



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

CFCS 250
Social Justice Today
Winter 2017

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 and 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: Artemis Fire

Office Hours: **Thursdays 11:00 – 12:00 or 2:30 – 3:30 or by appointment**

Office Location: WT 111A

Class Location: **WT 103**

Phone: best to contact me by **email 250-370-3245**

Email: firea@camosun.bc.ca

2. Intended Learning Outcomes

Upon completion of the course students will be able to:

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

3. Required Materials –Readings will be assigned in class.

4. Course Content, Schedule and Class Preparation

This is an interactive course that uses a variety of teaching and learning strategies, lectures, large and small group discussions, cooperative learning, multi-media tools, guest speakers, and community excursions.

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

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

DATE	TOPIC	READINGS/ASSIGNMENTS
Jan 13	<ul style="list-style-type: none"> ▪ Introduction to CFCS 250 	
Jan 20	<ul style="list-style-type: none"> ▪ Inequity and Social Justice 	
Jan 27	<ul style="list-style-type: none"> ▪ Research and Library Support • Meet in the Library Lab at 8:30am 	
Feb 3	<ul style="list-style-type: none"> ▪ Advocacy and Social Justice 	
Feb 10	<ul style="list-style-type: none"> ▪ Guest Speaker 	Assignment 2 - 1st Summary Due Feb. 12
Feb 17	<ul style="list-style-type: none"> ▪ READING BREAK - No class 	Assignment 3A – Due Feb 22
Feb 24	<ul style="list-style-type: none"> ▪ Guest Speaker 	Assignment 3B – Due Mar. 1
March 3	<ul style="list-style-type: none"> ▪ Guest Speaker 	
March 10	<ul style="list-style-type: none"> ▪ Guest Speaker 	
March 17	<ul style="list-style-type: none"> ▪ Class Presentations 	Assignment 1 - Taking Action – in class
March 24	<ul style="list-style-type: none"> ▪ Class Presentations 	Assignment 1 - Taking Action – in class Assignment 2 - 2nd Summary Due: Mar. 30
March 31	<ul style="list-style-type: none"> ▪ Student Facilitated Group Discussions 	Assignment 4B – in class
April 7	<ul style="list-style-type: none"> ▪ Student Facilitated Group Discussions ▪ Wrap-up & Closing 	Assignment 4B – in class Assignment 3C – Due Apr 10

Attendance

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Diploma.

Makeup Assignment for any missed class:

Due: the week after, before the class following the absence; please submit by email. You can choose to do this assignment in order to avoid losing any class participation marks. You need to have a minimum five minute discussion (in person or on the phone) with at least two students in your class to learn their perspective of the important aspects of the session missed. Ensure you identify which students you have spoken to by using their name in your write up. Complete and submit an approximately 250 word write up which talks about the key elements that were missed in the class, along with your own reflections on the subject.

GENERAL CONSIDERATIONS

1. Please arrive on time. The instructor will begin on time.
2. Come to class prepared to participate in discussions and activities.
3. All assignments must use APA formatting including cover page and reference page.

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.

Late Assignment Policy

All assignments are to be submitted by midnight 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** (3% per day) **for late assignments if prior arrangements have not been made with the instructor.**

Successful Completion of the Course

****C is the minimum grade for successful completion of CFCS 250,
with a GPA of C+ for completion of the CFCS diploma.***

ASSIGNMENT SUMMARY

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| 1. Taking Action (Plan, Presentation & Report) | 25% |
| 2. Learning Summaries | 15% |
| 3. Social Justice Issue Paper | |
| a. Initial Exploration | 5% |
| b) Paper Outline | 5% |
| c) Social Justice Issue Paper | 30% |
| 4. Participation and Facilitated Discussion | 20% |

ASSIGNMENT 1: Taking Action

Value: 25% (5% for plan, 20% for class presentation & Evidence/Reflection Report)

Due: Plan - February 5th; Presentation- April 1st.

Directions:

In this assignment you will become an advocate/activist in a social justice area of your choosing. The Taking Action assignment can be done individually, in pairs or in a group. The presentation is the same: it can be done individually, in pairs or in a group. Your choice. If more than 1 person is presenting together you must notify the instructor ahead of time.

A) Plan: Based on the description of social action outlined in The Generalist Chapter 13, 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 **THREE** actions on this issue. Brainstorm a list of as many avenues as you can think of for action. Submit a plan (300-400 words) that describes:

- your **one topic of focus**
- **why you chose it**_(rationale)
- the **actions** (3) that you plan to take
- how you might collect **evidence** of your work.

B) Take Action: Over the semester, 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:

(i.e. attending rallies, writing letters to the editor or online education, signing or **starting** petitions, contributing to blogs, speaking to your Member of Parliament, fund-raising, public speaking, campus education, joining an advocacy group, etc)

- C) **Presentation:** The presentation can be done individually, in pairs or in a group. Your choice. If more than 1 person is presenting together you must notify the instructor ahead of time. **Time:** Max. 5 min. per person + questions.

