Course Number	SOWK 632 S01	Classroom	Online
Course Name	Social Policy and Social Justice		
Day(s) & Time	Course dates: June 1-17 Asynchronous activities: See the course schedule Synchronous Zoom sessions: June 2, 4, 9, 10, & 16 from 9:30am – 12:00pm MT		
Instructor	Alison Grittner	Office Hours	By appointment
Phone	Email only	Email	alison.grittner@ucalgary.ca

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. Learners will participate in critical dialogues, inquiry-based learning, and individual and group work.

COURSE LEARNING OUTCOMES

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 about policy making processes at local, national and international levels;
4. Develop analytical and practical skills to provide input into or to influence the development of social policy; and
5. Demonstrate critical awareness of the impact of social policies on diverse populations.

This course further supports learners to achieve these **MSW Program Learning Outcomes** (PLOs):
3.1 Understand their professional role in advancing human rights and responsibilities and social justice in the context of the Canadian society and internationally;

3.2 Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities;

5.1 Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments;

5.2 Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society;

5.3 Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices;

6.3 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;

7.1 Demonstrate comprehension of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts;

7.2 Identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these;

7.3 Contribute to the development and implementation of new and more equitable social policies; and

8.3 Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

This course has no textbook. All required readings are available for free through the University of Calgary library or available for download in Course Content > Readings.

Learners are expected to review the D2L materials, complete the readings outlined in the class schedule, consult with the recommended resources, and to research and review books, films, articles, and other resources specific to their policy areas of focus.

LEARNING TECHNOLOGIES AND REQUIREMENTS
A D2L site is set-up for this course that contains the required readings and other relevant class resources and materials.

A laptop/desktop/mobile device with internet access and audio/video capabilities is required for D2L and Zoom participation.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

The inquiry-based learning approach recognizes 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.

This course includes a combination of synchronous (live Zoom sessions) and asynchronous (independent learning) activities posted in D2L to be completed each week.

For each Zoom session, students are expected to have reviewed all the material prior and attend ready to participate in critical dialogue and activities.

Date	Topic	Readings/Activities
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 list on D2L along with your rationale for selecting one of the items to engage with critically. Engage with your one item and create a 400–500 word critical reflection exploring your key learnings, surprises, challenges, and connections to the course materials. Other forms of critical reflection (e.g., visual journal, etc.) are possible in consultation with the instructor. Post your 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.
Week 1 **Zoom session #1** **June 2** **9:30am-12:00pm**	**Introductions** **Course Overview** **Critical Analysis, Social Policy, and Social Justice**	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.

		Westhues, A. (2006). Becoming acquainted with social policy. In A. Westhues & B. Wharf (Eds.), *Canadian social policy: Issues and perspectives (4th ed.*) (pp. 5-24). Wilfrid Laurier Press.
		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.
Week 1 **Zoom session #2** **June 4, 2020**	**Policy Making in Canada** **Policy Making and Indigenous Peoples in Canada**	Canadian Association of Social Workers (2014). *Promoting equity for a stronger Canada: The future of Canadian social policy*. Retrieved from https://www.casw-acts.ca/sites/default/files/policy_statements/promoting_equity_for_a_stonger_canada_-_the_future_of_canadian_social_policy_0.pdf Maciel, R., & Vine, E. M. T. (2012). Redistribution and recognition: Assessing alternative frameworks for Aboriginal policy in Canada. *The International Indigenous Policy Journal, 3*(4), 1-15. National Inquiry into Missing and Murdered Indigenous Women and Girls (Canada). (2019). *Reclaiming Power and Place: The Final Report of the National Inquiry Into Missing and Murdered Indigenous Women and Girls [Calls for Justice]*. Privy Council Office. Retrieved from https://www.mmiwg-ffada.ca/wp-content/uploads/2019/06/Calls-Web-Version-EN.docx Prince, M. (2018). Canada: social justice and social policy in a liberal welfare state. In G. Craig (Ed.), *Handbook on Global Social Justice* (pp. 93-104). Edward Elgard Publishing Limited.
Week 2 **Asynchronous Activity**	**Social Policy & Current Events**	Conduct an internet search and locate a piece of media concerning the covid-19 pandemic and social policy. Drawing upon the ideological positions outlined in Chapters 9 to 15 of: Alcock, P., Haux, T., May, M., & Wright, S. (Eds.). *2016). The student's companion to social policy*. John Wiley & Sons. Write a 400 – 500 word discussion post on D2L exploring the following questions:

