Course & Session Number	**SOWK** 632 S01	**Classroom**	In-person: HNSC 334
Course Name	Social Policy and Social Justice		
Dates and Time	Start of Classes: May 9 End of Classes: June 15 Dates and Time: Tuesdays, 9am-11:45am; 1pm-3:45pm (May 9, 16, 23, 30, June 6, 13) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Dr. Francis Boakye	**Office Hours**	Best reached by email.
UCalgary E-mail	Francis.boakye1@ucalgary.ca	**UCalgary Phone**	

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.

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[1] 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

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 social policy in Canada and in a globalizing world. Learners will analyze the historical, social, economic, political, and ideological contexts that have shaped social policies. They will inquire into policy making processes and efforts to influence social policy development. They will also assess how social policies have addressed diversity and social justice. The course emphasizes the importance and the role of service organizations in policy making and effective policy advocacy efforts. Learners will participate in critical dialogues, inquiry-based learning, and individual and group work.

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

COURSE LEARNING OUTCOMES

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

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 and worldviews play in determining social policies and their relationships to human rights and social justice.
3. Gain knowledge the roles of organizations in policy making processes and implications for service delivery at local, national and international levels.
4. **Develop** analytical and practical skills to provide input into or to influence the development of social policy with emphasis on the roles of organizations in policy advocacy and systems change and
5. Demonstrate critical awareness of the impact of social policies on diverse populations.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Textbook

Mackenzie, B., & Wharf, B. (2022). *Connecting policy to practice in the human services* (5th ed.). Oxford University Press.

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.

Kania, J., Kramer, M. & Senge, P. (2018, June). *The water of systems change.*

City of Calgary (2021). FCSS policy and systems change. Research brief (January, 2021). (Posted on D2L).

Bailey-Lynch, D. (2016). The influence of policy on childhood poverty in selected provinces in Canada. Calgary: Ambrose University, Canadian Poverty Institute. https://www.povertyinstitute.ca/research-projects

Centers for Disease Control and Prevention, US Department of Health and Human Services: Atlanta, GA. (See link on D2L)

Fair Calgary Policy CSPS019 (Posted on D2L).

City of Calgary Equity Index. https://www.calgary.ca/research/calgary-equity-index.html

CCVO. (2019). Everyday advocacy for nonprofits: a guide to policy advocacy. https://www.calgarycvo.org/everyday-advocacy-guide

Conference Board of Canada (2022, April). Bridging the gap between social and emotional skills.

https://www.conferenceboard.ca/product/bridging-the-gap-between-identity-and-social-and-emotional-skills-black-canadians-perspectives-of-social-and-emotional-skills-in-the-workplace/

Coffman, J. & Beer, T. (2015, March). The advocacy strategy framework: a tool for articulating an advocacy theory of change. https://www.evaluationinnovation.org/wp-content/uploads/2015/03/Adocacy-Strategy-Framework.pdf

Stachowiak, S. (2013, October). Pathways for change: 10 theories to inform advocacy and policy change efforts. Center for Evaluation.

https://www.evaluationinnovation.org/wp-content/uploads/2013/11/Pathways-for-Change.pdf

Government of British Columbia (2020, September). Disaggregated Data Collection in British Columbia. https://bchumanrights.ca/publications/datacollection/

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 course applies a macro perspective to social work practice. The content is complementary to materials learned in international social development, community development, human behavior in the environment, research, and diversity, oppression, and social justice.

CLASS SCHEDULE

Important Dates for Spring 2023
- o   Start of Term: Monday, May 1, 2023
- o   End of Term: Monday, June 23, 2023
- o   Fee Deadline: Friday, May 12, 2023
- o   Victoria Day, no classes: Monday, May 22, 2023

The inquiry-based learning approach honours students' diverse ways of knowing, as well as their abilities to reflect on their lived experience, to generate knowledge, and to research and critically reflect on relevant information. For each seminar, rather than being passive receivers of information, students will participate in critical dialogue on relevant topics and issues. Students must review all reading materials before coming to class and should actively participate in discussions.

