

# SW 701: Social Policy: Critical Frameworks

* **Wednesdays: September 7 to December 7, 2022**
* **Time: 1:30-4:20pm**
* **Instructor: Elene Lam**
* **Office hours: by appointment**
* **Email:** **lamy4@mcmaster.ca**
* **Location : ETB 230 & MUSC 313/311**

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# Course Overview

## Course Description:

In this course students will critically analyze the development of social policy and debates around its implications in the Canadian context, including references to social welfare policies, economic policies, healthcare, housing, childcare, labour, gender, climate change, colonialization, immigration, policing, criminalization, and other important policies. It will also examine how social work and social policies are parts of the colonial project.

The course encourages students to consider policy as a negotiated practice to create, resist, influence, and enact social policies. It will help the student develop skills of critical analysis and in policy practice arenas to enable them to advocate for policy changes and pursue social justice.

## Course Objectives:

1. To give students an understanding of the articulation and formation of social policy, the dynamics of social policy making, and various perspectives underpinning the policy making process;
2. To help students critically examine social policy issues
3. To help students identify the impacts of policies on marginalization and seek a critical understanding of the issues of inequity, oppression, criminalization, and social exclusion from a social policy perspective;
4. To give students an understanding of the connections among social issues, social policy, policy effects, and social work practices;
5. To help students develop knowledge and skills relating to policy practice (such as community organizing, advocacy, mobilization, and social action) and to explore the strategies of social policy responses in changing contexts

The basic assumptions of this course concur with the broader curriculum context set by the **School of Social Work's Statement of Philosophy**:

*As social workers, we operate in a society characterized by power imbalances that affect us all. These power imbalances are based on age, class, ethnicity, gender identity, geographic location, health, ability, race, sexual identity and income. We see personal troubles as inextricably linked to oppressive structures. We believe that social workers must be actively involved in the understanding and transformation of injustices in social institutions and in the struggles of people to maximize control over their own lives.*

## Course Format

Information will be shared through lectures, presentations, readings, and discussion. The class will be in-person and virtual via Zoom. The instructor will review the course outline during the first class; students are encouraged to offer input in and about the course, including regarding topics, course format, resources, and assignments.

# Course Requirements/Assignments

## Requirements Overview and Deadlines

**Part A: Participation (20%)**

Students’ attendance and participation are essential for this course. Students are expected to come to class on time, complete the required readings, and take an active part in discussions.

**Part B: Presentation, facilitation, and class activities (20%)**

Purpose: to encourage participants to take an active role in this collective and mutual learning process.

* Each student will sign up to be the presenter-facilitator for a session.
* The presenter will prepare questions or activities to facilitate class discussion.
* Students will also prepare a one- to two-page page summary of the assigned reading or about the issues.
* The presenter will present a summary of the main themes, concepts, theoretical frameworks, and arguments in the readings assigned for the session.
* Students will also use empirical materials and practice experiences to examine the readings' contributions to social policy and social justice.
* The presenters are encouraged to include extra information or resources about related issues.

**Part C: Social justice project (40%)**

This is a project-based assignment. Four or five students will form a group to work in the project. (A student may work individually with permission.)

Students are required to identify a social policy on which to reflect and to analyze, and in the context of which to identify advocacy goals for making change. It is important for students to describe how a community is engaged with, involved in, or informed about the project, and also to identify any potential harm that could result from their advocacy work.

Students will be invited to present the project proposal, consisting of one or two pages, to the class on October 26. The final presentation of the social justice project will take place on November 30.

**Option 1: Critical Reflection Journal (10-15 pages) + advocacy tools**

Part A: Students are encouraged to reflect critically on a social policy referred to in the course readings, presentations, books, community events, and government policies. Students are required to compose a short description of advocacy tools.

Part B: Students are required to develop an advocacy tool on a related issue and social policy in the context of which to create social change. The student can use a variety of formats, such as writing (letters, statements, or papers), book reviews, storytelling, art, presentations, events, social media, or other forms of expression effective in creating social change.

**Option 2: Policy Briefs (15-20 pages)**

Part 1: The policy brief may include a concise summary of information (include background, evidence, impacts on those affected (either by inclusion among those benefited or by being excluded), issues to address, policy options, and recommendations).

