



Course & Session Number	SOWK 304 L01	Classroom	Online
Course Name	Diversity and Oppression		
Day(s) & Time	Zoom sessions Tuesdays, 6-8PM MST: Sept 7, Sept 21, Oct. 5, Oct. 19, Oct. 26, Nov. 16, Nov. 23, & Dec 7		
Instructor	Alison Grittner, PhD(c)		
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SYLLABUS STATEMENT

This course examines diversity, colonization, oppression, and intergroup relations associated with the practice of social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

COURSE DESCRIPTION

Experiences such as racism, colonization, classism, sexism, heterosexism, ableism and ageism intersect at individual, interpersonal, institutional and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice in the framework of diversity, power and oppression, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

The course aims to create a respectful and engaging environment in which students can increase their knowledge and understanding of diversity issues and their implications for social work practice. It addresses the intersection between diversity, oppression, social justice and social work at the personal, cultural and structural levels. It will support students in integrating theoretical and conceptual understandings of diversity and oppression to real life practice situations. 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. Students will also examine issues related to human development, social determinants of health, social policy and social action in the context of diversity and social justice issues.

Co-Requisite: This course is taken concurrently with SOWK 305 – Diversity and Oppression Portfolio course.

COURSE LEARNING OUTCOMES

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

1. Identify their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Understand the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
3. Recognize diversity and difference as a crucial and valuable part of living in a society.
4. Describe how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.
5. Understand how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Discuss social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.
7. Describe social policy implications for northern, rural, and Indigenous communities.

Students should also review the Canadian Association for Social Work Education Core Learning Objectives for Students Accreditation Standards

http://caswe-acfts.ca/wp-content/uploads/2013/03/CASWE.ACFTS_Standards.Oct2013.pdf

LEARNING RESOURCES

REQUIRED TEXTBOOK:

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

Additional module readings (outlined below) are available for students through D2L.

Module 1 Readings:

Textbook: Chapter 1, Chapter 4, Chapter 11 (p.294-297)

Bell, L., Adams, M., & Zuniga, X. (2018). Theoretical foundations for Social justice education/Core concepts for social justice education. In M. Adams et al. (Eds.), *Readings for Diversity and Social Justice* (pp. 34 – 49). Routledge.

Canadian Association of Social Workers. (2005). Code of Ethics. Retrieved from: https://www.casw-acts.ca/sites/default/files/attachements/casw_code_of_ethics.pdf

Young, I. (2011). *Justice and the Politics of Difference*. Princeton University Press. [Chapter 2: Five Faces of Oppression]

Module 2 Readings:

Textbook: Chapter 5 and Chapter 6

Anzaldúa, G. (2015). 4. Geographies of Selves—Reimagining Identity. In A. Keating (Ed.), *Light in the Dark/Luz en lo Oscuro* (pp. 65-94). New York, USA: Duke University Press. <https://doi.org/10.1515/9780822375036-006>

Mullaly, B. & West, J. (2018). The “web”: The multiplicity of, intersectionality, and heterogeneity of oppression and privilege. In B. Mullaly & J. West, *Challenging oppression and confronting privilege* (3rd ed., p. 258-275 only). Oxford.

Module 3 Readings:

Textbook: Chapter 3

Greene, R. R., & Schriver, J. M. (2016). Human behavior and the social environment: An ecological base. *Handbook of human behavior and the social environment* (pp. 17-34). New Brunswick, NJ: Transaction.

Choose One:

Paat, Y. F. (2013). Working with immigrant children and their families: An application of Bronfenbrenner's ecological systems theory. *Journal of Human Behavior in the Social Environment*, 23(8), 954-966.

Simard, E., & Blight, S. (2011). Developing a culturally restorative approach to Aboriginal child and youth development: Transitions to adulthood. *First Peoples Child & Family Review*, 6(1), 28-55.

Ungar, M., Ghazinour, M., & Richter, J. (2013). Annual research review: What is resilience within the social ecology of human development?. *Journal of child psychology and psychiatry*, 54(4), 348-366.

Module 4

Textbook: Chapter 8

Hankivsky, O., & Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. *Critical Public Health*, 18(3), 271-283.

