



Course Number	SOWK 383 S01	Classroom	Online
Course Name	Social Policy and Social Justice		
Day(s) & Time	Thursday Zoom Sessions: 9:00-11:50 a.m.		
Instructor	Dr. Patricia Samson		
U of C 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

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

REQUIRED READINGS

- Ethical realism at: <https://ethicalrealism.wordpress.com/2011/04/26/three-theories-of-justice/>
- Chappell, R. (2014). *Social welfare in Canadian society* (5th ed.). Nelson Education Limited. (Chapter 1)
- Gray, M., Coates, J., Yellow Bird, M., & Hetherington, T. (2016). *Decolonizing social work*. Ashgate Publishing. (Chapter 12)
- Mapp, S. (2021). *Human rights and social justice in a global perspective*. Oxford University Press. (Chapter 2)

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

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

CLASS SCHEDULE		
Date	Topic	Readings/Assignments Due
January 14 Zoom Class Session	Course Introduction, syllabus review, and overview of History and Ideology of Social Policy and Social Justice	Course Outline/Syllabus/Assignments Assigned Reading: McKenzie & Wharf (2016) class text: Introduction & Chapter 1 (pp. 1-40)
January 21 Asynchronous Annotated Bibliography of each assigned reading	Discussion of Social Policy and Social Justice	<ol style="list-style-type: none"> Assigned Readings: https://ethicalrealism.wordpress.com/2011/04/26/three-theories-of-justice/ Chappell, R. (2014). Chapter 1: The Nature of Canadian Social Welfare (pp. 3-28 in D2L). In <i>Social welfare in Canadian society</i> (5th ed.). Nelson Education Ltd. Mapp, S. (2021). Chapter 2: Human Rights (pp.18-35 in D2L). In <i>Human rights and social justice in a global perspective</i>. Oxford University Press.

		Note: Submit annotated bibliographies to the D2L Drop Box by 11:59 p.m. this date
January 28 Zoom Class Session	Social Policy Environment	Assigned Reading: 1. McKenzie & Wharf (2016) class text: Chapters 2 & 3 (pp.41-97)
February 4 Asynchronous Annotated Bibliography of each assigned reading	Policy Making Process & Policy Implementation	1. McKenzie & Wharf (2016) class text: Chapter 4 (pp.98-133) 2. McKenzie & Wharf (2016) class text: Chapter 5 (pp.134-151) Note: Submit annotated bibliographies to the D2L Drop Box by 11:59 p.m. this date
February 11 Zoom Class Session	Indigenous Social Policy	1. McKenzie & Wharf (2016) class text: Chapter 10 (pp.237-263) 2. Gray, Coates, Yellow Bird, & Hetherington (2016). Chapter 12 (pp. 239-255 in D2L). In <i>Decolonizing Social Work</i> . Ashgate Publishing. <hr/> Tentative: Guest Speaker <hr/> Letter to the Editor: Social Justice Advocacy Initiative-all Threads to be completed by Feb 13th, 2021 in D2L Discussion Board
February 18	Mid-Term Break	Reading Week
February 25 Asynchronous Annotated Bibliography of 2 of your readings for your policy presentation topic	Independent Study Day	1. Choose two (2) of your four (4) scholarly articles for your social policy debate presentation and complete an annotated bibliography of each article chosen Note: Submit annotated bibliographies to the D2L Drop Box by 11:59 p.m. this date
March 4 Zoom Class Session	Inclusive Approaches to Policy Making	1. McKenzie & Wharf (2016) Text: Chapter 6 (pp.152-179)
March 11 Asynchronous Video: Poor No More (CBC Documentary) Plus	Influencing Policy from Outside the System	1. McKenzie & Wharf (2016) class text: Chapter 7 (pp.180-197) 2. CBC Documentary: Poor No More (approx. 1 hour) Note: Submit annotated bibliography to the D2L Drop Box by 11:59 p.m. this date <hr/> Letter to the Editor: Social Justice Advocacy Initiative-all Replies Due via D2L Discussion Boards by March 13th, 2021

Annotated Bibliography of the assigned reading		
March 18 Zoom Class Session from 9:00-11:00 a.m.	Policy, Practice and Critical Social Work	1. Discussion of Video: Poor No More 2. McKenzie & Wharf (2016) class text: Conclusion (pp. 264-266)
March 25 Zoom Class 9:00-11:30 a.m.	Presentations	Social Welfare Policy/Debate Projects
April 1 Zoom Class 9:00-11:45 a.m.	Presentations	Social Welfare Policy/Debate Projects
April 8 Zoom Class 9:00-11:45 a.m.	Policy Analysis Exercise (Mental Health issues and CTOs- Case Study/Example)	Zoom In-class Case Study and Policy Analysis Exercise Assigned Readings: Case Study material will be posted to the D2L course site. Please read in preparation for class
April 15	Final Class: Independent Study BONUS MARKS Opportunity	Course Wrap-up • Reflect on your learning during this course. If you choose to submit a written summary (maximum of 1 page) of your reflection, you will receive two (2) BONUS MARKS [this reflection page is optional and not mandatory].

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

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). 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. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

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.

