



Winter 2019

Course Number: SOWK 632 S02	Classroom: EDC 278
Course Name: SOCIAL POLICY AND SOCIAL JUSTICE	
Day & Time: January 2 - 4 & 7 – 8, 9:00 am – 3:00 p.m.	

Instructor: Dr. Amory Hamilton-Henry	Office Hours: By appointment
Telephone: 403-966-4428	Email: hamiltaa@ucalgary.ca

COURSE OUTLINE

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

This course provides students with the opportunity to explore the relationship between conceptualizations of social justice, social welfare policy agendas and social work practice models. Students will critically assess various factors, influences 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.

Learning Objectives (Program Level)

Change	<ul style="list-style-type: none"> Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.
Critical thinking in professional practice	<ul style="list-style-type: none"> Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society.
	<ul style="list-style-type: none"> Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.
Policy analysis and development	<ul style="list-style-type: none"> Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
	<ul style="list-style-type: none"> Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.
	<ul style="list-style-type: none"> Contribute to the development and implementation of new and more equitable social policies.
Research	<ul style="list-style-type: none"> Apply social work knowledge and other ways of knowing (including but not limited to Indigenous knowledge) from other disciplines, to advance professional practice, policy development, research, and service provision.

Learning Objectives (Foundation Level)

Diversity/cultural	<ul style="list-style-type: none">Students will critically examine and reflect on the various ways in which their language in their practices and in their interactions with other professionals and peers may be interpreted.
Professional identity	<ul style="list-style-type: none">Students will take on the identity of a social worker and identify how social work is distinct from other helping professions.
Social justice	<ul style="list-style-type: none">Students will recognize justice issues in society and in daily living and learn to speak to these issues in listenable ways directed toward reflection and change.

By the end of this course, students will be able to:

1. Identify and critique structural sources of injustice and inequalities in the context of a Canadian society.
2. Understand a variety of theories and perspectives and their influence on the development and implementation of social policy.
3. Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
4. Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups.
5. Understand various approaches to influence policy change.

Relationship to Other Courses

This course supports learners to gain foundational knowledge related to social work principles, theory and practice. It thus prepares them to understand and critically examine theoretical concepts and practical frameworks offered in other courses.

Course Text(s)

Course texts (recommended):

- Lightman, E., & Lightman, N. (2017). *Social policy in Canada* (2nd ed.). Don Mills, ON: Oxford University Press.
- McKenzie, B., & Wharf, B. (2016). *Connecting policy to practice in the human services* (4th ed.). Don Mills, ON: Oxford University Press.
- Westhues, A., & Wharf, B. (Eds.). (2012). *Canadian social policy: Issues and perspectives* (5th ed.). Waterloo, ON: Wilfrid Laurier Press.

Additional reading materials will be posted on D2L. Please see detailed class schedule listed below.

Class Schedule		
Dates	TOPICS & READINGS	
	Course content	Readings
Jan 2	<ul style="list-style-type: none"> Introduction and course overview What is social policy and social justice? Ideology and the social and political environments <p><i>O: Understand a variety of theories and perspectives and their influence on the development and implementation of social policy.</i></p>	<p>Lightman, E., & Lightman, N. (2017). Chapter 3: Defining social policy. In E. Lightman & N. Lightman, <i>Social policy in Canada</i> (pp. 64-90). Don Mills, ON: Oxford University Press.</p> <p>Lightman, E., & Lightman, N. (2017). Chapter 4: Social policy and the economic market. In E. Lightman & N. Lightman, <i>Social policy in Canada</i> (pp. 91-114). Don Mills, ON: Oxford University Press.</p> <p>McKenzie, B., & Wharf, B. (2016). Introduction. <i>Connecting policy to practice in the human services</i> (4th ed.) (1-14). Don Mills, ON: Oxford University Press.</p> <p>McKenzie, B., & Wharf, B. (2016). Chapter 1: Ideology and the social and political environment of policy-making. In B. McKenzie & B. Wharf, <i>Connecting policy to practice in the human services</i> (4th ed.) (15-40). Don Mills, ON: Oxford University Press.</p> <p>Westhues, A. (2012). Becoming acquainted with social policy. In A. Westhues & B. Wharf, <i>Canadian social policy: Issues and perspectives</i> (5th ed.) (3-22). Waterloo, ON: Wilfrid Laurier Press.</p> <p>What does social justice mean to you? http://www.youtube.com/watch?v=z754lhcX6qw</p>
Jan 3	<ul style="list-style-type: none"> Policy making in Canada Policy making and Indigenous peoples in Canada <p>GUEST PRESENTATION</p> <p><i>O: Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups.</i></p> <p><i>PO: Critical thinking in professional practice</i></p>	<p>Lightman, E., & Lightman, N. (2017). Chapter 10: Volunteers, charities and gamblers. In E. Lightman & N. Lightman, <i>Social policy in Canada</i> (pp. 261-287). Don Mills, ON: Oxford University Press.</p> <p>McKenzie, B., & Wharf, B. (2016). Chapter 2: Making social policy in Canada: Structures and processes. In B. McKenzie & B. Wharf, <i>Connecting policy to practice in the human services</i> (4th ed.). Don Mills, ON: Oxford University Press.</p> <p>McKenzie, B., & Wharf, B. (2016). Chapter 10: Policy making and Indigenous peoples in Canada. In B. McKenzie & B. Wharf (Eds.), <i>Connecting policy to practice in the human services</i> (4th ed.). Don Mills, ON: Oxford University Press.</p> <p>Saulis, M. (2012). Indigenous wholistic healing social policy: Rethinking, reframing, and re-presenting policy development for Indigenous people. In A. Westhues & B. Wharf, <i>Canadian social policy: Issues and perspectives</i> (5th ed.) (79-94). Waterloo, ON: Wilfrid Laurier Press.</p> <p>Westhues, A., & Kenny-Scherber, C. (2012). The policy-making process. In A. Westhues & B. Wharf, <i>Canadian social policy: Issues and perspectives</i> (5th ed.) (23-42). Waterloo, ON: Wilfrid Laurier Press.</p>
Jan 4	<ul style="list-style-type: none"> The policy making process Social policy issues 	<p>McKenzie, B., & Wharf, B. (2016). Chapter 6: Making policy for social change from inside the system. In B. McKenzie & B.</p>