1. Present:

- Introduce the social justice issue briefly and convince us why it is important to take action on
- What were the (minimum of 3) actions that you took? (briefly describe)
- What were the challenges and rewards in completing these actions?
- In general, briefly, what have you learned about advocacy and activism from this assignment?
- How do you think this might carry forward into your future work?

2. Report: Hand-in to instructor (hard copy or by email – due the day before you present by midnight):

Evidence: show/report the evidence of the completion of your actions.

Reports: (in APA Format): a brief outline of your 3 actions, a reflection on your experience of doing the actions, and the evidence for each one (you can add these at the end like an appendix).

Consider these questions: Did your ideas about being able to be a part of making change in the community change as a result of taking these actions? Did taking these actions change you or your ideas of what is possible in any way? Were these actions connected to doing ally work in any way? Were they personally empowering in any way? Would you do this assignment differently if you could do it over? If so, How? What will you take with you from this assignment into your professional work in the future? What else is important to reflect on?

Marking Criteria:

Consideration will be given to:

- Demonstrated understanding of the social justice issue; clear, concise, informative /10
- Evidence of critical thinking and effort. /10
- The effective communication of your thoughts and ideas (including a visual component) in an interesting & creative presentation /10
- Presentation was within time limit /5
- Appropriate use of APA referencing, if additional sources used /5
- The clarity of the evidence of your 3 social actions. /10 (IN REPORT)

ASSIGNMENT 2: Learning Summaries

Value: 15% (7.5% for each submission); **Due:** Two separate submissions: Feb. 12 & Mar. 30.

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 two summaries (500-600 words) 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:

- i. What have you learned about the social justice issue from your classes, readings, and guest speakers?
- ii. How does this information conflict or complement previous assumptions and information you had on this issue.
- iii. What do others say about this issue? What research has been done that supports or conflicts with what you have learned in class? (you must cite your research/work)
- iv. 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. /15
- Opinions supported by evidence. /5
- Evidence of thought and effort. /10
- Effective use of additional research/source material including research reports and academic, peer reviewed journal articles. A minimum of two academic citations for each summary. /5
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing). /5
- Appropriate use of APA referencing. /5
- Effective writing style, reflective of writing expectations for second year college courses. /5

ASSIGNMENT 3: Social Justice Issue Paper - 3 Part Assignment

A) Personal Connection and Initial Exploration

Value: 5%; **Due:** Feb. 22nd

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

Write a paper (450-500 words) describing the social justice issue. No research is required for this part of the assignment. Consider including the following:

- Briefly describe the social justice issue.
- 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?
- What are your assumptions about this issue?
- What questions do you have about this issue?
- 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. /15
- Evidence of critical thinking and effort. /15
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing). /10
- Appropriate use of APA referencing (if used) /5
- Effective writing style, reflective of writing expectations for second year college courses. /5

B) Social Justice Issue Paper Outline

Value: 5%; **Due:** Mar. 1st

Directions: The purpose of this assignment is for you to begin planning your Social Justice Issue Paper. Write an outline (400-500 words) for your Social Justice Issues Paper. You can use a list of bullet points (for this assignment only since it is not APA). The outline should include:

- The main question you are attempting to answer with your paper or a statement about the issue that you hope to find support for. /10
- A list and description of topic areas /questions you plan to explore in your paper and samples of preliminary research on the topic areas. /15

Marking Criteria:

Consideration will be given to the assignment as outlined in the directions above and also :

- The effective communication of your thoughts and ideas (reader understands ideas you are expressing). /10
- Organization. /5
- Appropriate use of referencing. /10

C) Social Justice Issue Paper

Value: 30%; **Due:** April 10th

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 (7-9 pages) on a current social justice issue of your choice.

Consider including the following:

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

Marking Criteria:

Consideration will be given to:

- Demonstrated understanding of the social justice issue. /20
- Evidence of critical thinking and effort. /20
- Effective use of additional research/source material including: research reports, government reports and academic, peer reviewed journal articles. Include a minimum of five citations of this type. /25
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing). /15
- Appropriate use of APA referencing. /10
- Effective writing style, reflective of writing expectations for second year college courses. /10

ASSIGNMENT 4: A) Participation/Engagement & B) Facilitated Group Discussion

Value: 20%

A) 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 behaviour toward classmates and instructor.
- Active and respectful listening, including putting away electronic devices (unless they are needed for learning)
- Effective and professional interpersonal communication skills.

B) Evaluation of Facilitated Group Discussion (Apr. 8th or 15th):

Active participation in leading a group discussion about your social justice essay topic and research (approx. 10 min.)

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

Recommended Materials or Services to Assist Students to Succeed

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>