



<b>Course &amp; Session Number</b>	<b>SOWK 383 S03</b>	<b>Classroom</b>	Check D2L for classroom location
<b>Course Name</b>	Social Policy and Social Justice		
<b>Dates and Time</b>	Start of Classes: September 9 <sup>th</sup> End of Classes: December 6 <sup>th</sup> Dates and Time: Mondays, 9am-11:50am Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Carly-Ann Haney, PhD(c), RSW	<b>Office Hours</b>	As Requested
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**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.

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

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

### **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 focus on critical analysis of policies that impact social work practice and social justice. We will examine the motivation behind proposed policies, the impacts and learn effective tactics for influencing social policy. We will use real policy examples to understand social policy development process and the impact of social policy on communities and individuals.

### **COURSE LEARNING OUTCOMES**

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

- Identify how public policy influences and shapes people's lives and relationships.
- Demonstrate a critical understanding of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global context.
- Assess and analyze essential features of a policy or policies that impact the service users they work with or have worked with in professional settings.
- Demonstrate understanding of theoretical concepts related to social policy and social justice
- Understand various theories and perspectives and their influence on the development and implementation of social policy
- Gain knowledge and skills in effective policy advocacy work

### **LEARNING RESOURCES**

#### **REQUIRED TEXTBOOKS AND/OR READINGS**

There is no required textbook for the class. Readings will be linked on D2L using Leganto.

#### **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

The policy context within which social work is practiced significantly influences that practice. Understanding policy is critical to effectiveness at all levels of social work practice. In addition, it is an ethical responsibility of social workers to advocate for and work toward socially just policies and programs. This is a foundation course in the BSW program.

## CLASS SCHEDULE

### Important Dates for Fall 2024

- Start of Term: Monday, August 26, 2024
- First Day of Class: Tuesday, September 3, 2024
- End of Term: Tuesday, December 24, 2024
- Last Day of Class: Friday, December 6, 2024
- Fee Deadline: Friday, September 20, 2024
- Labour Day, no classes: Monday, September 2, 2024
- [National Day for Truth and Reconciliation](#), no classes: Monday, September 30, 2024
- Thanksgiving Day, no classes: Monday, October 14, 2024
- [Remembrance Day](#), no classes: Monday, November 11, 2024

### Class Schedule

This is a TENTATIVE list of topics and class schedule and is subject to change based on the interests, needs and progress of class participants.

Class dates	Topic	Readings
September 9 <sup>th</sup>	Introduction and positioning the course	Review course outline
September 16 <sup>th</sup>	The welfare state Reading discussion	Bryant et al. (2020)
September 23 <sup>rd</sup>	Making a White Canada: Racism and policy	Mahabir et al. (2021)
October 7 <sup>th</sup>	Settler colonial policy formations and reclamation Reading discussion	Walqwan Metallic et al. (2019) Flanagan (2022)
October 21 <sup>st</sup>	The body and policy	Brownstone et al. (2021) Ioannoni (2023)
October 28 <sup>th</sup>	Reproductive Justice	Tam (2021)

	Reading discussion	Rudrum (2023)
November 4 <sup>th</sup>	Sexual violence policies Reading discussion	Lee & Wong (2019) Select a university sexual violence policy to review. Linked in D2L.
November 18 <sup>th</sup>	Dying in Canada Reading discussion	Gaind (2022) Manduca-Barone et al. (2022)
November 25 <sup>th</sup>	Aging in Canada	Brassolotto et al.
December 2 <sup>nd</sup>	Wrap up	No readings

**ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION**

**GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES**

You are expected to participate actively in all Zoom sessions if they occur. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **When possible, it is desirable for students to have their cameras turned on.** You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

**RECORDINGS OF ONLINE CLASSES (By Students)**

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services (SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

**ASSESSMENT COMPONENTS**

**Assignment 1: Reflections of learning (30%, 10% each). Due on September 27<sup>th</sup>, October 25<sup>th</sup>, November 22<sup>nd</sup>.**

As part of the (un)learning and (re)learning process, students will be invited to reflect on their encounters with various social policies, value-laden approaches, knowledge, processes, content, and materials from the course. These reflections should examine evolving conceptualizations,

understandings, and tensions related the development, maintenance, and perpetuation of social policies. As an embodied approach, students are invited to feel and process policy impacts, attuning to how knowledge is experienced and cultivated through the body and mind. This assignment should incite student reflections about social work practice in relation to their social identities, the communities they serve, and the themes, policies, and concepts learned throughout the course. Students are expected to draw on experiential, reflexive, and scholarly knowledge. Potential questions to reflect on could be what connections you made, what questions you have, and what is needed for you to take up this knowledge in the present and future.

