Fall 2022

Course & Session Number	SOWK 383 S03	Classroom	Online
Course Name	Social Policy and Social Justice		
Dates and Time	Start of Classes: Sept 8 End of Classes: Dec 1 Dates and Time: Zoom sessions on Thursdays, 9:00 to 11:50am, except Nov 10. Last day to add a course: Sept 16 Last day to drop a course w/o financial penalty: Sept 15 Last day to drop a course: Dec 7		
Instructor	Peter Gabor, PhD, RSW	Office Hours	At mutually convenient times. Request by email
UCalgary E-mail	gabor@ucalgary.ca	UCalgary Phone	403-329-2386

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.

Please refer to our full statement of Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization, the work of the faculty's Anti-Black Racism Task Force, and the university's Indigenous Strategy.

This course provides an understanding of Canadian social policy, its impact on social justice and how it influences social work practice.

COURSE DESCRIPTION

This course explores Canadian social policy as a context for social work practice and for its impact on social justice. The course will focus on (1) social, political and economic contexts for social policy development, (2) trajectory of social policy development, (3) social policies in key areas such as health, education, income and employment, housing, child care; (4) policy responses to issues facing equity deserving groups, including racialized, Indigenous, 2SLGBTQIA+, people with disabilities, women, Francophone (inside and outside Quebec) community members, and populations at risk; and (5) how social workers can (and should) be attuned to the impacts of policies and effect policy change.

The class is scheduled 9:00-11:50 on the Thursdays, as indicated in the schedule above. The scheduled class times may include individual or small group activities (in some cases away from the main Zoom session) as well as Zoom sessions. The instructor will announce the format of each upcoming class in a timely manner. Please ensure that you are available for the entire scheduled time on class days.

COURSE LEARNING OUTCOMES

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

1. Understand how social policy is developed and implemented in the Canadian context and that social policy is a result of a series of choices affecting the generation and allocation of society's resources; (Program Level Outcome [PLO] 3.2, 4.3, 7.1, 7.2, 7.2a, 7.3)
2. Recognize how factors such as values, political ideology, diversity, corporate and business interests, and globalization influence the policy making process and, hence, life in Canada; (PLO 4.1, 4.2, 4.3, 4.4, 8.2, 10.2)
3. Understand how political processes and economic interests (with special attention to corporations) affect social policy; (PLO 5.2, 7.1, 7.2, 10.1)
4. Critique and analyze social policies, with special attention to impacts on social work practice; (PLO 5.1, 5.2, 7.1, 7.2, 7.2a)
5. Identify the social justice implications of social policies; (PLO 3.1a, 7.1, 9.2a, 9.3)
6. Understand various methods and approaches to social action, advocacy and citizen participation as a means of influencing social policy and creating social change. (PLO 3.1, 3.1a, 3.2, 8.1, 8.2)

REQUIRED TEXTBOOKS AND/OR READINGS

There is **no required** textbook for this course. Learning materials will be posted on D2L. It is expected that students will use the resources made available within this course, and, in addition, seek out other credible resources through the library and elsewhere to prepare for classes and to supplement the in-class learning.

While there is no required textbook, course participants are highly encouraged to supplement their understanding of topics covered by reading appropriate chapters in one or more of the following texts, which may be ordered from a variety of on-line sources.

Graham, J.R., Shier, M. L. and Delaney, R. (2017). Canadian social policy: a new introduction (5th ed.) Don Mills, ON: Pearson.

