



Course Number	SOWK 371 S02	Classroom	Online
Course Name	Social Work and Diversity		
Day(s) & Time	Monday mornings 9:00am - 11:50am		
Instructor	Pauline Cardinal		
U of C E-mail	Pauline.cardinal2@ucalgary.ca	Phone	e-mail preferred

SYLLABUS STATEMENT

Students will critically examine the issues of diversity and the power relations that form common links among the experiences of oppression and marginalization in Canadian society and apply these concepts to social work practice.

COURSE DESCRIPTION

The course is designed to create a respectful and engaging environment in which students have the opportunity to increase their knowledge and understanding of diversity issues and their implications for social work practice. Using a trauma-informed lens, it addresses the intersection between diversity, oppression, social justice and social work at the personal, cultural and structural levels. The course will also enable students to critically examine their own social location and positionality through critical reflection of their experiences, beliefs and values. This awareness in relation to diversity is fundamental to the practice of social work where diversity is understood to be an asset to society. In addition, this course will facilitate a critical examination of the dynamics relevant to various forms and intersections of oppression, including racism, colonization, classism, sexism, ableism, and ageism.

During the semester, students will be engaged in theoretical dialogues, experiential learning, personal reflection, and critical reading. The course will help students to relate to and integrate theoretical and conceptual understanding of diversity to real life practice situations.

COURSE LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Understand the relationship between theory and social work practice in the context of diversity, oppression, and social justice.
2. Demonstrate their awareness of personal identities and personal experiences, socialization, values, biases, and attitudes in relationship to human diversity.
3. Identify major characteristics of “isms” and explain their relevancy for social work practice.
4. Given the unique position of Indigenous people in Canada and the historic and ongoing conflicted relationship to the profession, understand the history of colonization and its enduring impact on Indigenous peoples and communities.
5. Identify and demonstrate practice skills to deal with oppression and promote diversity and social justice in trauma-informed social work practice that honour different ways of knowing and doing.

LEARNING RESOURCES

REQUIRED TEXTBOOKS

Dumbrill, G. C., & Yee, J. Y. (2019). *Anti-oppressive social work: Ways of knowing, talking, and doing*. Don Mills, ON: Oxford University Press.

REQUIRED READINGS

Choudhury, S. (2015) The four pillars of deep diversity: What we say not what we do. In S. Chaudry (Ed.), *Deep diversity overcoming us vs. them* (pp. 13-26). Toronto, ON: Between the Lines. Retrieved from <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=4789811>

Baines, D. (2011). An overview of anti-oppressive practice: Roots, theory, tensions. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice social work* (pp. 1-24). Winnipeg, MB: Fernwood Publishing. *A PDF version of this text will be posted to D2L.*

Crenshaw, K. (1994). Mapping the margins: Intersectionality, identity politics, and violence against women of colour. In M.A. Fineman & Mykitiuk, R. (Eds.), *The Public Nature of Private Violence* (pp. 93-118). New York, NY: Routledge. <https://www-istor-org.ezproxy.lib.ucalgary.ca/stable/1229039>

DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, 3(3), 54-70. <http://libjournal.uncg.edu/ijcp/article/view/249/116>

Dupré, M. (2012). Disability culture and cultural competency in social work. *Social Work Education*, 31(2), 168-183. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/02615479.2012.644945>

Freeman, B. (2011). Indigenous pathways to anti-oppressive practice. In D. Baines (Ed.), *Doing anti-oppressive practice: Social justice social work* (pp. 1-24). Winnipeg, MB: Fernwood Publishing. *A PDF version of this text will be posted to D2L.*

Furlong, M. & Wight, J. (2011). Promoting “critical awareness” and critiquing “cultural competence”: Towards disrupting received professional knowledges. *Australian Social Work*, 64(1), 38-54. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/0312407x.2010.537352>

Heron, B. (2005). Self-reflection in critical social work practice: Subjectivity and the possibilities of resistance. *Reflective Practice*, 6(3), 341-351. <https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/full/10.1080/14623940500220095>

Kolivoski, K., Weaver, A., & Constance-Huggins, M. (2014). Critical race theory: Opportunities for application in social work practice and policies. *Families in Society: The Journal of Contemporary Social Services*, 95(4), 269-276. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1606/1044-3894.2014.95.36>

Meyer, I.H., Ouellette, S.C., Haile, R. & McFarlane, T.A. (2011). "We'd be free": Narratives of life without homophobia, racism, or sexism. *Sexuality Research and Social Policy*, 8(3), 201-214. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s13178-011-0063-0>

