



CAMOSUN COLLEGE

School of Health and Human Services (HHS)
Department: Community, Family & Child Studies



[Camosun.ca/hhs-handbook](http://camosun.ca/hhs-handbook)

CFCS 250 Social Justice Today Winter 2020

COURSE OUTLINE

The course description is available on the web:
<http://camosun.ca/learn/calendar/current/web/cfcs.html#cfcs250>

Ω 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

- | | | |
|------------------|---------------------|-------------------------|
| (a) Instructor | Artemis Fire | |
| (b) Office hours | TBA | |
| (c) Location | TBA | |
| (d) Phone | Please use email. | Alternative: N/A |
| (e) E-mail | firea@camosun.bc.ca | |
| (f) Website | n/a | |

2. Course Description & Intended Learning Outcomes

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.

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

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

4. Course Content and Schedule

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.

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

DATE	TOPIC	READINGS & ASSIGNMENTS
Jan 9	Introduction to CFCS 250	Read for next class: Chapter 1&2 (text)
Jan 16	Inequity and Social Justice	Read for next class: p. 79, 99-102, 106 (Table 5.2), 111- 128 (text) & In D2L: Rep. 4 Children & Youth Reading – titled: Champions for Change
Jan 23	Social Justice (cont'd) Research and Library Support	Read for next class: Appendix: 3-5, 7, 8 (text)
Jan 30	Advocacy and Social Justice	
Feb 6	Guest Speaker	Assignment 1 - Taking Action - Plan Due Feb. 9th
Feb 13	Guest Speaker	Assignment 3A – Due: Feb 16th
Feb 20	READING BREAK - No class	
Feb 27	Guest Speaker & Assign 1 Prep	Assignment 3B – Due: Feb. 29th
Sunday Mar. 1 st *	Special Class – Workshop with: Face to Face with Stigma - Victoria Coalition to end Homelessness 12:30 – 4:30 @ Lansdowne campus	Assignment 2 – Learning Summary Due: Mar. 8th
March 12	Taking Action Project work	Assignment 1 - Taking Action Reports due *Wed. Mar. 18th
March 19	Class Presentations	Assignment 1 - Taking Action – in class
March 26	Class Presentations	Assignment 1 - Taking Action – in class
Apr. 2	Student Facilitated Group Discussions	Assignment 4B – in class
April 9	Student Facilitated Group Discussions Wrap-up & Closing	Assignment 4B – in class Assignment 3C – Due Apr. 12th

Attendance

Classes are planned as a continuum for building the skill and knowledge required to meet the competencies for CFCS Diploma. Students are expected to attend all scheduled class activities.

Attendance is required in order to receive the learning in this class. **If you miss a class it will affect your learning and your grade.** If you need to miss a class, you are invited to complete a make-up assignment for each class you miss.

Missed Class Makeup Assignment: You need to have a minimum 10 minute discussion (in person or on the phone) with at least 2 other students in your class to learn their perspective of the important aspects of the class missed. Ensure you identify which students you have spoken to. Complete and submit a 400 - 600 word paper which describes the key elements of the class, along with your own reflections on the subject. Please submit this paper on D2L before the next class.

***Note:** It is the student's responsibility to track the dates missed and to follow up with colleagues about content missed, while they still remember.

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 (unless otherwise noted).

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 (unless otherwise noted). 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 **10pm** 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 before the due date.**

Successful Completion of the Course

**C is the minimum grade for successful completion of CFCS 250,
(and all other courses for the diploma),*

with a minimum GPA of C+ for completion of the CFCS diploma.

5. Basis of Student Assessment (Weighting)

ASSIGNMENT SUMMARY	Value:	Due Date:
1. Taking Action (Plan, Report & Presentation)	25%	Plan: Feb. 9 Report: Mar. 18 Present: Mar. 19
2. Learning Summary & Reflection	15%	Mar. 8th
3. Social Justice Issue Paper		

A. Initial Exploration	5%	Feb. 16th
B. Paper Outline	5%	Feb. 29th
C. Social Justice Issue Paper	30%	Apr. 12th
4. Professional Engagement (ongoing) & Facilitated Discussion	20%	Apr. 2nd

ASSIGNMENT 1: Taking Action

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

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*
- APA is not required for this assignment. Please double-space it.

