Summer 2024

Course & Session Number	**SOWK** 632 S02	**Classroom**	Online
Course Name	Social Policy and Social Justice		
Dates and Time	Start of Classes: June 24, 2024 End of Classes: July 15, 2024 Dates and Time: June 24, July 8, July 15 1:00PM-4:00PM Synchronous (Zoom) June 24, July 8, July 15 1:00PM-4:00PM D2L Asynchronous activities June 26, July 3, July 10 5:30pm-8:30pm Synchronous (Zoom) Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre[1].		
Instructor	Alison Grittner, PhD, MArch	**Office Hours**	As Requested
UCalgary E-mail	Alison.grittner@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

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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.

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](#), 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 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

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

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
6. Critically reflect on personal bias, subjectivity, and power in relationship to socio-structural power and justice.

REQUIRED TEXTBOOKS AND/OR READINGS

There is no physical textbook for this course, but we will draw from multiple chapters from:

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

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

Required readings are noted below and are available on D2L in the Leganto Reading List Tool.

Ahmed, A. (2017). Feminism is Sensational. In S. Ahmed, *Living A Feminist Life* (pp. 19-42). Duke University Press.

Bell, L., Adams, M., & Zuniga, X. (2018). Theoretical Foundations for Social Justice Education/Core Concepts for Social Justice Education. In M. Adams et al. (Eds.), *Readings for Diversity and Social Justice* (pp. 34 – 49). Routledge.

Beresford, P. (2016). *A New Set of Principles for Social Policy*. In P. Beresford (Ed.), *All our welfare. Towards participatory social policy*. Policy 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.

Brookfield, S. (2016). So what exactly is critical about critical reflection? In J. Fook, V. Collington, F. Ross, G. Ruch, and L. West (Eds.), *Researching critical reflection: Multiple perspectives* (pp. 11-22). Routledge.

Courage, C. (2013). The global phenomenon of tactical urbanism as an indicator of new forms of citizenship. *Engage in the Visual Arts, 32*(1), 88-97.

Freudenberg, N., & Tsui, E. (2014). Evidence, power, and policy change in community-based participatory research. *American Journal of Public Health, 104*(1), 11-14.

Hamraie, A. (2013). Designing Collective Access: A Feminist Disability Theory of Universal Design. *Disability Studies Quarterly, 33*(4), n.p. Retrieved from https://dsq-sds.org/article/view/3871/3411

Harding, R. & Jeyapal, D. (2018). Media and public discourse: Their roles in policy making. In R.Harding & D. Jeyapal (Eds.), *Canadian social policy for social workers* (pp.8-29). Oxford University Press.

Kanenberg, H. (2013). Feminist policy analysis: Expanding traditional social work methods. *Journal of Teaching in Social Work*, 33(2), 129-142.

McKenzie, B., & Wharf, B. (2016). Making social policy in Canada: Structures and processes. In B. McKenzie & B. Wharf, *Connecting policy to practice in the human services* (4th ed.). Oxford University Press.

Sanders, T., & Campbell, R. (2007). Designing out vulnerability, building in respect: violence, safety and sex work policy. *The British journal of sociology*, 58(1), 1-19.

Sherraden, M. S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, 47(3), 209-221.

Sitter, K. C., & Curnew, A. H. (2016). The application of social media in social work community practice. Social Work Education, 35(3), 271-283.

