drawings, symbols, soundscapes, spoken word, tactile landscapes, etc.) to critically reflect on a topic. Ahmed (2017) observes that understanding the social world is a messy, sweaty, and complex endeavor; sensory arts-based storytelling offers a creative and critically reflective means of analyzing these complexities in conjunction with our embodied knowledge.

Questions your story might explore include:

- How does social justice intersect with your everyday life?

- How do you experience socio-structural power (ex: colonialism, racism, sexism, ableism, classism, etc.) in your everyday environments?
- What messages do you experience in your everyday life surrounding social justice? In what form are these messages? Absence and invisibility are also responses.
- How are aspects of your social location symbolized and embedded in your everyday environment? How are these aspects sensorily communicated and experienced?
- What would you include in a self-portrait to express your social location?

Detailed instructions for the assignment including examples will be available on D2L.

Assessment Criteria: Assignments will be graded on the following criteria (out of 20): Mastery of Content (/5); Clarity, Organization, & Presentation (5/); Evidence of Critical Reflection (/10).

Grading criteria will be discussed further in class and full grading rubric will be posted on D2L.

Assignment 2: Policy Brief (30%) – DUE June 16 11:59 PM MST

Aligned Learning Outcomes: CLOs 2, 3, 4, 5;

Assignment Description: Prepare a 1000-1250 word critical policy brief that identifies, explores, and investigates a specific social policy from a social justice perspective.

You will identify a social policy topic for analysis, draw upon information from multiple sources including lived experience materials (ethnographies, participatory research projects, memoirs, documentaries, etc.), internet websites, policy documents, journal articles, and books. These materials will be used to:

- 1) explain why the specific social policy topic is important and who it impacts (i.e. “so what?”);
- 2) identify the important conceptual and/or theoretical basis for the identified issues;
- 3) integrate a social justice perspective for this policy area;
- 4) identify influences (power) on the specific policy and their impact on specific groups;
- 5) generate recommendations for change including relevant stakeholders, change strategies, and approaches.

Your social policy topic and development of this assignment will be workshopped in class during weeks 2 and 3 of the course.

Assessment Criteria: Assignments will be graded on the following criteria (out of 30): Mastery of Policy Topic & Research (/15); Evidence of Critical Thinking & Depth of Analysis (/5); Development Process (5%); Quality of Writing, Mechanics, & Referencing (/5).

Grading criteria will be discussed further in class and full grading rubric will be posted on D2L.

Assignment 3: Social Policy Action (20%) – DUE June 20 11:59 PM MST

Aligned Learning Outcomes: CLOs 3, 4; PLOs 6.3, 7.2, 7.3

Assignment Description: Mobilizing knowledge from Assignment 2, you will craft a piece of social action that advocates for the policy changes and recommendations you identified.

The specific form will be dependent upon the policy changes and stakeholders/audience identified in Assignment 2, but is expected to take the form of a piece of advocacy/storytelling, public installation, infographic, written editorial, etc. The social action will be implemented and shared as strategized.

Your social policy action will include the following elements:

- Implementation strategy
- Overview of policy analysis
- Impact of the current policy landscape on relevant group(s) (i.e. "So what?")
- Policy recommendations/changes/ calls to action

Assessment Criteria: The social policy action will be graded on the following criteria (out of 20): Clarity of "So What?" & Policy Recommendations (/5); Action Strategy (/10); Implementation (/5).

Grading criteria will be discussed further in class and full grading rubric will be posted on D2L.

Assignment 4: In-Class Learning Activities/Engagement (20%) – DUE June 16 11:59 PM MST

Aligned Learning Outcomes: CLOs 1, 5; PLOs 3.1, 5.1, 5.2

Assignment Description:

Engaging actively with our learning community is a key element of ensuring our co-learning is a success. Part of understanding your own values and positionality is working in relationship with others. Engaging deeply with our co-learning community is an important element in your learning success.

Everyone is expected to attend and participate in class sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. **Students must come to class having read the materials for the week and be prepared to apply their knowledge in group learning activities.**

Assessment Criteria:

As part of each class (morning/afternoon), you will contribute one personal learning artifact to your individual Miro board (miro.com); your board will only be accessible to you and me (Alison).

Learning artifacts and Miro processes will be discussed and workshopped in our first class. At the end of the course, you will submit your Miro board as an engagement portfolio (curated as you determine) accompanied by:

- 1) an approximately 500-word critical reflection concerning your engagement throughout the course, and
- 2) a self-grade for your course engagement.

Notes:

- Students may have one missed class/learning artifact throughout the course without explanation.
- The instructor holds the final determination of grades.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend all in-person class sessions and actively contribute. If you are unable to attend, please contact your instructor prior to class (if possible) to discuss alternative means of engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L or via the appropriate D2L discussion forum. All assignments are due by 11:59pm 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 may be accepted at the discretion of the instructor - please contact the instructor prior to the assignment due date to discuss extensions. If accepted, late assignments will not receive substantive feedback from the instructor and may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

For written assignments, writing skills will be a factor in grading. 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, created 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 to pass the course.

The University of Calgary [Graduate 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	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

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. [A mid-course evaluation will be provided at the end of class on June 7th to address learners' experiences and adjust course processes as necessary.](#)

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's [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-Based 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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