		• What ideological influences are reflected in this coverage?
		• What assumptions and beliefs are reflected in the coverage and the social policy?
		• How would a different ideology shape both the coverage and the social policy under discussion?
		• How do these ideologies align with your worldview?
		Respond to a minimum of two classmates' posts. Responses should contribute a new idea, question, or perspective to the discussion.
Week 2 Zoom session #1 June 9, 2020 9:30am-12:00pm	**Policy Making Processes and Analysis**	Beresford, P. (2016). Chapter 13: Welfare Policy for the Twenty-First Century. In P. Beresford (Ed.), *All our welfare. Towards participatory social policy*. Policy Press. Freudenberg, N., & Tsui, E. (2014). Evidence, power, and policy change in community-based participatory research. *American Journal of Public Health, 104*(1), 11-14. 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). Chapter 2: 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.
Week 2 Zoom session #2 June 11, 2020 9:30am-12:00pm	**Policy Influencing**	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. Kamizaki, K. (2013). *Linking community organizing with policy change initiatives: implications for future community practice in Toronto*. Retrieved from http://www.torontolip.com/Portals/0/Resources/General/Linking-CommunityOrganizing%20with%20Policy%20Change%20Initiatives.pdf

		Sherraden, M. S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work, 47*(3), 209-221.
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 400-500 word critical reflection exploring some/all of the following questions: • What are the primary needs and issues identified by service users' lived experiences? • What social policies exist to address these needs and issues? • How do the social policies you've identified align with the needs reflected in the experiential knowledge? • How might diverse service users' experiential knowledge inform social policy? Share your reflection 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.
Week 3 Final Zoom session June 16, 2020 9:30am-12:00pm	**Social Policy and Diversity**	Armstrong, J., Walby, S., & Strid, S. (2009). The gendered division of labour: How can we assess the quality of employment and care policy from a gender equality perspective? *Benefits, 17*(3), 263-275 Ali, L., & Ali, J. (2014). *Welcome to Canada? A critical review and assessment of Canada's fast-changing immigration policies: A literature review*. Retrieved from http://www.ryerson.ca/content/dam/rcis/documents/RCIS_WP_Ali.pdf 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

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.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a
Zoom session, please contact your instructor to arrange an alternative activity for the missed
session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class
in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will
be advised by their instructor when they are expected, if they are able, to turn on their webcam (for
group work, presentations, etc.). All students are expected to behave in a professional manner
during the session.

The instructor may record online Zoom class sessions for the purposes of supporting student
learning in this class – such as making the recording available for review of the session or for
students who miss a session. Students will be advised before the instructor initiates a recording of a
Zoom session. These recordings will be used to support student learning only and will not be shared
or used for any other purpose.

ASSESSMENT COMPONENTS		
Assessment Method	**Assessment Description & Criteria**	**Aligned Outcomes**
Assignment 1: **Social Justice, Social** **Policy, and You:** **A Photo Essay** **Due: June 5 by 11:59pm** **Weight 20%**	Create a 3-5 item photo essay that critically reflects on your relationship with social justice and social policy. Your essay will analyze and highlight key questions you anticipate focusing on in the course and your relationship to these questions. Photos will be accompanied by a 300-word maximum written or recorded/spoken piece connecting the visual elements. 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 social policy, and connection to personal identity. Grading will	CLOs 1, 4, 5; PLOs 3.1, 5.1, 5.2, 6.3

	not include evaluation of artistic skill or technical expertise. Grading criteria will be discussed further in class and grading rubric will be posted on D2L.	
Assignment 2: **Policy Analysis** **Due: June 16 by 11:59pm** **Weight: 30%**	Prepare a 1000-1250 word critical policy analysis 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 papers, 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; 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.	CLOs 2, 3, 4, 5; PLOs 3.2, 5.3, 6.3, 7.1, 7.2, 8.3
Assignment 3: **Participation** **Due: June 18 by 11:59pm** **Weight 30%**	Participation 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; participation in discussion with your peers will be an important element in this course. Participation grades will be allocated based on engagement with Zoom sessions and asynchronous D2L activities.	CLOs 1, 5; PLOs 3.1, 5.1, 5.2

	Grading: At the end of the term, submit a 1-page self-evaluation of course participation in which you assess your contribution to course activities – a fillable rubric will be posted on D2L.	
Assignment 4: Social Policy Action **Due: June 22 by 11:59pm** **Weight: 20%**	Mobilizing knowledge from Assignment 3, 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 3, but is expected to take the form of a letter to government officials, piece of advocacy/storytelling for sharing on social media, installation, one-page policy brief, 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.	CLOs 3, 4; PLOs 6.3, 7.2, 7.3

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Students are expected to attend all zoom sessions. If you are unable to attend a Zoom session, please contact your instructor prior to class. A missed Zoom session will require that student review the Zoom recording of the class and complete a D2L post that summarizes their reactions and contributions to the topics that were discussed. This D2L post is due before the beginning of the next Zoom class.

LATE ASSIGNMENTS
Late assignments will be accepted at the discretion of the instructor - please contact the instructor prior to the assignment due date to discuss extensions.

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 in order to pass the course.

The University of Calgary **Graduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	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 for students in Graduate Studies. **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 below "B-" are indicative of failure at the graduate level and cannot be counted towards 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

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional suggested readings and resources will be available on D2L.

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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:
https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION
It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf

RESEARCH ETHICS
"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb) before beginning the assignment.

ACADEMIC MISCONDUCT
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY
Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY
The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at
https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf

OTHER IMPORTANT INFORMATION
Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:
- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**