\* To illustrate, review how the target community is being defined. What are the issues this initiative or social action event is trying to tackle; what strategy is adopted; who are the major stakeholders; what are the major strategies being adopted; and how appropriate and effective are they? Whose voices are missing from it? Evaluate the initiatives and social actions by Identifying their strengths and limitations. If there were any room for improvement, what kinds of alternative intervention plan would you propose?

Remarks: Students may tailor the assignments to their own areas of interest.

**Part D: Reflections on the course**

Students are invited to write one or two pages communicating their reflections on what they have learned and the journey of the course.

1. Title of third requirement/assignment
	* <text describing third requirement/assignment>

# Assignment Submission and Grading

## Form and Style

* Written assignments must be typed and double-spaced and submitted with a front page containing the title, student’s name, student number, and the date. Number all pages (except title page).
* Assignments should be stapled together. Please do NOT use plastic report covers or binders.
* Paper format must be in accordance with the current edition of American Psychological Association (APA) publication manual with particular attention paid to font size (Times-Roman 12), spacing (double spaced) and margins (minimum of 1 inch at the top, bottom, left and right of each page) as papers not meeting these requirements will not be accepted for grading.
* Students are expected to make use of relevant professional and social science literature and other bodies of knowledge in their term assignments. When submitting, please keep a spare copy of your assignments.

## Avenue to Learn

In this course, we will be using Avenue to Learn (or X). Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss with the course instructor.

X = e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.

## Submitting Assignments & Grading

Assignments must be submitted electronically via Avenue to Learning by 11:59pm on the required due date. A 2% reduction will be applied each day (i.e., Monday - Sunday) after the due date. Students should consult the McMaster University policy on extensions if they wish to request an extension on an assignment. All extensions must be negotiated prior to the assignment due date. Please use the following criteria when preparing your assignment:

1. Include a title page with all relevant course information, adhere to the page limits specified, be formatted with 12 pt. font and standard margins, and be stapled;
2. The citations and references in all assignments (if applicable) must use APA format (7th edition): more information is available through the e-Resources link on the library home page <http://library.mcmaster.ca> and at <http://www.apastyle.org>.

## Privacy Protection

In accordance with regulations set out by the Freedom of Information and Privacy Protection Act, the University will not allow return of graded materials by placing them in boxes in departmental offices or classrooms so that students may retrieve their papers themselves; tests and assignments must be returned directly to the student. Similarly, grades for assignments for courses may only be posted using the last five digits of the student number as the identifying data. The following possibilities exist for return of graded materials:

1. Direct return of materials to students in class;
2. Return of materials to students during office hours;
3. Students attach a stamped, self-addressed envelope with assignments for return by mail;
4. Submit/grade/return papers electronically.

Arrangements for the return of assignments from the options above will be finalized during the first class.

## Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

# Student Responsibilities

* Students are expected to contribute to the creation of a respectful and constructive learning environment. Students should read material in preparation for class, attend class on time and remain for the full duration of the class. A formal break will be provided in the middle of each class, students are to return from the break on time.
* In the past, student and faculty have found that non-course related use of laptop computers and hand-held electronic devices during class to be distracting and at times disruptive. Consequently, during class, students are expected to only use such devices for taking notes and other activities directly related to the lecture or class activity taking place.
* Please check with the instructor before using any audio or video recording devices in the classroom.

## Attendance

Student is expected to attend the class.

## Academic Integrity

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: “Grade of F assigned for academic dishonesty”), and/or suspension or expulsion from the university. It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty, please refer to the [Academic Integrity Policy](https://www.mcmaster.ca/policy/Students-AcademicStudies/AcademicIntegrity.pdf)

The following illustrates only three forms of academic dishonesty:

* Plagiarism, e.g. the submission of work that is not one’s own or for which other credit has been obtained.
* Improper collaboration in group work.
* Copying or using unauthorized aids in tests and examinations

## Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the *Code of Student Rights & Responsibilities* (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online**.

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

## Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact Student Accessibility Services (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s *Academic Accommodation of Students with Disabilities* policy.

