



CAMOSUN COLLEGE
School of Health & Human Services
Department of Community, Family & Child Studies

CFCS 250
Social Justice Today
Winter 2014

COURSE OUTLINE

Course Description

In this course, contemporary social issues and perspectives are explored through a social justice and a practice lens. Through experiential learning and evidence-based research, students will develop an in-depth knowledge of select social conditions and practices that affect children, youth, individuals, families and communities.

⌘ *Please note: This outline will not be kept indefinitely. It is recommended students keep this outline for their records, especially to assist in transfer credit to post-secondary institutions.*

1. Instructor Information

Instructor: Robin Fast
Office Hours: Thursday 1230-130 Friday 1130-1230
Location: WT 111B
Phone: 250 370 3205
Email: fast@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of the course students will be able to:

- describe current issues that affect the social and economic wellness of individuals and groups considered vulnerable or marginalized in our community.
- use evidence based research and community based experiences to improve understanding of issues and challenges affecting Canadian children, youth and families.
- compare and contrast practices, systems, attitudes and values that promote or hinder a socially just community.

3. Required Materials

Readings will be distributed in class or available online

Course Content, Schedule and Class Preparation

This is an interactive course that uses a variety of teaching and learning strategies, lectures, discussions, cooperative learning, guest speakers, and community excursions.

Students are expected to attend all scheduled in-class activities. Please arrive at class on time and be prepared to participate.

This schedule is subject to change depending upon availability of resources and class needs.

DATE	TOPIC	PREPARATION
Jan 10	○ Introduction to CFCS 250	
Jan 17	○ Advocacy and Social Justice	
Jan 24	○ Supporting Young Parents	
Jan 31	○ Child Protection and MCFD	
Feb 7	○ Research and Library Support	
Feb 14	○ READING BREAK	
Feb 21	○ To Be Decided	
Feb 28	○ Inequity and Social Policy	
March 7	○ Restorative Justice	
March 14	○ To Be Decided	
March 21	○ To Be Decided	
March 28	○ Homelessness Coalition	
April 4	○ Student Presentations	
April 11	○ Student Presentations ○ Consolidation and Celebration	

5. Basis of Student Assessment (Weighting)

1. Learning Summary	15%
2. Taking Action	25%
3. Social Justice Issue Personal Description	5%
4. Social Justice Issue Paper Outline	5%
5. Social Justice Issue Paper	30%
5. Participation and Class Presentation	20%

To pass this course, students must satisfactorily complete all assignments and learning activities with a minimum grade of C for each assignment.

Assignment Submission

Written assignments must be submitted via D2L. File names should include your name for easy reference. Written assignments must be typed and double spaced and follow APA guidelines. Pay particular attention to page numbering and headers, line spacing, font and font size, the citation of source material, and cover page format. Spelling, grammar and presentation of the material will be taken into consideration when assignments are graded.

All assignments are to be submitted on designated due dates. In exceptional circumstances, students may arrange with the instructor for an extension of an assignment before the due date. Marks will be deducted (5% per day) for assignments/projects if prior arrangements have not been made with the instructor.

ASSIGNMENT 1: Learning Summary

Value: 15% (5% for each submission)

Due: Three submissions due February 15^h, March 8th, and March 29th.

Directions:

The purpose of the Learning Summaries Assignment is for you to reflect on and demonstrate your learning on specific social justice topics.

Over the course of the semester, write three summaries (approximately 500 words each) of your learning on one of the social justice topics discussed in class. The summary should focus on your learning and your thoughts about the topic based on course readings, class discussions, guest presentations, and your own additional research.

Consider the following questions to guide your writing and thinking:

1. What have you learned about the social justice issue from your classes, readings, and guest speakers?
2. How does this information conflict or complement previous assumptions and information you had on this issue.
3. What do others say about this issue? What research has been done that supports or conflicts with what you have learned in class?

4. In what ways will your learning and experiences on this topic influence your practice as a CFCS professional?

Marking Criteria:

Consideration will be given to:

- Demonstrated understanding of the social justice issue.
- Opinions supported by evidence.
- Evidence of thought and effort.
- Effective use of additional source material including research reports and peer reviewed journal articles. A minimum of two additional citations for each summary.
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Appropriate use of referencing.
- Effective writing style, reflective of writing expectations for second year college courses.

ASSIGNMENT 2: Taking Action

Value: 25% (5% for plan, 20% for report)

Due: Plan - February 8th; Report - April 5th.

Directions:

In this assignment you will become an advocate/activist in a social justice area of your choosing.

Plan: Based on the description of social action outlined in The Generalist Chapter 14, think about areas of interest that you have in the human services. Consider issues where you feel particularly passionate and would like to really make a difference. Choose one particular topic or issue for your focus. Research how you might get involved with taking action on this issue. Brainstorm a list of as many avenues as you can think of for action. Submit a plan of approximately 300 words that describes your topic of focus and why you chose it (rationale) and the actions that you plan to take.

Take Action: Over the rest of the term, take action on your issue based on your plan. You need to complete a **minimum of three** "actions". These should cover a range of types of action (e.g. attending rallies, writing letters to the editor or submitting articles to a newspaper, signing or starting petitions, contributing to blogs, speaking to your Member of Parliament, fund raising, public speaking, joining an advocacy group...)

