

Syllabus

SCHOOL OF HEALTH AND SCIENCES
HSVC 355: Principles of Social Justice in Human Services

3 Credits
Effective: Winter 2015/2016

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

In this course, students will have the opportunity to explore social justice issues in the context of human services delivery. Students will explore the broad concept of human rights, including human dignity, nondiscrimination, civil and political rights, solidarity rights, and the interdependence and indivisibility of rights. Students will explore the ways in which helping professionals work to ensure justice, fairness, and equality for clients; as well as the ways in which helping professionals provide advocacy and education for clients regarding issues of oppression and injustice. Students will apply social justice theories to intervene at the Micro-, Mezzo-, and Macro-levels.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:

- Apply social justice, social welfare, and human rights theories to human services practice with individuals, families, groups, and communities.
- Articulate the history of the social justice movement in human services.
- Describe the connection between individual human suffering and the social context and environmental determinants from which it arises.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Advocacy
- Human dignity
- Human rights
- Humanistic approach
- Non-discrimination
- Oppression

- Racism
- Social action
- Social justice

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Course Activities & Discussion	30%
Reflection Paper #1	15%
Reflection Paper #2	15%
Group Project: Case Study and Annotated Bibliography	40%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Course Activities & Discussion

Class participation through discussion activities is an integral part of this course. To provide a structure for balanced participation and allow the student to maximize the benefit of the discussion activities, students should follow these guidelines: 1) Post responses to discussion questions in the first three days of the school week (Monday through Wednesday in online classes; various days in mixed-mode classes). 2) Post at least three or more thoughtful and topic-relevant comments to responses made by classmates over at least three different days of the school week, ending on Sunday in online classes and various days in mixed-mode classes. 3) Respond to any questions that the instructor has regarding the original post by the end of the school week. Additionally, students are expected to attend and participate in all classroom sessions and course activities conducted during those sessions. Instructors will provide detailed grading criteria for in-class attendance and participation in classroom-based activities. The following is the grading criteria for online discussion board activities.

<i>Components</i>	<i>% of Grade</i>
Quality of Responses	70%
Quantity of Responses	15%
Timeliness	15%
TOTAL	100%

Reflection Paper #1

Students will complete two reflection papers during the quarter. The purpose of these reflections is to engage students in reflecting on course content through the lens of their personal experiences with social justice and human rights. In each paper, students should combine their own thoughtful analysis with ideas

and information found in a minimum of four sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - each paper needs to be an analytical paper, not a summary of readings.

Each paper must be three to five pages long and meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Reflection One: Personal experiences with Social Justice: The purpose of this assignment is to reflect on ways in which the student has experienced oppression or injustice (for example: being bullied, being discriminated against, experiencing overt discrimination, etc.), and to reflect on how the experience impacted the student's values, attitudes, and/or beliefs regarding the issue.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
DAS-U-Evidence and support	15%
Apply social justice theories	30%
Personal reflections and values clarification	25%
TOTAL	100%

Reflection Paper #2

Students will complete two reflection papers during the quarter. The purpose of these reflections is to engage students in reflecting on course content through the lens of their personal experiences with social justice and human rights. In each paper, students should combine their own thoughtful analysis with ideas and information found in a minimum of four sources. Therefore, as in any scholarly writing, students should not merely copy information from another author, but use evidence to support the contentions they have drawn from their findings and critically analyze related literature - each paper needs to be an analytical paper, not a summary of readings.

Each paper must be three to five pages long and meet APA requirements of format and style. Students must cite the sources of all ideas, facts, and information used that are not their own, even if they have put the information into their own words. Failure to do so is plagiarism, even if the oversight is unintentional.

Reflection Two: A social justice approach to helping: The purpose of this assignment is to reflect on ways in which the student anticipates working with clients who have experienced oppression or injustice (for example: racism, classism, ageism, sexism). Students may choose to write about theoretical models they intend to use, intervention strategies they intend to use, and/or tools they may use to combat injustice (for example: advocacy, social action)

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
DAS-U-Evidence and support	20%
Social context of suffering	20%
Cultural competence	20%
TOTAL	100%

Group Project: Case Study and Annotated Bibliography

Students will work together (in groups of 3) to research a social justice issue and develop a 6-8 page case study through an interdisciplinary lens. Students will also produce an annotated bibliography related to the topic of the case. Each group's case study must be research-based, rather than opinion-based. Each student in the group will contribute to the development of both the case study and an annotated bibliography. For the case study, students will work together to develop an interdisciplinary case study, including information about the case at the Micro-, Mezzo-, and Macro-levels, and including information about biological issues, social issues, psychological issues, and political issues that impact the client(s) in the case. The case will be an individual client, or a family system; student groups will work together to "create" this case. Students may use examples from the media, from students' lives or work, or from literature to develop their case. The case study will include: a) a description of each individual in the case; including ways in which the individual has experienced oppression or injustice; b) a description of theoretical concepts that might be important considerations while working with the client(s) in the case; c) a description of the historical context of the social justice issue(s) (for example: if racism is the social justice issue in the case study, then the students should discuss the history of racism as it relates to the case); d) a description of the current context of the social justice issue(s) (for example: if racism is the social justice issue in the case study, then the students should discuss the current "picture" of racism as it relates to the case); e) a plan for addressing the issue in the case, including advocacy steps, social action, and intervention strategies

For the annotated bibliography, each student is required to submit at least: a) Two scholarly articles; b) One book; and c) Two additional items from popular media (e.g., blogs, newspaper articles, columns, etc.). Following each citation, students will provide an annotative paragraph, describing and evaluating the source and its overall contribution to the project. Students should identify by name who contributed which source and its annotation.

<i>Components</i>	<i>% of Grade</i>
DAS-U-Organization and coherence	15%
DAS-U-Style and mechanics	15%
DAS-U-Evidence and support	20%
History of social justice	15%
Apply social justice theories	15%
Group Work	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment **should at all times** be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES**Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.