## Accessibility Statement

The School of Social Work recognizes that people learn and express their knowledge in different ways. We are committed to reducing barriers to accessibility in the classroom, and working towards classrooms that welcome diverse learners. If you have accessibility concerns or want to talk about your learning needs, please be in touch with the course instructor.

## Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students should submit their request to their Faculty Office ***normally within 10 working days*** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

## E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student’s own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student’s responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, they may not reply.

## Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

# Course Weekly Topics and Readings

**Week 1(Sept 7): Connection & Discussion about the design of the course**

**Week 2 (Sept 14) : Social work and social policy**

**Required readings:**

Haymarket Books (2021, Feb 21). *Abolitionist of social work: Possibilities, Paradox and Praxis*. [Video]. YouTube. <https://www.youtube.com/watch?v=JZxUeSAmIXo>

INCITE! (n.d.) *Beyond the non-profit industrial complex*. <https://incite-national.org/beyond-the-non-profit-industrial-complex/>

Chescaleigh (2014 Nov 22). *5 Tips for being An Ally* [Youtube].<https://www.youtube.com/watch?v=_dg86g-QlM0>

Hanivsky, Olena (Ed.) (2012). *An intersectionality-based policy analysis framework.* Vancouver, BC. Institute for Intersectionality Research and Policy. Simon Fraser University.http://www.sfu.ca/iirp/documents/IBPA/IBPA\_Framework\_Complete%20Collection\_Ha nkivsky\_2012.pdf#page=33

Faculty of Social Science, McMaster University (n.d.) *Learning in Colour.* <https://socialsciences.mcmaster.ca/learning-in-colour/core-themes>

**Other readings:**

Titchkosky, T. (2014). Monitoring disability: The question of the ‘human’ in human rights projects. In M. Gill & C. J. Schlund-Vials (Eds.), *Disability, human rights and the limits of humanitarianism* (pp. 119-136). Routledge.

Crenshaw, K. (1990). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stan. L. Rev.*, *43*, 1241.

McKee, K. (2009). Post-Foucauldian governmentality: What does it offer critical social policy analysis?. *Critical social policy*, *29*(3), 465-486.

Freire, P. (2000). *Pedagogy of the oppressed*. Continuum.

**Week 3 (Sept 21): Colonialization** Virtual

**Required readings:**

gzhibaeassigae jen meunier (2019)Breath as Research: Finding Cracks in the Wall. In Schelhas, J. (Eds). Research and reconciliation: Unsettling ways of knowing through indigenous relationships. *Society & Natural Resources*.

Idle No More. https://idlenomore.ca <https://www.commondreams.org/views/2013/01/29/indigenous-nationhood-beyond-idle-no-more>

Yellowhead Institute. (n.d.) <https://yellowheadinstitute.org/about/>

McGuire–Kishebakabaykwe, P. D. (2010). Exploring resilience and Indigenous ways of knowing. *Pimatisiwin: A Journal of Aboriginal and Indigenous Community Health*, *8*(2), 117-131.

**Other readings**

Talebian Sedehi, K. (2019). “Witnessing the Unspoken Truth: On Residential School Survivors’ Testimony in Canada.” Theory and Practice in Language Studies, Vol. 9, No. 7, pgs. 755-761.

Neeganagwedgin, E. (2013). A critical review of Aboriginal education in Canada: Eurocentric dominance impact and everyday denial. *International Journal of Inclusive Education*, *17*(1), 15-31.

Landertinger, L. C. (2021). Settler colonialism and the Canadian child welfare system. In *The Routledge Companion to Sexuality and Colonialism* (pp. 136-144). Routledge.

Monture, P. A. (2008). Women's words: Power, identity, and Indigenous sovereignty. *Canadian Woman Studies*.

Fortier, C., & Hon-Sing Wong, E. (2019). The settler colonialism of social work and the social work of settler colonialism. *Settler Colonial Studies*, *9*(4), 437-456.

Napoleon, V. (2013). Thinking about Indigenous legal orders. In *Dialogues on human rights and legal pluralism* (pp. 229-245). Springer, Dordrecht.

Gray, Mel (2005). Dilemmas of international social work: paradoxical processes in indigenisation, universalism and imperialism. *International Journal of Social Welfare, 14*, 231-238.