Report: Submit a summary of your actions (approximately 750-1000 words), including:

1. What were the actions that you took? (briefly describe)
2. What were the challenges and rewards in completing these actions?
3. How did you feel about this process?
4. In general, what have you learned about advocacy and activism from this assignment?
5. How do you think this might carry forward into your future work?
6. Include an appendix of evidence of your actions.

Marking Criteria:

Consideration will be given to:

- Demonstrated understanding of the social justice issue.
- Evidence of thought and effort.
- Effective use of additional source material.
- The clarity of the evidence of your social action.

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Appropriate use of referencing.
- Effective writing style, reflective of writing expectations for second year college courses.

ASSIGNMENT 3: Social Justice Issue Personal Description

Value: 5%

Due: February 1

Directions:

The purpose of this assignment is for you to begin thinking about the social justice issue you have selected for you Social Justice Issue Paper.

Write a paper (300-500 words) describing the social justice issue. Consider including the following:

1. Briefly describe the social justice issue.
2. Why is it important to you? What is your personal connection to this issue? What values and beliefs do you hold that make this issue important to you?
3. What are your assumptions about this issue?
4. What questions do you have about this issue?
5. How will knowing more about this issue help you as a CFCS graduate?

Marking Criteria:

Consideration will be given to:

- Demonstrated understanding of the social justice issue.
- Evidence of thought and effort.
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Appropriate use of referencing.
- Effective writing style, reflective of writing expectations for second year college courses.

ASSIGNMENT 4: Social Justice Issue Paper Outline

Value: 5%

Due: March 1

Directions:

The purpose of this assignment is for you to begin planning your Social Justice Issue Paper.

Write an outline (approximately 500 words) for your Social Justice Issues Paper. The outline should include:

1. The main question you are attempting to answer with your paper or a statement about the issue that you hope to find support for.
2. A list and description of topic areas /questions you plan to explore in your paper and samples of preliminary research on the topic areas.

Marking Criteria:

Consideration will be given to:

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Organization.
- Appropriate use of referencing.

ASSIGNMENT 5: Social Justice Issue Paper

Value: 30%

Due: April 16th

Directions:

The purpose of this assignment is for you to critically explore a current social justice issue and the practices, systems, attitudes and values that promote or hinder a socially just community.

Building on your previous work (Personal Description Assignment and Outline Assignment), write a research paper (2500-3000 words) on a current social justice issue of your choice.

Consider including the following:

1. A description of the issue.
2. The history of the issue.
3. Assumptions, values and cultural beliefs that impact the issue or individuals involved with the issue.
4. The issue in relation to your own community, province, and/or country.
5. The issue as it is seen and dealt with in other jurisdictions (cities, provinces, countries).
6. Current research on the issue and approaches to the issue.
7. The issue in relation to people, place, and/or policy based change.
8. Solutions and recommendations.

Marking Criteria:

Consideration will be given to:

- Demonstrated understanding of the social justice issue.
- Evidence of thought and effort.
- Effective use of additional source material including research reports, government reports and peer reviewed journal articles. Include a minimum of six citations of this type.
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Appropriate use of referencing.
- Effective writing style, reflective of writing expectations for second year college courses.

ASSIGNMENT 6: Participation and Class Presentation

Value: 20%

Evaluation of participation includes:

- Active and respectful participation in classes.
- Regular class attendance.
- Adequate preparation for classes (completing assigned readings & assignments).
- Contributions to small group and large group discussions and presentations.
- Respectful behavior toward classmates and instructor.

- Effective and professional interpersonal communication skills.

6. Grading System

- Standard Grading System (GPA)
- Competency Based Grading System

GRADING SYSTEMS <http://www.camosun.bc.ca/policies/policies.php>

The following two grading systems are used at Camosun College:

1. Standard Grading System (GPA)

Percentage	Grade	Description	Grade Point Equivalency
90-100	A+		9
85-89	A		8
80-84	A-		7
77-79	B+		6
73-76	B		5
70-72	B-		4
65-69	C+		3
60-64	C		2
50-59	D		1
0-49	F	Minimum level has not been achieved.	0

7. Recommended Materials or Services to Assist Students to Succeed Throughout the Course

LEARNING SUPPORT AND SERVICES FOR STUDENTS

There are a variety of services available for students to assist them throughout their learning. This information is available in the College Calendar, Student Services or the College web site at <http://www.camosun.bc.ca>

STUDENT CONDUCT POLICY

There is a Student Conduct Policy. It is the student's responsibility to become familiar with the content of this policy. The policy is available in each School Administration Office, Registration, and on the College web site in the Policy Section.
<http://www.camosun.bc.ca/policies/policies.html>

The Department of Community, Family & Child Studies is committed to promoting competence, professionalism and integrity in our students and developing their core skills to succeed throughout their academic programs and in their careers. The purpose of Academic Honesty Guidelines is to provide clear expectations of appropriate academic conduct and to establish processes for discipline in appropriate circumstances. It is the student's responsibility to become familiar with the content and the consequences of academic dishonesty. Before you begin your assignments, review the Academic Policies on the Camosun College website: <http://camosun.ca/learn/becoming/policies.html>