



Spring 2022

Course & Session Number	SOWK 632 S02	Classroom	Online
Course Name	Social Policy and Social Justice		
Dates and Time	Start of Classes: May 30, 2022 End of Classes: June 19, 2022 Dates and Time: Synchronous Zoom Sessions May 30, June 1, 6, 8, 13, 15 5:30-8:30pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jane Slessor MSW, RSW	Office Hours	As requested
UCalgary E-mail	Jane.slessor1@ucalgary.ca	UCalgary Phone	N/A

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](#).

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

SYLLABUS STATEMENT

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

COURSE DESCRIPTION

Policy is integrally related to practice issues and research. Social policy sets the institutional framework for practice, establishing both the foundation and boundaries for service provision. As such, it sets the parameters for the struggle for social justice that is integral to the social work profession.

This online, blended (synchronous and asynchronous elements) course provides students with the opportunity to explore the relationship between social justice, social policy, and their own social work practice. Students will critically assess various structural factors, influences (including media), and ideologies that inform the development and implementation of social policy, identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and explore different avenues for impacting the policy change process. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course.

To best succeed in the course, students are expected to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions.

COURSE LEARNING OUTCOMES

This course supports learners to achieve these course learning objectives (CLOs):

1. Demonstrate understanding of theoretical concepts as related to social policy and social justice,
2. Gain understanding of the roles that ideologies, values, media, and worldviews play in determining social policies and their relationships to human rights and social justice,
3. Gain knowledge about policy making processes at local, provincial, national, and international levels,
4. Develop analytical and practical skills to provide input into or to influence the development of social policy,
5. Demonstrate critical awareness of the impact of social policies on diverse populations, and
6. Make the connection between their own clinical social work practice and social policy.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Required Text:

Harding, R. & Jeyapal, D. (2018). *Canadian Social Policy for Social Workers*. Oxford University Press.

Required Readings:

- Beland, D., Dinan, S., Rocco, P. & Waddan, A. (2022). COVID-19, poverty reduction, and partisanship in Canada and the United States. *Policy and Society*, 0(00), 1-15. <https://academic.oup.com/policyandsociety/advance-article/doi/10.1093/polsoc/puac002/6523317?login=false>
- Gil, D. (2008). Meeting universal human needs as the foundation of individual and social development and of social and global justice: comments upon receipt of the Justice Studies Association's 2008 Noam Chomsky Award, *Contemporary Justice Review*, 11: 4, 323 — 330. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/10282580802482595?needAccess=true>
- Reisch, M. (2016). Why macro practice matters. *Journal of Social Work Education*, 52(3), 259-268. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/pdf/10.1080/10437797.2016.1174652?needAccess=true>
- Sinclair, R. (2016). The Indigenous child removal system in Canada: An examination of legal decision-making and racial bias. *First Peoples Child & Family Review*, 11(2), 8-18. https://ucalgary-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_cdi_crossref_primary_10_7202_1082333ar&context=PC&vid=UCALGARY&lang=en_US&search_scope=EVERYTHING&adaptor=primo_central_multiple_fe&tab=everything&query=any,contains,The%20Indigenous%20child%20removal%20system%20in%20Canada:%20An%20examination%20of%20legal%20decision-making%20and%20racial%20bias&offset=0
- Stark, C. (2018). The neoliberal ideology, its contradictions, the consequences and challenges for social work. *Annual of Social Work*, (1), 39-63. <https://core.ac.uk/reader/212473240>

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 and Zoom 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 with a social justice lens. The content is complementary to materials learned in Practice with Organizations and Communities, Human Behaviour in 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

Week/ Dates	Synchronous Sessions (6 hours/week = 18 hours)	D2L Asynchronous Activities (7 hours/week = 21 hours)	Assignments Due
Week 1: May 30 – June 5	May 30, 5:30-8:30PM: <ul style="list-style-type: none"> . Introductions . Course details . Social justice and positionality . Intro to social policy Readings: Gil (2008) Reisch (2010) Harding & Jeyapal (2018) Ch. 1/3	<i>Social Justice & Me</i> Locate pieces of social policy/justice related culture. This might include movies, books, podcasts, social media accounts, visual art, music, etc. Compile a list of five items that you would be interested in exploring. Add your items to our Social Justice resources Padlet. Padlet link! Choose materials from our collection and create a reflection on social justice and how social justice relates to you and your social work practice, based on your positionality. Post reflections to D2L Discussion Board along with a related question for your classmates to discuss.	<i>Social Justice & Me</i> Padlet entries (May 31, 11:59PM) <i>Social Justice & Me</i> Reflection Post (June 3, 11:59PM) <i>Social Justice & Me</i> Reflection Responses (June 5, 11:59PM)
	June 1, 5:30-8:30PM: <ul style="list-style-type: none"> . Media and Public Discourse . Neoliberalism & Social Work Readings: Harding & Jeyapal (2018) Ch. 2 Stark (2018)		
Week 2: June 6 – 12	June 6, 5:30-8:30PM: Social policy making in Canada Influencing Social Policy Writing policy briefs <i>Guest speaker</i> Readings: Harding & Jeyapal (2018) Ch. 4/5	<i>Decolonization is for Everyone, Including Me</i> Review the module content provided on D2L. Consider how policy might support the work of decolonization. Consider your relationship to and role in decolonization. Think about any actions you might take personally and professionally to support the work of decolonizing policies. Post a reflection along with a question for discussion to the D2L Discussion Board	Assignment #3: <i>Spinning It</i> (June 6, 11:59PM) <i>Decolonization is for Everyone, Including Me</i> Reflection Post (June 10, 11:59PM) <i>Decolonization is for Everyone, Including Me</i> Reflection Responses (June 10, 11:59PM)
	June 8, 5:30-8:30PM: Social Policy and Indigeneity <i>Guest speaker</i> Harding & Jeyapal (2018) Ch. 6 Sinclair (2016)		
Week 3:	June 13, 5:30-8:30PM:		