**Week 4 (Sept 28) Immigration and migration** MDCL-3023

**Required readings**

Migrant Rights Network <https://migrantrights.ca/take-action/permanent-resident-status/>

Lee, M.S. (2017). Migrant Dream. [Youtube] <https://www.youtube.com/watch?v=-_8bjt37xYo>

Walia, H. (2021). Historic Entanglements of US border formation. In Walia, H. (Eds). *Border and Rule: Global migration, capitalism, and the rise of racist nationalism*. (pp. 31-46). Haymarket Books.

Sharma, N. (2002) Immigrant and Migrant Workers in Canada. Labour Movements, Racism and the Expansion of Globalization. *Canadian Women Studies,* 21/22(4/1): 18–25.

Bergen, H., & Abji, S. (2020). Facilitating the carceral pipeline: Social work’s role in funneling newcomer children from the child protection system to jail and deportation. *Affilia*, *35*(1), 34-4

**Other Readings**

Matoo, D. (2017). Race, gendered violence and the rights of women with precarious immigration status. Community Leadership in Justice Fellowship of Law Foundation of Ontario. Available at http://schliferclinic.com/wp-content/uploads/2017/11/Race-Gendered- Violence-and-the-Rights-of-Women-with-Precarious-Immigra..\_.pdf

Moffette, D., & Ridgley, J. (2018). Sanctuary city organizing in Canada: From hospitality to solidarity. *Migration and Society*, *1*(1), 147-155.

Jon Malek, “[The Pearl of the Prairies: The History of the Winnipeg Filipino Community](https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=8284&context=etd)” (2019) UWO Thesis at 65-97 (33 pages).

Walia, H. (2014). *Undoing border imperialism* (Vol. 6). Ak Press.

**Week 5 (Oct 5) Criminalization (Sex work)**  MDCL-3023

**Required reading:**

Bernstein, E. (2010). Militarized humanitarianism meets carceral feminism: The politics of sex, rights, and freedom in contemporary antitrafficking campaigns. Signs, 35(1), 45–71.

Canadian Alliance of Sex Work Law Reform <https://sexworklawreform.com>

* Safety, Dignity, Equality: Recommendations for Sex Work Law Reform in Canada
* <http://sexworklawreform.com/recommendations/>
* Sex work on the Hill
* <http://sexworklawreform.com/advocacy-guides/>
* Meaningful Engagement and Consultation <http://sexworklawreform.com/wp-content/uploads/2019/02/Meaningful-Engagement-and-Consultation-UPDATED.pdf>

Lam, E. (2018). Behind the rescue: How anti-trafficking investigations and polices harm migrant sex workers. <https://www.butterflysw.org/_files/ugd/5bd754_bbd71c0235c740e3a7d444956d95236b.pdf>

Gallant, G. & Lam, E (2022 May 9) Anatomy of an ant-trafficking policy campaign. *Briarpatch* <https://briarpatchmagazine.com/articles/view/anatomy-of-an-anti-trafficking-policy-campaign>

Butterfly (2022 Aug 11). Open Letter on the Newmarket Crisis ([https://medium.com/@butterflycsw/open-letter-on-the-newmarket-crisis-32e159d5a52b](https://medium.com/%40butterflycsw/open-letter-on-the-newmarket-crisis-32e159d5a52b)

**Other readings**

Butterfly (Asian and Migrant Sex Workers Support Network) . Upholding and promoting human rights, justice and access of migrant sex workers

<https://www.butterflysw.org/_files/ugd/5bd754_3284af1908704da0935a4cf60e66abf3.pdf>

Kaye, J. (2017). *Responding to human trafficking: Dispossession, colonial violence, and resistance among Indigenous and racialized women*. University of Toronto Press.

Women’s Legal Education & Action Fund (2022). Leaf’s Sex Work Position: Q&A <https://www.leaf.ca/sex-work-position-faqs/>

Amnesty International (2016 May 26). Amnesty International publishes policy and research on protection of sex workers’ rights. <https://www.amnesty.org/en/latest/news/2016/05/amnesty-international-publishes-policy-and-research-on-protection-of-sex-workers-rights/>

HIV Legal Network. <https://www.hivlegalnetwork.ca/site/?lang=en>

* Decriminalisation of HIV, drug and sex work etc.