Harding, R. and Jeyapal, D. (2018). Canadian Social Policy for Social Workers. Don Mills, ON: Oxford

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site, which contains relevant class resources, is set up for this course and should be consulted regularly. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

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

CLASS SCHEDULE

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

Date	Seminar Topics	Notes
September 8, 2022	Introduction to social policy • What is social policy? • Importance of social policy to social workers, our clients, and to social well-being • Overview of the course and review	Readings and learning resources are provided on D2L

	of course outline and requirements	
September 15, 2022	What is Justice? The many faces of social justice Where do our ideas about social justice come from? How do our beliefs and ideas about social justice influence our ideas about social policy?	Readings and learning resources are provided on D2L
September 22, 2022	Orientations to policy Ideologies and social policy; Implications for social justice Capitalism, socialism, libertarianism and other _isms_ and our policy choices	Readings and learning resources are provided on D2L
September 29, 2022	Employment, gig economy, unions, labor market, corporations Workplace policies, benefits, unions What is work worth? What about those who cannot find work or cannot work? Income, income supports, UBI	Readings and learning resources are provided on D2L
October 6, 2022	Federal and provincial jurisdictions, historical developments in social policy The role of government; government budgets	Readings and learning resources are provided on D2L
October 13, 2022	Influences on policy formation The traditional media, social media, lobby groups, think tanks, public opinion	Readings and learning resources are provided on D2L
October 20, 2022	Delivering services; Key areas of social policy	Readings and learning resources are provided on D2L
October 27, 2022	Contemporary social and political developments: What will they mean for social policy? Analyzing Social Policy	Readings and learning resources are provided on D2L
November 3, 2022	Analyzing social policy Tools for analysis: What to look for in a	Readings and learning resources are provided on D2L

	social policy	
November 10, 2022	Term break—no class	
November 17, 2022	• Analyzing selected policies	Presentations
November 24, 2022	• Analyzing selected policies	Presentations
December 1, 2022	• Wrap-up	Review, Integration, reflection

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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 experience. 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.

ZOOM RECORDINGS OF ONLINE CLASSES

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

Group Work

Assignments 2 and 3, described below, will be completed in groups of 3-4 assigned by the instructor. The same group will be applicable for both Assignment 2 and 3. Some class time will be provided to plan and work on these assignments and the instructor will be available to provide consultation and advice to each group. Along with their assignment, each group is required to submit an attestation that each member contributed reasonably to the assignment. If the attestation is submitted, each group member will receive the same grade. Where the group cannot attest to a reasonable contribution from each

member, the instructor will meet with the group to determine the respective contributions of members and individual grades will be assigned based on those contributions.

As noted above, 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. Thus "reasonable contribution" does not mean equal contribution to the final product, but it is expected that each member will participate actively, and contribute with their best effort, in all aspects of the work (conceptualization, planning, presenting, writing, and editing.)

Students may request to complete these assignments individually. If you would like to complete Assignments 2 and 3 individually, submit a request to the instructor no later than Sept 29, 2022 and provide a rationale for this request. The request may be granted at the discretion of the instructor. Because of limited class time, there may not be an opportunity for students working on their own to present in class. If this is the case, the instructor will arrange for a time outside of normal class time for presentations.

1. **In-class activities and participation** (20%)   (**C**LO 1-6)

    Due: December 1, 2022.

A rich exchange of ideas is a key element of the learning process in this class. It is expected that students will prepare in advance for each class and participate in all learning activities and discussions through thoughtful and respectful contributions. It goes without saying that students must be in class to fully participate and receive full credit in this component of the grade.

No later than December 1, 2022, course members will submit a one-page bulleted list highlighting their specific contributions in relation to each of the criteria below:

- Regular attendance and making positive contributions to synchronous sessions,
- Contributing to formal and informal groupwork,
- Regular logging in to the course D2L site and making use of the posted resources, and
- Preparing for sessions by completing readings and other preparatory assignments.

2. **Social Policy Description and Analysis, Presentation** (35%)   (CLO 3-6)

    Due: November 17 and 24

The presentations will describe social policy/legislation/programs in a selected area and provide a critique of its strengths and limitations. As well, the presentations will suggest ways to improve the selected policy.