Choose One:

Greenwood, M. L., & de Leeuw, S. N. (2012). Social determinants of health and the future well-being of Aboriginal children in Canada. *Paediatrics & Child Health*, 17(7), 381-384.

Sousa, C. A., Kemp, S. P., & El-Zuhairi, M. (2019). Place as a social determinant of health: Narratives of trauma and homeland among Palestinian women. *The British Journal of Social Work*, 49(4), 963-982.

Module 5

Textbook: Chapter 5

Sinclair, R. (2007). Identity lost and found: Lessons from the sixties scoop. *First Peoples Child & Family Review: A Journal on Innovation and Best Practices in Aboriginal Child Welfare Administration, Research, Policy & Practice*, 3(1), 65-82.

Choose One:

Blackstock, C. (2019). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First People Child & Family Review*, 14(1), 137-152.

Métis in Space. (2020). Back 2 the Land: 2Land 2Furious. *Briarpatch*.

<https://briarpatchmagazine.com/articles/view/back-2-the-land-2land-2furious>

Yesno, R. & Lopez, X.M. (2020). Four Case Studies of Land Back In Action. *Briarpatch*.

<https://briarpatchmagazine.com/articles/view/four-case-studies-land-back-in-action>

Module 6

Textbook: Chapter 10

Breton, M., Cox, E., & Taylor, S. (2003). Social justice, Social policy and social work: securing the connection. *The Social Policy Journal*, 2(1), 3-20.

Choose One:

Kanenberg, H. (2013). Feminist policy analysis: Expanding traditional social work methods. *Journal of Teaching in Social Work*, 33(2), 129-142.

Saulis, M. (2012). Indigenous Wholistic Healing Social Policy: Rethinking, Reframing, and Re-presenting Policy Development. In Anne Westhues and Brian Wharf (Eds.), *Canadian Social Policy: Issues and Perspectives* (pp. 79-93). Wildrid Laurier University Press.

Module 7

Textbook: Chapter 13

Ahmed, A. (2017). *Living A Feminist Life*. Duke University Press. [Conclusion 1: A Killjoy Survival Kit]

Kennedy-Kish, B., Sinclair, R., Carniol, B., & Baines, D. (2017). *Case Critical: Social Services and Social Justice in Canada. Between the Lines*. [Chapter 8: Challenging Feeling Hopeless]

Lorde, A. (2007). *Sister Outsider: Essays and Speeches*. Crossing Press. [Chapter 3: The Transformation of Silence into Language and Action]

Module 8

No assigned readings

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.

RELATIONSHIP TO OTHER COURSES

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305: Social Work Diversity and Oppression Portfolio Project.

CLASS SCHEDULE

This course is delivered fully online and is divided into eight modules. We will work through the modules together, so that we can maximize our learning from each other. Each of the modules will include a variety of learning activities, which may include assigned readings, D2L discussion boards, films, Zoom class sessions, recorded presentations, guest speakers, etc. A full list and description of each activity in each module will be listed on the D2L site for the course.

Module Dates	Module: Topics	Module: Zoom Sessions
Sep 7-18	Module 1: Diversity, AOP Generalist Practice	Tue, Sep. 7, 6:30-8:30pm
Sep 19-29	Module 2: Embracing Differences	Tue, Sep. 21, 6:30-8:30pm Guest Speaker: Carly-Ann Haney
Sep 30-Oct 11	Module 3: Human Development & Environments	Tue, Oct 5, 6:30-8:30pm
Oct 12-22	Module 4: Social Determinants of Health	Tue, Oct 19, 6:30-8:30pm
Oct 23-Nov 4	Module 5: Colonization & Decolonization	Tue, Oct 26, 6:30-8:30pm Guest Speaker: Raven Sinclair
Nov 5-Nov 20	Module 6: Social Justice & Social Policy	Tue, Nov 16, 6:30-8:30pm
Nov 21-Dec 1	Module 7: Social Action	Tue, Nov 23, 6:30-8:30pm Guest Speakers: Tye Strachan & Stefanie Derochers
Dec 2-Dec 8	Module 8: Summary & Integration	Tue, Dec 7, 6:30-8:30pm