Young, I. (2011). Insurgency and the Welfare Capitalist State. In I. M. Young, *Justice and the Politics of Difference* (pp. 66 – 95). Princeton University Press.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L 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 Summer 2024
- o   Start of Term: Monday, June 24, 2024
- o   First Day of Class: Monday, June 24, 2024
- o   End of Term: Sunday, August 25, 2024
- o   Last Day of Class: Tuesday, August 6, 2024
- o   Fee Deadline: Wednesday, July 3, 2024
- o   Canada Day, no classes: Monday, July 1, 2024
- o   Alberta Heritage Day, no classes: Monday, August 5, 2024

Date	Topic	Readings
Week 1		
Week 1 Asynchronous Activity	Social Justice and the World	Locate pieces of social policy/justice related culture. This could include movies, books, podcasts, social media accounts, visual art, music, etc. Compile a list of five items that

		you would be interested in exploring. Post your items on our Social Justice resources Padlet (link on D2L). Choose one piece from our collection of social justice resources and create a 3-minute (max) audio-recording reflecting on your key learnings, surprises, challenges, and **connections to the course materials (incorporate a minimum of 3 direct quotation from 3 different week 1 required sources)**. Post your audio-recording reflection on the D2L discussion board. Respond to a minimum of two classmates' posts. Responses should contribute a new idea, question, or perspective to the discussion.
June 24 1pm-4pm MST Synchronous Zoom Session	Introductions Course Overview Critical Subjectivity, Critical Reflection, & Social Justice	Ahmed (2017) Bell, Adams, & Zuniga (2018) Brookfield (2016) Westhues (2012): Introduction & Chapter 1
June 26 5:30-8:30PM MST Synchronous Zoom Session	Policy Making in Canada	Young (2011). Westhues (2012): Chapters 2 & 3
Week 2		
Week 2 Asynchronous Activity	Social Policy & Current Events	Find a relatively recent news article focused on a social policy issue. In relation to this article, work through the Discussion Questions on page 27 of the Harding & Jeyapal (2018)

| | | chapter. Once you have gone through the questions, use the learnings generated to rewrite the article (including the headline) from an alternative perspective.

Revised news articles will be 300-500 words and have a minimum of 2 direct quotes from 2 different course materials.

News articles will be posted on the on the D2L discussion board.

Respond to a minimum of two classmates' articles Responses should contribute a new idea, question, or perspective to the discussion. |
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| July 1 – No Class | | |
| July 3 5:30-8:30PM MST Synchronous Zoom Session | Policy Making Processes and Analysis | Beresford (2016)

Kanenberg (2013)

McKenzie & Wharf (2016)

Westhues (2012): Chapter 6 |
| **Week 3** | | |
| Week 3 Asynchronous Activity | Inclusive Social Policy | Apply a participatory/inclusive approach to social policy by understanding diverse experiential perspectives surrounding social policy/justice issue(s). A list of sources reflecting lived experiences of service users (ethnographies, participatory research projects, memoirs, documentaries, etc.) will be available on D2L. You may also choose your own source material in consultation with the instructor. |

		Write a 300-400 word critical biography of the service user exploring some/all of the following questions: • What are the primary needs and issues identified by this individual's lived experiences? • What social policies exist to address these needs and issues? What do these social policies miss? • How can this individual's experiential knowledge inform social policy? Include a minimum of two 2 direct quotes from 2 different Week 3 course materials. Share your critical biography as a D2L discussion post. Respond to a minimum of two classmates' posts. Responses should contribute a new idea, question, or perspective to the discussion.
July 8 1pm-4pm MST Synchronous Zoom Session	Policy Making and Indigenous Peoples	Maciel & Vine (2012) National Inquiry into Missing and Murdered Indigenous Women and Girls (Canada) (2019) Westhues (2012): Chapter 5
July 10 5:30-8:30PM MST Synchronous Zoom Session	Policy Influencing	Courage (2013) Freudenberg & Tsui (2014) Sitter & Curnew (2016) Textbook: Chapters 4 & 20

Week 4		
July 15 1pm-4pm MST Synchronous Zoom Session	Social Policy and Diversity	Hamraie (2013)

Sanders & Campbell (2007)

Westhues (2012): Choose Two Chapters from Part III (8-19) |

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You 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 allows you to be fully present and engaged in Zoom sessions.

Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.