June 13 – 19	Social Policy for Social Categories Choose two from: Harding & Jeyapal (2018) Ch. 7-11	<i>Social Categories, Social Policy & Me</i> Choose one chapter from chapters 7-11 in the textbook to focus on. Work through the discussion questions at the end of your chosen chapter and reflect on your positional relationship (social location) to the social category you have chosen and impacts for social work practice. After working through the questions and reflecting on your positionality or social location, post a summary of your key learnings along with a related question for discussion to the D2L Discussion Board.	<i>Assignment #4: Making it Brief</i> (June 13, 11:59PM) <i>Social Categories, Social Policy & Me Reflection Post</i> (June 17, 11:59PM) <i>Social Categories, Social Policy & Me Reflection Responses</i> (June 19, 2022) <i>Assignment #5: Making it Macro</i> (June 20, 11:59PM)
	June 15, 5:30-8:30PM: Social Policy for Social Issues Beland et al. (2020) Choose two from: Harding & Jeyapal (2018) Ch. 12-18		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. 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. Zoom sessions will not be recorded and students are asked not to record them unless they have formal accommodations to do so.

ASSESSMENT COMPONENTS

Assignment #1 - Getting Engaged Synchronously: Participation (15%)

(Throughout)

Students are expected to attend and participate in class synchronous 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 will contribute to their own learning as well as to the learning of their peers. Participation marks will be determined based on attendance and overall engagement as follows:

Attendance (1.5% x 6 classes) 9%
Overall engagement 6%

Assignment #2 - Getting Engaged Asynchronously: D2L Module Posts & Responses (15%)

Week 1: Post (due June 3) 3%, Responses (due June 5) 1% x 2 = 5%
Week 2: Post (due June 10) 3%, Responses (due June 12) 1% x 2 = 5%
Week 3: Post (due June 17) 3%, Responses (due June 19) 1% x 2 = 5%

Based on D2L asynchronous activities and prompts, students will submit three weekly reflections (either written or oral/recorded) with a related question for discussion. Students will also respond to 2 of their classmates' posts.

Written reflections will be approximately 250-500 words. Recorded posts will be no more than 5 minutes. Responses will be approximately 250 words and will be written. APA is not expected for this assignment, although references will be cited appropriately if used. Detailed rubrics are available on D2L.

Assignment #3 - Spinning It: Re-writing the News (20%)

Due date: June 6, 2022 by 11:59PM

Students will find a relatively recent news article focussed on a social policy issue. In relation to this article, students will work through the Discussion Questions on page 27 of the Harding & Jeyapal (2018) textbook. Once students have gone through the questions, they will use the learnings generated to rewrite the article (including the headline) from an alternative perspective.

Student news articles will be 250-500 words.

News articles will be submitted to D2L Dropbox.

APA 7 format is required.

Aligned with Course Learning Objectives: 2,4,5

Assignment #4 - Making it Brief: Creating a Critical Policy Brief (30%)

Due date: June 13, 2022 by 11:59PM

Choose one of the chapters in Section 3 (Social Policy for Social Issues) of the Harding & Jeyapal (2018) textbook that is of particular interest to you, and then focus in on one of the policies or policy areas discussed in the chapter (or another social policy related to the social issue the chapter focuses on). Imagine you are advocating for a change to this policy from a social justice perspective and have been asked to prepare a policy brief for your local politician.

In addition to the chapter, you will want to draw other relevant information from multiple sources including materials generated by people with lived experience who are impacted by the policy

(ethnographies, participatory research projects, memoirs, documentaries, etc.), internet websites, policy documents, journal articles, and books. (You might use materials on our class Padlet). It will be important to understand who the policy impacts the most and how, what values are underpinning the current policy, who benefits from keeping the policy in place (where the power behind maintaining the policy lies), and what viable alternatives to the current policy exist.

Once materials have been reviewed, prepare a 750-1000 word critical policy brief that identifies, explores, and investigates your specific social policy from a social justice perspective. Your brief will include the following components: an introduction, a literature review that summarizes relevant information about the policy, an analysis of why the policy/status quo is not working, policy solutions, recommendations, a conclusion and references.

Resources for writing a policy brief will be available on D2L and discussed in class.

APA 7 format will be expected for this assignment.

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

Aligned with Course Learning Objectives: 2, 3, 4, 5

Assignment #5 - Making it Macro: Writing an Advocacy Letter (20%)

Due date: June 20, 2022 by 11:59PM

Choose a Canadian social policy relating to oppression or social injustice in your own life that you would like to see implemented, changed, eliminated, or otherwise addressed. Based on your understanding of the policy, prepare and submit a letter to the appropriate elected official. It will be important to understand which order of government is responsible for the policy you are advocating for/against.

Resources and samples will be available on D2L to help with the writing of your letters.

Letters will be 500-750 words long and submitted in email form.

The letter (email) and evidence of the sent email will be submitted to D2L Dropbox.

Aligned with Course Learning Objectives: 2, 3, 4, 5

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Because of the participatory nature of this class, attendance and punctuality for synchronous Zoom sessions are expected. Please connect via email with the instructor ahead of class if you are unable to attend class, will be late, or required to leave early. Students are encouraged to see participation as a way to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers.

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 will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction. Please email the instructor PRIOR to the assignment due date if you expect that you will need an extension.

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. 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 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 [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 and through anonymous formative feedback directly to the instructor. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings can be accessed through the Reading List tool (Leganto) on D2L.

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