Date	Topics	Readings and D2L Instructions
May 9	Introductions, Course Overview, Social Policy and You; Social Policy and Organizational Locations in Policy Making; Social Justice, Anti-oppressive Practice, and Social Policy. Inquiry-Based Learning Activities I • What is social policy and how do we connect social policies to practice? • How does the Alberta policy framework help connect policies to practice?	Alberta Government (2013). *Alberta's social policy framework.* https://open.alberta.ca/publications/6214203 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. (See link on D2L) Textbook: introduction

	• How do social policies translate into public programs and services? • What aspects of your life have interfaced with social policy? • How can organizations ensure that social justice is central to their policy making processes? •	
May 16	Contexts, Perspectives, and Influences in Policy Development: Ideological influences and Policy Directions; Racial Ideologies: Multiculturalism vs. Structural Racism; Systems Change Approach to Policy. Inquiry-Based Learning Activities II • What and who Informs Policy? • What are the historical contexts for social policy development (or lack thereof) as related to the issue of focus? • What are the economic, social, political, and ideological influences in social policy development (or lack thereof) as related to the issue of focus? • What aspects or dynamics outlined in the presentation, **Contexts, Perspectives, and Influences**, are relevant to your issue of focus?	Textbook: Chapters 1&3 Kania, J., Kramer, M. & Senge, P. (2018, June). *The water of systems change.* (Posted on D2L). City of Calgary (2021). FCSS policy and systems change. Research brief (January, 2021). (Posted on D2L). Bailey-Lynch, D. (2016). The influence of policy on childhood poverty in selected provinces in Canada. Calgary: Ambrose University, Canadian Poverty Institute. https://www.povertyinstitute.ca/research-projects

May 23	Centering Equity in Policy Making; Equitable Policy Development Process and Principles, Analysis and Implementation Processes; Understanding Policy Equity Tool Development Inquiry-Based Learning Activities III Guiding Questions for Inquiry-based Learning Activities III • What is (are) the prominent model(s) of policy making as related to the issue of interest? • How do we ensure equity is central to every policy development component? • What roles must social workers play to ensure policies are informed by principles of equity, fairness, and social justice? • How can organizations position themselves to effectively influence policy development our outcomes that benefit their service users?	Textbook: Chapter 4 Centers for Disease Control and Prevention, US Department of Health and Human Services: Atlanta, GA. (See link on D2L) Fair Calgary Policy CSPS019 (Posted on D2L). City of Calgary Equity Index. https://www.calgary.ca/research/calgary-equity-index.html
May 30	Policy Influencing and Policy Advocacy; Capacity Building, Mobilizing and Influencing Populations Inquiry-Based Learning Activities IV Questions of Focus • What are the strategies to influence social policy development as insiders or outsiders? • How have social workers influenced social policy development? • What skills and knowledge are required from social workers to influence social policy development?	CCVO. (2019). Everyday advocacy for nonprofits: a guide to policy advocacy. https://www.calgarycvo.org/everyday-advocacy-guide Textbook: Chapter 6 & 7 Conference Board of Canada (2022, April). Bridging the gap between social and emotional skills. https://www.conferenceboard.ca/product/bridging-the-gap-between-identity-and-social-and-emotional-skills-black-canadians-perspectives-of-social-and-emotional-skills-in-the-workplace/ Coffman, J. & Beer, T. (2015, March). The advocacy strategy framework: a tool for articulating an