**October 12**Mid-term Recess – No Class

**Week 6 (Oct 19) Arts and social change**  MUSC-313/311

**Required readings**

Dawes, L. (n.d.). The True Colours of Zines. Broken Pencil. (pp. 14-17).

The Re•Vision Centre for Art and Social Justice. <https://revisioncentre.ca>

Hamid, A. (2011). “Borders in the City.” From Imagining Resistance: Visual Culture and Activism in Canada. Eds. J. Keri Cronin and Kristy Robertson. Wilfrid Laurier University Press: Waterloo. pgs. 121-139.

Lam, E. & Ki. P. (2022). Hundred-Year Dream. https://mappingcare.art/hundred-year-dream/

Ki, P. (2022, Feb 21). Stories from the Compost. Metamorphosis: Reflections of an art therapy practitioner. Canadian Art Therapy Association.

<https://www.canadianarttherapy.org/envisage/envisage-winter-2022-ki>

Lam, E. (2021), The power of art: Art for social justice. *Canadian Art Therapy Association.* <https://www.canadianarttherapy.org/envisage/envisage-fall-2021-lam>

**Other readings:**

Reece, S. (2015). “Writing ‘Touch Me’”. From *The Land We Are: Artists and Writers Unsettle the Politics of Reconciliation.”* L’Hirondelle Hill, G. and McCall, S. (eds). Pgs. 151-173.

Forbidden Love (1992), directed by Aerlyn Weissman https://www.nfb.ca/film/forbidden\_love/

**Week 7 (Oct 26) Drug and Harm reduction** ETB 230

**Required readings**

Interagency Coalition on AIDS and Development. (2019, March 19). Policy brief: Indigenous harm reduction = Reducing the harms of Colonialism. <http://www.icad-cisd.com/pdf/Publications/Indigenous-Harm-Reduction-Policy-Brief.pdf>

Pierre, L. (2020, April 8). Len Pierre Ted Talk – Decolonizing Substance Use and Addiction [Video file]. <https://www.youtube.com/watch?v=j95ayhyadNE>

Guthrie, K., Garrad, L. Hopkins, S. (2021, March). Guidance document for ham reduction in shelter programs: A ten Point Plan.

Xavier, J. , Low, L., Rodrigues, S. (2021). Access to and safety for women at supervised consumption services.

**Other readings**

Drug User Liberation Front (**DULF) Compassion Club. (2020, August 31). Press release.** [**https://www.dulf.ca**](https://www.dulf.ca)

HIV Legal Network. (2020). Decriminalization people who use drugs: Making the ask, minimizing the harms. <https://www.hivlegalnetwork.ca/site/decriminalizing-people-who-use-drugs-a-primer-for-municipal-and-provincial-governments/?lang=en>

Santini, T., Klein, A., Stella, & Butterfly.(2020) A reflection on sex work and harm harm reduction discourse. <https://chezstella.org/wp-content/uploads/2020/09/Sex-Work-and-Harm-Reduction-Discourse.pdf>

**Week 8 (Nov 2) Policing and racism** ETB 230

 **Required readings**

OHRC (2018). A Collective Impact: Interim report on the inquiry into racial profiling and racial discrimination of Black persons by the Toronto Police Service. http://ohrc.on.ca/en/public-interest-inquiry-racial-profiling-and-discrimination-toronto- police-service/collective-impact-interim-report-inquiry-racial-profiling-and-racial- discrimination-black

Rossiter, J. & Sheloff, S. (2022). Race, identity, and social policy, significant works by black authors. https://edmontonsocialplanning.ca/2022/02/09/race-identity-and-social-policy-significant-works-by-black-authors/

Cole, D. (2020). The skin we’re in: A year of Black resistance and power. Doubleday Canada.

Maynard, R. (2017). Arrested (IN)Justice: From the street to the prison. In Maynard, R. (e.d.). *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Winnipeg: Fernwood Publishing.

Black Lives Matter (2021). *Defund the Police*. <https://defundthepolice.org/about/>

Free Lands Free Peoples (2022). A brief Introduction to Anti-colonial abolition. In Pasternak, S., Walby, K. & Stadnyk, A. (e.d.). *Disarm, Defund, Dismantle: Police Abolition in Canada*. Between the Line.