ASSESSMENT COMPONENTS

1. Assignment 1: Discussion Forum-Letter to the Editor: Social Justice Advocacy Initiative

Weight: 30%

Aligned Learning Outcomes: 1,3,5

Part 1

Each student must write a *Letter to the Editor* 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 750 words, that highlights a policy that is in some way creating injustice, marginalization, or barriers for people and 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? You can go to the following website for details on writing letters to the editor:

<https://ctb.ku.edu/en/table-of-contents/advocacy/direct-action/letters-to-editor/main>

Your individual thread (Letter to the Editor) must be posted to D2L by Sunday February 13th, 2021

Part 2

Each student must then read and respond to the threads of at least three (3) 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, that incorporates some of the scholarly literature to support your points. **Replies** should not exceed 450 words.

All Replies are to be completed in D2L by March 13th, 2021.

2. Assignment #2: Annotated Bibliographies

Weight: 40% (each annotated bibliography is worth 5%)

Due: January 21st, February 4th, February 25th, & March 11th, 2021

Aligned Learning Outcomes: 2,4,5

You will complete annotated bibliographies of assigned readings during those weeks where learning will occur asynchronously: January 21st, February 4th, February 25th, & March 11th. There is a total of eight (8) readings that require annotated bibliographies for this course. The readings to be addressed for each date above are noted in the Class Schedule as Assigned Readings. To complete an **Annotated Selected Bibliography**: You 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. The link specifically for annotated bibliographies is:

https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/

[index.html](#) . You 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>

In your bibliographies, provide a succinct summary of each reading, highlight any key themes or concepts that stand out for you, and critically assess the reading in relation to strengths and challenges presented. Conclude with a section on how this material impacts or influences you personally and professionally as an emerging social worker; provide examples to illustrate some of your points. Each annotated bibliography should not exceed a maximum of 3 pages (excluding title page), should be double-spaced, and cited per APA (7th Edition).

3. Assignment #3: Social Policy Analysis and Debate Presentation

Weight: 30%

Due: March 25th & April 1st, 2021

Aligned Learning Outcomes: 1,2,3,4

Each student will conduct a social policy analysis and presentation (using Power Point, Prezi, or a different approved forum). You will choose a social issue/problem and identify a policy that is relevant to the issue. You will provide the following critical analysis that highlights: (1) A brief overview of the social issue/problem and the policy you have chosen to examine that addresses the issue; (2) The rationale for why you have chosen the issue and policy; (3) What are the social, historical, economic, and political contexts influencing your issue and policy? (4) Identify what the debate on the issue is about: what are the tensions? Controversies? What is the central argument at the heart of the debate on the issue: what is the “pro” side and what is the “con” side? (5) Detail the relevance of this issue and policy for social work; (6) Include a minimum of 8 references from the scholarly literature that you have used for this project and include them in your references section (cited APA, 7th edition).

Each student will give a 10-minute in-class (Zoom) presentation on your social policy project. March 25th and April 1st are scheduled dates for the in-class presentations. You have the choice to present live during class time or pre-record your presentation and play the recording during class for all of us.

4. Optional Bonus Marks: Reflective Page (Maximum of 1 page)

Weight: 2 marks

Due: April 15th, 2021

Reflect on your learning during this course. Consider how you can apply what you have learned and how it can be applied to your future social work practice. Critical reflection is an integral component to effective social work practice; hence, take this time to reflect on key take-aways from this course. Think of connections to your own life and work: How have things impacted you...Personally? Professionally? Provide some examples to bring some of your points to life. If you choose to submit a written summary (maximum of 1 page) of your reflection, you will receive two **(2) BONUS MARKS** [this reflection page is optional and not mandatory]. A D2L Drop Box will be provided for this 1-page reflective submission if you choose to complete it for Bonus Marks; due by 11:59 p.m. (No extensions)

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

Rubrics will be posted to the course D2L site for course assignments.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. Zoom guidelines noted above apply here

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through the respective Dropbox in D2L. Assignments should 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 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. Assignments submitted after the deadline may be penalized with a grade reduction of 5% for each day late

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 7th edition 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 your own work, written expressly by you, the student, for this course. You 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

No refunds for withdrawal from **winter courses** after January 21, 2021. The last day to add or swap winter session courses is January 22, 2021. The last day to withdraw with permission from courses is 4:00 p.m. on April 15, 2021. The Undergraduate Academic Schedule for 2020-2021 can be viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.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

- 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.
- Ismael, S. (2006). *Child poverty and the Canadian welfare state*. University of Alberta Press.
- Lightman, E. (2003). *Social policy in Canada*. 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.
- 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.
- 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.
- Sen, A. (2000). *Development as freedom*. Anchor Books, A Division of Random House, Inc.
- 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.
- Westhues, A. (2012). *Canadian social policy: Issues and perspectives*. (5th ed.). Waterloo: Wilfred Laurier 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.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 (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.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>

SAFEWALK

Safewalk provides a safe and reliable alternative to walking alone at nights around and on the U of A Campus located at 0-22 SUB, phone (780) 492 5563 or 4-WALK-ME. In addition to the UofA's Safewalk Program, security personnel at Enterprise Square will provide an escort from the main lobby between 6:00 pm and 11:00 pm any day that the building is open. Arrangements to be accompanied can be made at the security desk opposite to the elevators on the main floor at the time the escort is required; reservation ahead of time is not possible. Security will escort you within a two- block radius of Enterprise Square.

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**
- **Emergency Evacuation/Assembly Points (Calgary)**
- **Safewalk (Calgary)**