	<p>GUEST PRESENTATION</p> <p><i>O: Identify and critique structural sources of injustice and inequalities in the context of a Canadian society; Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts; Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups.</i></p>	<p>Wharf (Eds.), <i>Connecting policy to practice in the human services</i> (4th ed.). Don Mills, ON: Oxford University Press.</p> <p>McKenzie, B., & Wharf, B. (2016). Chapter 7: Influencing policy from outside the system. In B. McKenzie & B. Wharf (Eds.), <i>Connecting policy to practice in the human services</i> (4th ed.). Don Mills, ON: Oxford University Press.</p>
Jan 7	<ul style="list-style-type: none"> • Policy analysis • Influencing policy change (advocacy) <p><i>O: Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups; Understand various approaches to influence policy change.</i></p> <p><i>PO: Policy analysis and development; Research</i></p> <p><i>FO: Diversity/cultural; Professional identity; Social justice</i></p>	<p>Holland, I. (2005). <i>Successful communication: A toolkit for researchers and civil society organisations</i>. London, UK: Research and Policy in Development Programme.</p> <p>Stachowiak, S. (2013). <i>Pathways for change: 10 theories to inform advocacy and policy change efforts</i>. Washington, DC: Center for Evaluation Innovation. Retrieved from www.pointk.org/resources/files/Pathways_for_Change.pdf</p> <p>Westhues, A. (2012). Chapter 2: Approaches to policy analysis. In A. Westhues & B. Wharf (Eds.), <i>Canadian social policy issues and perspectives</i> (5th ed.) (pp. 43-60). Waterloo, ON: Wilfred Laurier University Press.</p>
Jan 8	<p>GROUP PRESENTATIONS</p> <ul style="list-style-type: none"> • Review, integration & reflection 	

Assignments

Students in SOWK 632 will be required to demonstrate commitment to independent and collaborative participation, strong oral and written communication skills and on time completion of all course requirements.

Documented absence for personal or family illness, religious or spiritual commitments, or for serious unforeseen circumstances are excusable. Whenever possible, advanced notice must be given. Any assignment that is submitted after the due date without an explanation will receive a grade of zero.

There will be no final exam for this course. For written assignments, standard of writing will be a factor in grading.

ASSIGNMENTS	ALIGNMENT WITH OBJECTIVES
<p>Assignment 1: BIOGRAPHIC NOTE (15%)</p> <p>Provide a 2-3 paragraph biographic note on the discussion board. Share background information and comment on your current position and interest in social policy development, analysis and</p>	<p>PO: Critical thinking in professional practice; Change</p>