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 actions: (i.e. engaging in rallies, writing letters to the editor or online education, **starting & circulating** 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 – APA format)

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?

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 Summary - Value: 15%

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.

This semester, we have a special workshop planned on Mar. 1st. After attending that workshop, write a summary (600-800 words) of your learning and your thoughts about the topic based on the workshop, course readings, class discussions, other guest presentations, and your own **additional research**.

Use the following questions to guide your writing and thinking:

- i. What have you learned about this social justice issue?
- 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?

OPTIONAL: you could also choose to present the information for this learning journal in either an artistic or creative way, or orally (15 min.) in a meeting with the instructor, which is booked at least 1 week before the due date.

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 /source material including research or government reports and academic, peer research reviewed journal articles. A minimum of two different academic citations/sources. 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).
- Organization and Appropriate use of APA citing/referencing.
- Effective writing style, reflective of writing expectations for second year college courses.

ASSIGNMENT 3: Social Justice Issue Paper - 3 Part Assignment

Part A - Personal Connection and Initial Exploration - Value: 5%

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 citing/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%

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 in your final paper or a statement about the issue that you hope to build an argument for in the final paper (thesis).
- A list and description of topic areas /questions you plan to explore in your paper and ***samples of preliminary, cited research*** (minimum of 3 – cited and referenced) on the topic areas. Include brief summaries of the content of the research (of each of the articles/sources) you have found so far

Part C - Social Justice Issue Paper - Value: 30%

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 (communities, 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 citing/referencing.
- Effective writing style, reflective of writing expectations for second year college courses.

ASSIGNMENT 4: A) Professional Engagement & B) Facilitated Group Discussion - Value: 20%

A) Evaluation of professional engagement includes:

- Engaged participation in classes & regular 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.
- Engaged and respectful listening, including putting away electronic devices (unless they are needed for learning)
- Effective and professional interpersonal communication skills with classmates, community members and instructor.

B) Evaluation of Facilitated Group Discussion:

Active participation in leading a group discussion about your social justice essay topic and research (approx. 10 – 15 min.)

6. Grading System

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

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

8. College Supports, Services and Policies

Immediate, Urgent, or Emergency Support



If you or someone you know requires immediate, urgent, or emergency support (e.g., illness, injury, thoughts of suicide, sexual assault, etc.), **SEEK HELP**. Resource contacts:

<http://camosun.ca/about/mental-health/emergency.html> or
<http://camosun.ca/services/sexual-violence/get-support.html#urgent>

College Services

Camosun offers a variety of health and academic support services, including counselling, dental, centre for accessibility, help centre, learning skills, sexual violence support & education, library, and writing centre. For more information on each of these services, visit Student Services at <http://camosun.ca/services/>

College Policies

Policies are available on the College website at <http://camosun.ca/about/policies/>

Camosun strives to provide clear, transparent, and easily accessible policies that exemplify the college's commitment to life-changing learning. It is the student's responsibility to become familiar with the content of College policies.

Education and academic policies include, but are not limited to, [Academic Progress](#), [Admission](#), [Course Withdrawals](#), [Student Appeals](#), Medical/Compassionate Withdrawal, Sexual Violence and Misconduct, Student Ancillary Fees, and Student Penalties and Fines.

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 website.

- **GRADING SYSTEMS**

<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf#page=2>

The following two grading systems are used at Camosun College:

- **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

2. Competency Based Grading System (Non GPA)

This grading system is based on satisfactory acquisition of defined skills or successful completion of the course learning outcomes.

Grade	Description
COM	The student has met the goals, criteria, or competencies established for this course practicum or field placement.
DST	The student has met and exceeded, above and beyond expectation, the goals, criteria, or competencies established for this course, practicum or field placement.
NC	The student has not met the goals, criteria or competencies established for this course, practicum or field placement.