Jacobs, L. A., Kim, M. E., Whitfield, D. L., Gartner, R. E., Panichelli, M., Kattari, S. K., ... & Mountz, S. E. (2021). Defund the police: Moving towards an anti-carceral social work. *Journal of Progressive Human Services*, *32*(1), 37-62.

Million, D. (2000). Policing the rez: Keeping no peace in Indian country. *Social Justice*, *27*(3 (81), 101-119.

**Week 9 (Nov 9) Gender based violence and transformative justice** MUSC-313/311

**Required readings**

No more Silence. <http://nomoresilence-nomoresilence.blogspot.com>

Thom, K.C. (2021). So you’re ready to love – A loving justice workbook

<https://ariseembodiment.org/free-workbook/>

Kim, M. E. (2018). From carceral feminism to transformative justice: Women-of-color feminism and alternatives to incarceration. *Journal of Ethnic & Cultural Diversity in Social Work*, *27*(3), 219-233.

Dixon, E., Piepzna-Samarasinha (2020). *Beyond Survival: Strategies and stories from the Transformative Justice Movement.* AK Press.

Critical Resistance and INCITE! Women of Color Against Violence . (2016). Gender Violence and the Prison Industrial Complex: Statement by Critical Resistance and INCITE! Women of Color Against Violence. In INCITE! Women of Color Against Violence (Eds), Color of volence: The INCITE! anthology (pp. 223–226). Duke University Press.

**Other readings**

InterAmerican Commission on Human Rights (2014). Violence and discrimination against Indigenous women of British Columbia (Ch. 3, pp. 37-54). In *Missing and Murdered Indigenous Women in British Columbia.* Washington, D.C. Available at https://www.oas.org/en/iachr/reports/pdfs/indigenous-women-bc-canada-en.pdf

INCITE! Women of Color Against Violence. 2012. *Law Enforcement Violence against Women of Color & Trans People of Color: A Critical Intersection of Gender Violence & State Violence (An Organizer’s Resource and Tool Kit)*.

Koyama, E. (2006). Disloyal to feminism: Abuse of survivors within the domestic violence shelter system. In Incite! (Ed.), *Color of violence: The INCITE! Anthology* (pp. 208-222). South End Press.

Canadian Association of Elizabeth Fry Societies (2021) Reproductive (in)Justice in Canadian Federal Prisons for Women.

<https://caefs.ca/wp-content/uploads/2021/10/2021-02-01-RJ-RPT-REPRODUCTIVE-INJUSTICE-IN-CANADIAN-FEDERAL-PRISONS-FOR-WOMEN.pdf>

Spade, D. (2020). Solidarity not charity: Mutual aid for mobilization and survival. Social Text, 38(1), 131- 151.

Valenzuela-Vela, L., & Alcázar-Campos, A. (2020). Gendered carceral logics in social work: The blurred boundaries in gender equality policies for imprisoned and battered women in Spain. *Affilia*, *35*(1), 73-88.

Lam, L. & Fabre, C. (2019) Unmanageable. [Film] <https://www.unmanageabledoc.ca>

Abji, S. (2020). Punishing Survivors and Criminalizing Survivorship: A Feminist Intersectional Approach to Migrant Justice in the Crimmigration System. *Studies in Social Justice*, *2020*(14), 67–89.

**Week 10 (Nov 16) Health, mental health and dying** ETB 230

**Required readings**

Joseph, A.J., (2017). Pathologizing Distress: The Colonial Master's Tools and Mental Health Services for "Newcomers/Immigrants". In Baines, D. (eds.), *Doing Anti-Oppressive Practice: Social Justice Social Work,* (3rd Edition, pp. 233-244). Halifax, Canada: Fernwood.

Joseph, A.J., Double, D. (2020). Critical perspectives in mental health. In Savelli, M. Gillett, J. & Andrews, G. (eds). *Introduction to Mental Health and Illness: Critical Perspectives* (pp. 240-256). Oxford University Press.

Charlton, J. L. (2000). Nothing about us without us: Disability oppression and empowerment. University of California Press.