	• What are the alternatives to the prominent social policy development model?	advocacy theory of change. https://www.evaluationinnovation.org/wp-content/uploads/2015/03/Adocacy-Strategy-Framework.pdf Stachowiak, S. (2013, October). Pathways for change: 10 theories to inform advocacy and policy change efforts. Center for Evaluation. https://www.evaluationinnovation.org/wp-content/uploads/2013/11/Pathways-for-Change.pdf
June 3	Social Policy, Diversity and Intersectional Methodologies, Importance of Disaggregated Data and Policy Options Inquiry-Based Learning Activities V Questions of Focus • What are the historical and contemporary issues facing diverse and marginalized populations? • How have those issues been addressed or not addressed in the existing social policies? • How is understanding of intersectionality and intersectional methodologies critical to effective policy making? • How have you considered diversity and intersectionality in your analyses as related to your issue of interest? • What is role of disaggregated data in determining policy options in policy making?	Textbook: Chapter 9 Textbook: Chapter 10 Government of British Columbia (2020, September). Disaggregated Data Collection in British Columbia. https://bchumanrights.ca/publications/datacollection/
June 13	Putting It Altogether – Group Presentations Celebration of Achievements	Class Presentations

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: Critical Reflection Paper (30%)

Assessment Criteria: Assignments will be graded on the following criteria (out of 30): Clear demonstration of relationship between social policy and the self (10); Clear demonstration of understanding of concepts and their use; Clarity and Organization (10); Evidence of critical reflection (10).

Aligned Outcomes: CLOs 1,2.

Assignment Description:

Your life inextricably interfaces with social policy, and every aspect of your personal and professional life is impacted in one way or the other by social policies. In this reflection paper, you will identify and reflect on issues that impact you at the personal and professional levels. Your reflections on these issues will include factors that have shaped you and must include issues of justice, equity and social change. You will also integrate concepts, theories, ideological beliefs into your reflection. You will find further description of the assignment and a rubric can be found posted on D2L.

Assignment 2a: Policy Brief (30%) Options: Individual or Group Assignment

Assessment Criteria: Assignments will be graded on the following criteria (out of 30): Knowledge of Policy or Social Issue (10); Evidence of Critical Analysis of the Issue (10); Demonstration of collaborative work (5%); Quality of Writing, Mechanics, & Proper APA Referencing (5).

Aligned Outcomes CLOs 2,3,4.5.

Assignment Description: Participants will work in groups (maximum oof 3 per group) or individually to produce a policy brief on an issue they have identified. Participants will create an organization of their choice, craft a mission statement, and describe their programs and services and target population. Your group will identify a specific issue that faces your target population and develop a 2-page policy brief that surfaces the issue and draws attention of policy makers and the public to the issue. You will find the rubric of the assignment on D2L.

Assignment 2b: Policy Advocacy Strategy (40%): Options: Individual or Group Assignment.

Assessment Criteria: Assignments will be graded on the following criteria (out of 40): Evidence of organization's capacity to undertake policy advocacy work (resource mobilization, resource deployment, community mobilization (10); Effective advocacy strategy with clear agenda-setting: strategy goal based on issue identified in policy brief (including how issue is framed), clear conditions for success; well-developed engagement strategy with target audience clearly identified; Communications and Media engagement (20). Quality of Presentation: well-organized, logical sequencing of speakers, evidence of team effort and appropriate responses to questions (10).

Assignment Description: Based on your developed policy brief, you or your group will develop a policy advocacy strategy aimed at advancing the goals of your policy brief. It is one thing to develop a policy brief, and it is another to advocate for change. Your strategy will demonstrate your organization's capacity to mobilize and influence populations and policy makers; your organization's internal capacity to engage in advocacy work; your organization's approach to garner support from policy collaboratives to ensure policy advocacy success. You will integrate policy advocacy theories and tactics in your group strategy and will identify and describe strategy outcomes and targeted audiences. Learners will consider elements of systems change and will use an equity-informed lens (TRC, anti-racism, pro-equity etc.) in their design. You will find details of the strategy components on D2L. Team contracts will also be posted on D2L.

Aligned Outcomes: CLOs 2,3,4,5.

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, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: http://www.ucalgary.ca/pubs/calendar/current/k.html

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately to pass the course.
The University of Calgary Graduate 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	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74

C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

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 performance	95-100
A	4.0	Excellent performance	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. **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 of "C+" or lower are indicative of failure at the graduate level and cannot be counted toward 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

CR		Completed Requirements	

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.

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