Your reflections will be personalized to you, reflecting your relationship to knowledge creation and integration. Your reflections can be as traditional or as visionary as suits your relationship with knowledge and learning style. For example, your reflections may be written (400-500 words), audio-recorded, visual (video, painting, sketch), poetry, dance, or more. We will discuss mediums and expectations of reflections on the first day of class.

### **Assignment 2: Reading Discussions (30%, 10% each)**

A component of our classes will be small group/pair discussions. These discussions will serve as a place to debrief and discuss readings while learning from and with each other. Beginning on September 16<sup>th</sup> and occurring 5 times over the semester, you will be asked to develop questions to facilitate weekly readings. The small group/pair discussions will be organized as follows:

In class, you will individually be asked to develop 1-2 questions from one of the weekly readings. Then, you will form small groups, share and refine your questions, and agree on the 3-5 best questions. Then you will find another classmate from a different group and pose one of the 3-5 questions created in your small groups. You will take turns asking your partner the question of your choosing. While in discussion, you will be asked to take notes of your process. After the pair discussions are complete, you will be asked to write up a short evaluation of the discussion process: the initial questions you came up with, the questions your small group came up with, the question you posed in pairs, and the question that was posed to you and your response.

You will be asked to submit **3** reading discussion evaluations over the course. You are expected to come to each class prepared to discuss the readings, **but you only need to submit 3 out of 5 reading discussion** evaluations. Reading discussions will be due the Friday following each class (September 20<sup>th</sup>, October 11<sup>th</sup>, November 1<sup>st</sup>, November 8<sup>th</sup>, November 22<sup>nd</sup>).

### **Assignment 3: Social policy analyses (40%) Part A:10%, Part B:30%.**

You are asked to analyze a relevant social policy for the final assignment. This assignment can be done individually, in pairs, or a small group of three. The assignment can be a written paper, in-class presentation, or creative project. Rubrics and assignment guidelines will be posted to D2L for each medium.

#### **Part A: Outline**

Each individual, pair, or group must create an outline worth 10% that proposes and outlines their final project. In the outline, you will be asked to briefly describe the social policy, your interest in the issue,

the medium of the project, and its relevance to social work. You will also be asked to identify four initial peer-reviewed references. The outline is due **October 4<sup>th</sup>**.

### **Part B: Social Policy Analyses**

This assignment will describe a selected area's social policy/legislation/program and critique its strengths and limitations. The assignment will also suggest ways to improve the policy chosen. You are asked to describe and analyze a social policy/bill/legislation/or program (provincial, federal, or municipal) in an area of concern or interest. If your area of concern lacks an existing policy response, you can focus on documenting this gap and outline an appropriate policy response. The topic should have a solid critical and social justice element and will be approved by the instructor in advance.

In the assignment, highlight the following:

- What is the policy or policy gap you are addressing?
- Who is affected and how?
- What are some historical concerns with the policy or policy gap?
- How does or how would this policy work in practice?
- What are the shortcomings of the policy and your suggested improvements?

If students choose to present an in-class presentation, they can present on **November 25<sup>th</sup>** or **December 2<sup>nd</sup>**. All other mediums are due on **November 29<sup>th</sup>**.

## **ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59 pm 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 only be accepted if an extension is negotiated between the instructor and the students before the deadline. Late assignments without an extension submitted after the deadline will be penalized with a 5% deduction per day. Assignments submitted more than a week late without a negotiated extension will receive a zero.

### **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 7<sup>th</sup> 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 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>

<b>GRADING</b>
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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. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section <a href="#">F.1.3</a> for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in	

		GPA" where applicable.	
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**COURSE EVALUATION**

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

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

**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
- Emergency Evacuation/ Assembly Points
- Safewalk