



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

CFCS 250
Social Justice Today
Winter 2018

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: Fridays 11:30 – 12:00; Wednesdays 12:00 – 1:00; or by appointment.

Office Location: WT 111A

Class Location: WT 203

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

Remple, S. (2017). *Advocacy in Practice: Creating a Culture of Social Change in the Human Services*. Oxford: University Press.

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 11	<ul style="list-style-type: none"> Introduction to CFCS 250 	Read for next class: Chapter 2
Jan 18	<ul style="list-style-type: none"> Inequity and Social Justice 	Read for next class: p. 79, 99-102, 106 (Table 5.2), 111- 128 In D2L: RCY reading – Champions for Change
Jan 25	<ul style="list-style-type: none"> Research and Library Support Meet in the Library Lab at 12:30pm 	Read for next class: Appendix: 3-5, 7, 8
Feb 1	<ul style="list-style-type: none"> Advocacy and Social Justice 	Assignment 1 - Taking Action - Plan Due Feb. 3
Feb 8	<ul style="list-style-type: none"> Guest Speaker 	
Feb 15	<ul style="list-style-type: none"> READING BREAK - No class 	Assignment 3A – Due Feb 17
Feb 22	<ul style="list-style-type: none"> Guest Speaker 	Assignment 2 - 1st Summary Due Feb. 24
March 1	<ul style="list-style-type: none"> Guest Speaker 	Assignment 3B – Due Mar. 3
March 8	<ul style="list-style-type: none"> Guest Speaker 	
March 15	<ul style="list-style-type: none"> Guest Speaker 	
March 22	<ul style="list-style-type: none"> Class Presentations 	Assignment 1 - Taking Action – in class - Reports due Mar. 21 st
March 29	<ul style="list-style-type: none"> Class Presentations 	Assignment 1 - Taking Action – in class Assignment 2 - 2nd Summary Due: Mar. 31 st or (presenting 2 nd Summary Apr. 20 th with instructor approval*)
April 5	<ul style="list-style-type: none"> Student Facilitated Group Discussions 	Assignment 4B – in class
April 12	<ul style="list-style-type: none"> Student Facilitated Group Discussions Wrap-up & Closing 	Assignment 4B – in class Assignment 3C – Due Apr 7

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

1. Taking Action (Plan, Report & Presentation)	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 3rd; Presentation- Mar. 22.

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.

You may choose the same topic for your taking action assignment and Assignment #3.

- A) **Plan:** Based on the description of social action reviewed in class, 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 at least **TWO** different 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** (2) that you plan to take
- how you might collect **evidence** of your work.
- NOTE: Any kind of surveys need pre-approval from the instructor*

- B) **Take Action:** Over the semester, take action on your issue based on your plan. You need to complete a **minimum of two** different 'actions'. These should cover a range of types of action:

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

C) Report: Hand in (on D2L – due: the day **before** presentations begin)

Your Report will include:

- a) the Evidence of the 2 actions that you have completed
- b) A **Reflection** on the 2 actions, including how do you think this might carry this experience/knowledge/skill into your future work?

Also consider answering some or all of 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?

Reports: in APA Format

D) 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.

Include:

- Introduce the social justice issue briefly and convince us why it is important to take action on
- What were the (minimum of 2) actions that you took? (briefly describe)
- What were some of the challenges and rewards in completing these actions?
- In general, briefly, what have you learned about advocacy and activism from this assignment?

Presentation Marking Criteria:

- Demonstrated understanding of the social justice issue; clear, concise, informative
- Evidence of critical thinking and effort.
- The effective communication of your thoughts and ideas (including a visual component) in an interesting & creative presentation
- Presentation was within time limit

Reports:

- Reflective work is clear and relevant
- Appropriate use of APA referencing, if additional sources used
- The clarity of the evidence of your 2 completed social actions.

ASSIGNMENT 2: Learning Summaries

Value: 15% (7.5% for each submission);

Due: Two separate submissions: #1 - Feb. 24 & #2 - Mar. 31.

Directions:

The purpose of the Learning Summary Assignment is for you to reflect on and demonstrate your learning on a specific social justice topic. It is like a mini research assignment and reflection.

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**.

Use 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 the topic relate to oppression experienced by a group of people?
- iii. How does this information conflict or complement previous assumptions and information you had on this issue.
- iv. 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)
- v. In what ways will your learning and experiences on this topic influence your practice as a CFCS professional?

Marking Criteria for written summaries:

Consideration will be given to:

- Demonstrated understanding of the social justice issue.
- Reflective work is clear and relevant.
- Opinions supported by evidence.
- Evidence of thought and effort.
- Effective use of additional research/source material including research reports and academic, peer reviewed journal articles. A minimum of two academic citations/sources for each summary. Note: Indigenous Elders, recognized in their communities as knowledge keepers are also considered equivalent to an 'academic/peer-reviewed source'.
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Appropriate use of APA referencing.
- Effective writing style, reflective of writing expectations for second year college courses.

***Note:** For Learning Summary #2 only – there is a 2nd option to do instead of the written summary. Instructor will give more details in class. It must be presented on Apr. 20th.

ASSIGNMENT 3: Social Justice Issue Paper - 3 Part Assignment

Part A - Personal Connection and Initial Exploration

Value: 5%; **Due:** Feb. 17th

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 current 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.
- Reflection is clear and relevant
- Evidence of critical thinking and effort.
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Appropriate use of APA referencing (if used)
- Effective writing style, reflective of writing expectations for second year college courses.

Part B - Social Justice Issue Paper - Initial Draft/Outline

Value: 5%; **Due:** Mar. 3rd

Directions: The purpose of this assignment is for you to begin planning your Social Justice Issue Paper. Write an initial draft/outline for your Social Justice Issues Paper. You can use a list of bullet points (for this assignment only, since bullets are 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.
- A list and description of topic areas /questions you plan to explore in your paper and **samples of preliminary, cited research** (minimum of 3) on the topic areas. Include brief summaries of the content of the research you have found so far.

Marking Criteria:

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

- Content reflects the questions above in a clear way that demonstrates initial understanding of the topic.
- The effective communication of your thoughts and ideas (reader understands ideas you are expressing).
- Organization and APA citing/referencing.

Part C - Social Justice Issue Paper

Value: 30%; **Due:** April 7th

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 (Part A & B: Personal Description Assignment and Outline Assignment), using the same topic, write a research paper (7-9 pages). Consider including the following:

- Introduction: A description of the issue.
- The history of the issue - what has happened and what has been successful action/advocacy?
- Societal assumptions, values and cultural perspectives 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). What has been successful in other places?
- Current research on the issue and approaches to the issue.
- Conclusion: Solutions and recommendations, yours and/or what you have found in the research, including policy and/or legislation recommendations. What changes are people affected by this issue asking for?

Marking Criteria:

Consideration will be given to:

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

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. 5th or 12th):

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

Grading System

<input checked="" type="checkbox"/>	Standard Grading System (GPA)
<input type="checkbox"/>	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>