Palumbo, E. & Friedman, M. (2014). Occupying social work: Unpacking connections and contradictions in the social work/activist divide. *CAOS: The Journal of Critical Anti-Oppressive Social Inquiry*, 1, 82-100. Retrieved from <https://caos.library.ryerson.ca/index.php/caos/article/view/101/105>

Pon, G., Gosine, K. & Phillips, D. (2011). Immediate response: Addressing anti-native and anti-black racism in child welfare. *International Journal of Child, Youth and Family Studies*, 3(4), 385-409. <https://search-proquest-com.ezproxy.lib.ucalgary.ca/docview/1954579337/fulltextPDF/2DB606FD6B1443E6PQ/3?accountid=9838#>

Walsh, C.A., Lorenzetti, L., St-Denis, N., Murwisi, P. & Lewis, T.R. (2016). Community voices: Insights on social and human services from people with lived experiences of homelessness. *Review of Social Sciences* 1(2), 27-41. Retrieved from <https://socialsciencejournal.org/index.php/site/article/view/7/9>

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

Week	Assigned Readings	Synchronous Session Topic	Tasks Due
Week 1: Sept 14/20	Baines (2011) Ch.1 Choudhury (2015) Ch.1 Dumbrill & Yee (2019) Ch.1	Introductions Course Outline Ground Rules - PechaKucha Review Assignments Anti-Oppressive Practice	
Week 2: Sept 21/20	Dumbrill & Yee (2019) Ch.2 & Ch.3 Furlong & Wight (2011)	Critical Thinking	Journal #1 Due September 20, 2020
Week 3: Sept 28/20	Dumbrill & Yee (2019) Ch.4 DiAngelo (2011)	Whiteness PechaKuchas	PechaKuchas
Week 4: Oct 5/20	Dumbrill & Yee (2019) Ch.5 Crenshaw (1994)	Isms and Intersectionality Pt.1: Racism & Sexism PechaKuchas	Journal #2 Due October 4, 2020 PechaKuchas
Week 5: Oct 12/20		No class – Thanksgiving Day	

Week 6: Oct 19/20	Dumbrill & Yee (2019) Ch.6 Dupré (2012) Meyer, et al. (2011)	Isms and Intersectionality Pt.2: Heterosexism and Cissexism, Ableism, Ageism and Sanism <i>Guest: Critical Disability Theory and Research with Jesse Ørjasæter</i> PechaKuchas	Journal #3 Due October 18, 2020 PechaKuchas
Week 7: Oct 26/20	Dumbrill & Yee (2019) Ch.7 Baines (2011) Ch.7	From Colonization to Decolonization PechaKuchas	PechaKuchas
Week 8: Nov 2/20	Dumbrill & Yee (2019) Ch.8	Poverty and Class PechaKuchas	Journal #4 Due November 1, 2020 PechaKuchas
Week 9: Nov 9/20		No class – Reading Week!	
Week 10: Nov 16/20	Dumbrill & Yee (2019) Ch.9 & Ch. 10 Koliovski, Weaver & Constance-Huggins (2014) Walsh, et al. (2016)	The Social Work Dream Lived Experience PechaKuchas	Journal #5 Due November 15, 2020 PechaKuchas
Week 11: Nov 23/20	Dumbrill & Yee (2019) Ch. 11 Heron (2005) Pon et al. (2011)	AOP with Individuals, Families, and Communities Critical self-reflection PechaKuchas	PechaKuchas
Week 12: Nov 30/20	Dumbrill & Yee (2019) Ch.12 Palumbo & Friedman (2014)	AOP at Organizational Levels	
Week 13: Dec 7/20	Dumbrill & Yee (2019) Ch.13	Looking Forward <i>Guest: Emancipatory Social Work Research with Rajneek Thind</i>	Final Paper Due December 6, 2020

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session or complete another negotiated make up activity). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

1. Reflective Journals 25% (5 x 5% each)

Due: Sept 20, Oct 4, Oct 18, Nov 1, Nov 15 by 11:59pm

Students will complete five reflective journals over the course of the semester. Journal entries are to be critically self-reflective in nature and focused on one's interaction with any aspects of the course material (synchronous sessions, D2L resources, and assigned readings. Journals should include reactions to course content, personal learnings, professional learnings and emerging questions for future exploration. Journals should be 500-750 words. A detailed rubric will be provided on D2L.

APA format is not expected.

Journals will be submitted through D2L Drop Box before 11:59pm on the relevant due date.