IMPORTANT DATES FOR FALL 2021

- Block Week: August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

** Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day)

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

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) for your best learning experiences. 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. Integrative Module Assignments – 75%. Due on the last day of each module

At the end of each module or two modules, students will complete brief assignments (750-1000 words) as listed below, integrating key content from each module/set of modules. The focus of these assignments is on critical reflection, analysis, and application of theory to practice. Each assignment will be described more fully within each module and a grading rubric will be provided on D2L. Briefly, they are:

Integrative Module Assignments	Due (11:59 pm MT)	Weight
1. Module 1 & 2 – My Identity, Social Work and Social Justice Self Portrait and 150 word artist statement OR written 750-1000 word critical reflection Aligned Learning Outcomes: CLOs 1, 2, 3	September 29 2021	15%
2. Module 3 & 4 – Case Analysis critical reflection Aligned Learning Outcomes: CLOs 2, 4, 5	October 22 2021	15%
3. Module 5 – Colonization & Decolonization Aligned Learning Outcomes: CLOs 3, 4	November 4 2021	15%
4. Module 6 & 7 – Social Action Letter on Social Policy Issue Aligned Learning Outcomes: CLOs 6, 7	December 1 2021	15%
5. Module 8 – Final Reflections on Course Learnings Aligned Learning Outcomes: CLOs 1, 3, 4	December 8 2021	15%

2. Participation (25%) – Self-evaluation due by December 10th

The participation grade awards you marks for your dedication to being an active learner in the different components of the course. The participation grade will be allocated based on the following elements:

- Your active engagement and participation the D2L discussion boards. You are expected to contribute at least 2 postings per module to the discussion boards. Issues relating to diversity, oppression and social justice are often thought-provoking, challenging and absorbing. It is expected that you will be engaged in discussions frequently. Keep in mind that just logging on is not the same as actively participating. Assessment of posts will be based on timeliness, relevance, and quality. Quality of postings will be assessed based on the depth of the contribution – therefore, postings that reflect application of ideas, combination of concepts, evaluation, critique, etc. will be graded higher than those that restate or repeat information. Postings to the discussion board should demonstrate a scholarly contribution to issues being discussed in class. I expect you to be open about your reactions to topics and respectfully challenge one another. I also encourage and expect you to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevant, and importance to you.

- Each learner will choose **one** module during the course to create an original post and facilitate a discussion among the responses. A sign-up sheet will be posted for the modules on D2L. This facilitation work will constitute your 2 postings for the module.
- Your engagement and active participation in the Zoom sessions. You are required to participate in all eight Zoom sessions for the course. If you must miss a session for a valid reason, please contact me prior to the session to notify me and arrange a make-up assignment. A second missed Zoom session will result in participation grades (1.5 marks per missed session) being deducted from this component of the course.

At the end of the term, complete and submit **the self-evaluation template** (available on D2L) of course participation in which you assess your contribution to course activities. Your participation mark will be based on your ongoing engagement in the different aspects of the course and your self-evaluation. The instructor will review your online engagement and determine your final grade. Marks will be assigned as follows:

- Modules 1-7 discussion boards (minimum 2 postings per module) = 12 marks
- Zoom sessions (attendance and active participation in 8 Zoom sessions) = 12 marks
- Self-evaluation = 1 mark

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend classes regularly and to actively engaged in all learning activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox folders in D2L. Text-based assignments may be submitted in Word or PDF format. An assignment should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2).

Assignments will be submitted by 11:59 pm on their due dates.

LATE ASSIGNMENTS

Assignments are to be submitted on time unless an extension is discussed with the instructor prior to the due date. Students are responsible for notifying the instructor to discuss extensions. Extensions to assignments deadlines will be the discretion of the instructor.

EXPECTATIONS FOR WRITING

Written and text-based assignments will be assessed partly on writing skills. Writing skills include not only the mechanics of writing (e.g., grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced

in APA 7th edition 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 particular 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

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

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. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Any additional suggested readings will be posted on D2L.

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 <https://ucalgary.ca/legal-services/sites/default/files/teams/1/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://ucalgary.ca/legal-services/sites/default/files/teams/1/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 AND GENDER-BASED 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/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy>

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