Bacchi, C. (2016). Problematizations in health policy: Questioning how “problems” are constituted in policies. *Sage Open*, *6*(2), 1-16.

Dolmage, J. T. (2017). *Academic ableism: Disability and higher education* (p. 244). University of Michigan Press.

Beresford, P. (2020). ‘Mad’, Mad studies and advancing inclusive resistance. *Disability & society*, *35*(8), 1337-1342.

**Other readings**

[Joseph, A.J. (2015). Deportation and the confluence of violence within forensic mental health and immigration systems. Basingstoke: Palgrave-Macmillan.](http://www.amazon.ca/Deportation-Confluence-Violence-Forensic-Immigration/dp/1137513403/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1447183577&sr=1-1&keywords=deportation+ameil)

**Week 11 (Nov 23) Advocacy and social change** MUSC-313/311

Walia. H. (2012, Jan 1). Decolonizing together: Moving beyond a politics of solidarity toward a practice of decolonization.

<https://collectiveliberation.org/wp-content/uploads/2015/02/Walia_Decolonizing_Together.pdf>

Mills, S. (2010). “Montreal’s Black Renaissance.” From *The Empire Within: Postcolonial Thought and Political Activism in Sixties Montreal.* 17pgs.

**Other readings**

Guo, C. & Saxton, G. (2014). Tweeting for social change: How social media are changing nonprofit advocacy. *Nonprofit and Voluntary Sector Quarterly, 43*(1), 57-79.

Sherraden, M. S., Slosar, B., & Sherraden, M. (2002). Innovation in social policy: Collaborative policy advocacy. *Social Work*, *47*(3), 209-221.

No one is illegal: <https://noii-van.resist.ca>

The Ontario Coalition Against Poverty: <https://ocap.ca>

Justice for Worker. <https://www.justice4workers.org/movement>

OHIP for All: http://www.ohipforall.ca

**Week 12 (Nov 30) Presentation of Social Justice Project** ETB 230

**Week 13 (Dec 7) Consolidation and celebration** VIRTUAL

**Other resources:**

**Social policy:**

OECD (2017) Policy for Stronger and more inclusive growth in Canada.

Hess, M. & Canadian Council on Social Development.(1993). An overview of Canadian social policy.

Hicks, P. (2008). Social policy in Canada–Looking back, looking ahead. *Looking Ahead (November 1, 2008). Queens University School of Policy Studies, Working Paper*, (46).

**Human Rights**

Canadian Charter of Rights and Freedoms (1982). Part I of the Constitution Act, 1982 being Schedule B to the Canada Act 1982 (U.K.), 1982, c. 11. https://www.canlii.org/en/ca/laws/stat/schedule-b-to-the-canada-act-1982-uk-1982-c- 11/latest/schedule-b-to-the-canada-act-1982-uk-1982-c-11.html

Universal Declaration of Human Rights (1948), Adopted and Proclaimed by General Assemble resolution 217 A (III) of 10 December 1948. http://www.un.org/en/universal-declaration-human-rights/

**Gender**

Koyama, E. (2001 July 26). *The Transfeminist Manifesto*. <https://eminism.org/readings/pdf-rdg/tfmanifesto.pdf>

Butler, J. (2001). “Doing justice to someone: Sex reassignment and allegories of transsexuality”. GLQ: *A Journal of Lesbian and Gay Studies*, 7(4), 621-636.

Hoard, KC. (2021 Feb 4). Everything you need to know about the Toronto Bathhouse raids. *Xtra.*

<https://xtramagazine.com/power/toronto-bathhouse-raids-40-years-194590>

Hunt, S., & Holmes, C. (2015). Everyday decolonization: Living a decolonizing queer politics. *Journal of lesbian studies*, *19*(2), 154-172.

Kinsman, G., and P. Gentile. 2009. The Canadian War on Queers: National Security as Sexual Regulation. Vancouver: UBC Press.

Dworkin, S. H., & Yi, H. (2003). LGBT identity, violence, and social justice: The psychological is political. *International Journal for the Advancement of Counselling*, *25*(4), 269-279.

Zoom Link (Here is the zoom link when we would have online class)

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