Aligned with course learning outcome #2, 4, 5

2. PechaKucha Inspired Presentations 25%

Due throughout term – see course outline (dates will be assigned during first class)

PechaKucha is a form of virtual storytelling where people present a topic or story in a creative, fun and informal way using a timed slideshow with relevant images (see www.PechaKucha.com for more information and examples). Students will prepare a PechaKucha style presentation on a chosen topic relevant to the focus for the synchronous session on the day they are presenting. Students will use 15-20 images (slides) for their PechaKucha and will provide the class with an accompanying *brief* one-pager on their topic (to be uploaded to D2L). Presentation will be from 15 – 20 mins including any questions from the class. More information, instructions, resources and a detailed rubric will be provided on D2L.

APA format is not expected.

Aligned with course learning outcome #1, 2, 3, 4

3. Final Paper: Individual Personal Action Plan 35%

Due December 6, 2020

Building from the reflective journals, as well as past personal, academic and/or practice experience, literature, and course content, students will write a self-reflective paper outlining how they plan to practice within an anti-oppressive framework.

The paper will include:

Self-assessment

Describe the level of diversity sensitivity/responsiveness you had when you started the course in terms of your knowledge and ability to provide effective, honouring service to diverse clients and/or communities.

What have you learned in the course?

Highlight succinctly things you learned while participating in this course that were most meaningful for you. What aspects did you already know? What challenged your preconceptions? What piqued your curiosity and made you want to learn more? You can include lecture content, academic literature, other references and resources, and classmates' presentations. **Please reference appropriately when using another person's content.**

What does this mean for your practice?

Discuss how what you learned about oppression and human diversity relates to your previous and current work experience. What groups and cultures do you want to learn more about so that you will be most effective as an ally in your social work practice?

Describe any population with which it may be difficult for you to work and analyze the reason(s) for this. State whether this is something that you feel that you should overcome, and if so, what you might do to make it easier for you to work with this population. Consider the impact on the client or client population if you do not overcome this. What does the literature/theory say about working with the group you have identified – how will the literature/theory guide your practice?

What more do you need to know?

Describe what more you want to learn about oppression and human diversity in various cultures and groups. Discuss some of the ways that knowledge could be effectively acquired. You may want to document your statement with information you have acquired about certain populations, societal need, and resources for developing or enhancing your anti-oppressive social work practice.

Action Steps

Include three to five actions (in detail) that are reasonable and feasible for you to do that will enhance your anti-oppressive social work practice.

The paper should be 2000-2500 words and should follow APA (7th Edition) format. Additionally, papers will incorporate no less than seven peer-reviewed sources of literature.

A detailed grading rubric will be placed on the D2L site for students to access.

Papers will be submitted by Dropbox by 11:59 pm on Sunday, December 6, 2020.

Aligned with course learning outcome #1, 2, 3, 4, 5

4. Participatory Activities 15%

Due throughout the term

Students are expected to attend and participate in class synchronous sessions by critically analyzing and sharing experiences, asking meaningful questions, engaging in courteous listening skills, responding to questions and issues raised by their peers and guest speakers, offering feedback, sharing insights from the readings, and engaging in small and large group discussion. Additionally, students will be asked to participate in other reflective exercises and on-line participatory activities as part of the course. Participation marks will be given based on overall participation. More information, and a detailed rubric will be provided on D2L.

Aligned with course learning outcome #1, 2, 3, 4, 5

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Because of the **participatory nature** of this class, attendance and punctuality for synchronous Zoom sessions are expected. **Please connect via email with the instructor ahead of class if you are unable to attend class, will be late, or required to leave early.** Students are encouraged to see this participation assignment as a way to practice and deepen their abilities to use their voice and honour the voices of others they will journey with as social workers. Students' active participation in thoughtful; small and large group discussions will be evaluated along with their class attendance in assessing the class participation final grade.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due before midnight on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor and assignments submitted after the deadline may be penalized with a grade reduction.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

WITHDRAWAL DATES

No refunds for withdrawal from **fall courses** after September 17, 2020. The last day to add or swap fall session courses is September 17, 2020. The last day to withdraw with permission from courses is 4:00 p.m on Wednesday December 9, 2020. The Undergraduate Academic Schedule for 2020-2021 can be

viewed at <https://www.ucalgary.ca/pubs/calendar/current/academic-schedule.html> . The online version of the academic schedule supersedes the information on this course outline.

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms and through anonymous formative feedback directly to the instructor. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

All required course readings are noted above.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: <https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the CFREB Ethics Website (<http://www.ucalgary.ca/research/researchers/ethics-compliance/cfreb>) before beginning the assignment.

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright-policy.pdf>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**