<p>change. Highlight key questions you anticipate focusing on in the course.</p> <p><i>Grading:</i> The grading criteria will be discussed in class. A grading rubric will also be posted on D2L.</p> <p>Due Date: Jan 2, 11:59 PM MST Value: 15%</p>	<p>FO: Diversity/cultural; Professional identity</p>
<p>Assignment 2: <u>POLICY RESPONSE (30%)</u></p> <p>Working in assigned groups, discuss Case 1, which will be posted by your instructor, formulate a group response to the issue(s) presented. Post your response (Guideline: 400-500 words). You are also required to make a substantive response to entries from at least two other groups.</p> <p>Due Date: January 5, 11:59 PM MST Value: 30%</p>	<p>O: Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts; Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups; Understand various approaches to influence policy change</p> <p>PO: Critical thinking in professional practice; Research; Policy analysis and development</p> <p>FO: Social justice</p>
<p>Assignment 3: <u>IN-CLASS PARTICIPATION (15%)</u></p> <p>Part of understanding your own values and positions on issues is confronting the values and positions of others, so <u>verbal participation</u> in discussion will be very important in this course. The <u>quality and quantity</u> of students' responses will be considered in assessing the participation grades.</p>	<p>PO: Critical thinking in professional practice</p> <p>FO: Professional identity; Diversity/cultural</p>
<p>Assignment 4: <u>GROUP POLICY PRESENTATION</u></p> <p>The purpose of this assignment is to facilitate students' identification, analysis and presentation of materials that are relevant and important to understanding a policy from a social justice perspective. Working in assigned groups, students will be expected to identify a policy topic that can be used as the focal point of discussion. Please send the instructor a short email explaining the topic on or before January 3.</p> <p>Information from multiple sources including internet websites, policy documents, journal papers and books can be used to: 1) provide justifications and rationales for choosing this policy topic, 2) identify the important conceptual and/or theoretical basis for the issue analysed; 3) provide the information about social justice issues identified for this policy area, and 4) influences on the specific policy, including their impact on selected populations and 5) identification of recommended areas for change including relevant strategies and approaches to be adapted to create such planned change.</p>	<p>O: Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts; Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups; Understand various approaches to influence policy change</p> <p>PO: Change; Critical thinking in professional practice; Research; Policy analysis and development</p> <p>FO: Diversity/cultural; Professional identity; Social justice</p>

This assignment will be in the form of a group presentation in class. No written component is required but the group should be prepared to provide a copy of the presentation to the instructor to facilitate marking. Each of the groups is expected to present on the last day of class (January 8). Evaluation criteria for this assignment will be provided in class.

Each group will be allotted 30 minutes for presentation and 10 minutes for discussion. Each member of the group must participate in the in-class presentation.

Due Date: January 8, 2019

Value: 40%

APA Style: APA 6th Edition referencing is required and APA 6th Edition will be the basis of assessing style, grammar, and citations. You may consider the following source for guidance:

<https://owl.english.purdue.edu/owl/resource/560/01/>.

Recommended Readings

Graham, J., Shier, M., & Delaney, R. (2017). *Canadian social policy: An introduction* (5th ed.). Toronto, ON: Pearson Canada.

Holland, I. (2005). *Successful communication: A toolkit for researchers and civil society organisations*. London, UK: Research and Policy in Development Programme. Retrieved from <https://www.odi.org/resources/docs/192.pdf>

Lightman, E., & Lightman, N. (2017). *Social policy in Canada* (2nd ed.). Don Mills, ON: Oxford University Press.

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

Morris, M. P. (2002). The capabilities perspective: A framework for social justice. *Families in Society: The Journal of Contemporary Human Services*, 83(4), 365-373.

Stachowiak, S. (2013). *Pathways for change: 10 theories to inform advocacy and policy change efforts*. Washington, DC: Center for Evaluation Innovation. Retrieved from www.pointk.org/resources/files/Pathways_for_Change.pdf

Tews, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work*, 6(1), 33-51.

Titmuss, R. (1974). What is social policy? In B. Abel-Smith & K. Titmuss (Eds.), *Social policy: An introduction* (pp. 23-32). London, UK: George Allen & Unwin Ltd.

United Nations. (2008). The United Nations declaration on the rights of Indigenous people. Retrieved from http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf

Vaughan, S. K., & Arsneault. (2015). A core issue: The inseparable relationship between nonprofits and public policy. *Journal of Public Affairs Education*, 21(3), 349-366.

Westhues, A., & Wharf, B. (Eds.). (2012). *Canadian social policy: Issues and perspectives* (5th ed.). Waterloo, ON: Wilfred Laurier University Press.

Grading

The University of Calgary Undergraduate Grading System and the standard 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

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.

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.

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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf. Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at <http://www.ucalgary.ca/ssc/>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre Phone Support (403) 210-9355 24 hours/day

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

Appeals: If there is a concern with the course, academic matter, or a grade, first communicate with the

instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App:

<http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

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>