Please reach out to your instructor if you experience challenges that prevent you from having your camera 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

Assessment Method	Assessment Description & Criteria	Due Date	Weight	Aligned Course Learning Outcome
Assignment 1: Social Justice & You: A Sensory Art-Based Story	Students will create a digital sensory arts-based story that critically reflects on their worldviews, beliefs, assumptions, social locations in relationship to social justice and power. These stories will lay the critical foundation for their social policy work.	In class/zoom July 3rd	20%	CLOs 1, 4, 5; PLOs 3.1, 5.1, 5.2, 6.3

	Sensory arts-based storytelling weaves together multiple modalities (ex: impressions, imagery, memory depictions, music, drawings, symbols, soundscapes, spoken word, tactile landscapes, etc.) to critically reflect on a topic. Ahmed (2017) observes that understanding the social world is a messy, sweaty, and complex endeavor; sensory arts-based storytelling offers a creative and critically reflective means of analyzing these complexities in conjunction with our embodied knowledge. Detailed instructions for the assignment including examples will be available on D2L. **Grading:** Assignments will be graded on depth of reflection and critical thinking, applying concepts of social justice, and unravelling critical subjectivity. Grading will **not** include evaluation of artistic skill. Grading criteria will be discussed further in class and grading rubric will be posted on D2L.			
Assignment 2: Policy Brief	Prepare a two-page single-spaced critical policy brief that identifies, explores, and investigates a specific social policy from a social justice perspective. You will identify a social policy topic for analysis, draw upon information from multiple sources including lived experience materials (ethnographies, participatory research projects, memoirs, documentaries, etc.), internet websites, policy documents, journal articles, and books. These materials will be used to: 1) explain why the specific social policy topic is important and who it impacts (i.e. "so what"?); 2) identify the important conceptual and/or theoretical basis for the identified issues; 3) integrate a social justice perspective for this policy area;	July 15 5:00 PM MST	30%	CLOs 2, 3, 4, 5; PLOs 3.2, 5.3, 6.3, 7.1, 7.2, 8.3

	4) identify influences (power) on the specific policy and their impact on specific groups; 5) generate recommendations for change including relevant stakeholders, change strategies, and approaches. Grading criteria will be discussed further in class and grading rubric will be posted on D2L.			
Assignment 3: Social Policy Action	Mobilizing knowledge from Assignment 2, you will craft a piece of social action that advocates for the policy changes and recommendations you identified. The specific form will be dependent upon the policy changes and stakeholders/audience identified in Assignment 2, but is expected to take the form of a piece of advocacy/storytelling, public installation, infographic, written editorial, etc. The social action will be implemented and shared as strategized. Your social policy action will include the following elements: • Implementation strategy • Overview of policy analysis • Impact of the current policy landscape on relevant group(s) (i.e. "So what?") • Policy recommendations/changes/ calls to action **Grading:** The social policy action will be graded on appropriateness of strategy, clarity of "So What?" and policy recommendations, and demonstration of implementation. Grading criteria will be discussed further in class and grading rubric will be posted on D2L.	July 19 5:00 PM MST	20%	CLOs 3, 4; PLOs 6.3, 7.2, 7.3

Assignment 4: Asynchronous and Synchronous Engagement	Engagement is based on your dedication towards active learning throughout the course. Part of understanding your own values and positions is working in relationship with others' values and positions; engagement in discussion with your peers will be an important element in this course. Engagement grades will be allocated based on engagement with Zoom sessions and asynchronous D2L activities. **Grading:** At the end of the term, submit a 1-page self-evaluation of course engagement in which you assess your contribution to course activities – a fillable rubric will be posted on D2L.	July 16 5:00 PM MST	30%	CLOs 1, 5; PLOs 3.1, 5.1, 5.2

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. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that theproper 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. 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	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. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

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.

ADDITIONAL SUGGESTED READINGS

- It is advised that additional suggested readings for the course be provided to students in D2L in order to manage the length of this course outline. However, if you wish to include suggested readings in this outline that are not required for the course, please do so in this section. Copyright approval is required.

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