Working in teams of 3-4, (teams assigned by the instructor) prepare a presentation (approximately 15 minutes plus a 15-minute discussion; about 10-12 slides if PowerPoint is used) describing and analyzing a social policy/legislation/program (provincial or federal or both) in an area of concern or interest. If your area of concern lacks an existing policy response, you may focus on documenting the gap and need and outline an appropriate policy response. The topic should have a strong economic and/or social justice element and be approved in advance by the instructor. Be sure to highlight what problem or need the policy is expected to address, who is affected and how, and how the policy has worked in practice. Identify gaps or shortcomings of the policy and suggest improvements. This presentation will

provide the framework for Assignment 3, and the feedback received can be used to further develop Assignment 3.

Guidelines for the presentation:

- Use PowerPoint, videos, skits, posters, other media, alone or in combination;
- You are encouraged to be as creative and innovative in your presentation as possible;
- The content of the presentation should focus on the points listed below for Assignment 3;
- The entire presentation **must not be no longer than 30 minutes** (including Q&A and discussion); and
- Both content and presentation will be considered in grading.

3. Social Policy Analysis, Final Assignment (45%). (CLO 3-6)

Due: December 8

Working in the same teams as Assignment 2, write a **policy brief** (essentially a short paper) to be submitted to a committee of legislators. The brief should be no more than 1500 words and must be clear, comprehensive and to the point. In your brief, you are advocating for changes, improvements or new policies in your area of concern or interest. Essentially this assignment requires you to build on your presentation (see Assignment 2) and organize it into a policy brief.

Be sure to apply the theoretical frameworks discussed in the course as well as any other evidence to your description, critique, and analysis.

In preparing this assignment, in addition to academic sources, you should use current data as well as reports from think tanks, advocacy groups and the media.

In completing the paper, the following points must be addressed:

1. Describe what problem or need the policy/legislation/program is intended to address and explain why this is an important problem;
2. Describe what population the policy is intended to affect and how it is intended to help reduce a problem or meet a need;
3. Describe, analyze, and critique the existing policy/legislation/program by discussing how it works in practice;
4. Assess the extent to which it succeeds in addressing the problem or need, identify the policy gap and suggest how the policy should be changed or improved.

In preparing the brief:

1. Use APA 7th edition;
2. Provide a title page;
3. Headings are required. Headings may correspond to the questions posed but should be in appropriate heading form;
4. Bulleted points may be used to list key points;
5. Provide a reference list, including several up-to-date academic sources;
6. Respect the length limit. The length limit does not include title page, reference list or appendices.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in all class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above. If you must miss a class or an activity, contact the instructor for information on possible make-up options.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through Dropbox in D2L. Assignments should be submitted in Word format; if not possible, PDF will be accepted. Assignments should have a file name as follows: "Lastname,Lastname,Lastname_Assignmentnumber" (e.g., AbebeSanchezEdwards_Assignment2). Assignments are due by 11:59pm on their due date. Please ensure that the proper version of the assignment file is submitted and keep a copy of each assignment just in case.

LATE ASSIGNMENTS

Late assignments will be accepted at the discretion or the instructor and may be penalized with a grade reduction. If you cannot submit an assignment on time, please contact the instructor as soon as you become aware of the circumstances that prevent you from making a timely submission.

EXPECTATIONS FOR WRITING

Assignments should represent your best effort and should be clearly written, well organized, and free of grammatical, spelling, and typing errors. Follow APA7 for format and style as well as for citations and references. A good resource for APA7 style is found here. Writing and presentation will be a part of the assessment of each assignment. 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.

GRADING

The final grade for the course is the sum of the separate graded components. It is not necessary to pass each component separately to pass the course. The University of Calgary Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used (see table below.) This grading system overrides the grading system in D2L. Grades may be rounded up at the discretion of the instructor—rounding is not automatic but is based on overall performance in the course. A+ grades are

not automatic but will be awarded for **truly outstanding performance in the course**, as determined by the instructor.

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

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. Around the middle of the course, we will take a few minutes as a group to reflect on how the course is going. Students are also invited to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Specific suggestions for additional readings will be provided at various points in the course.

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