



Course & Session Number	SOWK 304 L06	Classroom	Online Zoom
Course Name	Diversity & Oppression Theme Course		
Day(s) & Time	Tuesdays: 6:00-8:00 pm MST (Sep 7, 21 Oct 5, 12, 26 Nov 16, 23, 30)		
Instructor	Tara-Leigh Blankenstein MSW RSW MALM		
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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.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dumbrill, G., Yee, J. (2019). *Anti-Oppressive Social Work – Ways of Knowing, Talking and Doing*. Oxford University Press.

Module 1: Diversity and Anti-Oppressive Generalist Practice Readings

Textbook:

- Chapter 1: What Are Oppression and Anti-Oppression? (pp. 1-27)
- Chapter 9: Doing Anti-Oppression: The Social Work Dream (pp. 227-254)

Online/D2L:

- Canadian Association of Social Workers. (2005). *Code of Ethics*. https://www.casw-acts.ca/sites/default/files/attachments/casw_code_of_ethics.pdf
- Young, I. (2009). Five faces of oppression. https://teaching.usask.ca/curriculum/indigenous_voices/power-and-privilege/chapter-9.php

Module 2: Embracing Differences_Readings

Textbook:

- Chapter 5: Isms and Intersectionality Part One: Racism and Sexism (pp. 117-144)
- Chapter 6: Isms and Intersectionality Part Two: Heterosexism, Cissexism, Ableism, and Sanism (pp. 145-169)

Online/D2L:

- The Danger of a Single Story <https://www.youtube.com/watch?v=D9lhs241zeg>

Module 3: Human Development and Environments Readings

Textbook:

- Chapter 2: Thinking Critically About What We Know and How We Know It (pp. 29-57)
- Chapter 3: Thinking Critically About Power and Politics (pp. 58-86)

Online/D2L:

- 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.
<https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1219343&site=ehost-live>

Module 4: Social Determinants of Health_Readings

Online/D2L:

- [Social Determinants of Health and Health Inequalities - Canada.ca](https://www150.statcan.gc.ca/n1/pub/82-625-x/2016001/article/14861-eng.htm)
Review the Government of Canada site focusing on; Social and Economic Influences on Health; Health Inequities; Supporting the Reduction of Health Inequalities (Data Tool, Health for Black Canadian, Indigenous Children) and Funding Opportunities
- Health Determinants for First Nations 2016: Health Canada - <https://www-deslibris-ca.ezproxy.lib.ucalgary.ca/>
- Hankivsky, O., & Christoffersen, A. (2008). Intersectionality and the determinants of health: A Canadian perspective. *Critical Public Health*, 18(3), 271-283. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/09581590802294296>
- Greenwood, M.L., & DeLeeus, S.N. (2012). Social determinants of health and the future well-being of Aboriginal children in Canada. *Paediatrics & Child Health*, 17(7), 381-384. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/pch/17.7.381>

Module 5: Colonization and Decolonization Readings

Textbook:

- Chapter 7: From Colonization to Decolonization (pp. 170-198)

Online/D2L:

- ACSW (2019). Honoring Sacred Relationships: Wise Practices in Indigenous Social Work. https://acsw.in1touch.org/uploaded/web/RPT_IndigenousSocialWorkPracticeFramework_Final_20190219.pdf
- Absolon, K. (2019). Indigenous wholistic theory: A knowledge set for practice. *First People Child & Family Review*, 14(1), 74-87. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=63988403&site=ehost-live>
- Blackstock, C. (2009). The occasional evil of angels: Learning from the experiences of Aboriginal peoples and social work. *First People Child & Family Review*, 4(1), pp. 28-37. <https://ezproxy.lib.ucalgary.ca/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=36406992&site=ehost-live>
- Kennedy-Kish, B., Sinclair, R., Carniol, B., Baines, D. (2017). 7th Ed. Case Critical – Social Services and Social Justice in Canada. Naming and Resisting Injustices – Chapter 3. (pp. 28-51). *Between the Lines*.

Module 6: Social Policy and Social Justice Readings

Textbook:

- Chapter 12: How to Do Anti-Oppression at Organizational and Policy Levels (pp. 310-336)

Online/D2L:

- Hick, S., Stoke, J. (2021). Social Welfare in Canada. Inclusion, Equity, and Social Justice. (Chapter 1, pp. 2-41). (4th Ed.) Thompson.

Module 7: Social Action Readings

Online/D2L:

- Kennedy-Kish, B., Sinclair, R., Carniol, B., Baines, D. (2017) 7th Ed. Case Critical – Social Services and Social Justice in Canada. Challenging Feeling Hopeless – Chapter 8. (pp. 139-159). *Between the Lines*.
- Zastrow, C.H. (2013) (10th Ed.) *The Practice of Social Work: A Comprehensive Worktext 10th Edition*. Social work community practice - Chapter 10. (pp. 305-342). Brooks/Cole, Cengage Learning.

Module 8: Summary, Integration, and Evaluation Readings

No assigned readings.

Additional recommended readings will be listed on D2L.

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, speaker and headphones when used in an open environment is required for D2L and Zoom access.

Desire 2 Learn:

D2L is a course management system that will allow us to share resources, complete related learning activities, and connect with each other via the discussion board and Zoom.

Zoom Sessions:

Zoom is a web conferencing program that will allow us to meet at specific times for a “live” web conference, so that we can have the opportunity to meet each other virtually and discuss relevant issues. There will be one Zoom session per module, for a total of eight Zoom sessions. These sessions are mandatory, and students are expected to attend all sessions.

Discussion Board:

Our discussions in D2L are a key aspect of our learning in this course. The advantage of the discussion board is that it is asynchronous, that is, we can all contribute at a time that is convenient to each of us. Discussion postings remain on the site for the duration of the course, although I expect your contributions to the discussion board to be timely to the unit being discussed by the class.

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.

Please note important dates for Fall 2021:

- Block Week: Monday, Friday, August 30 – September 3, 2021
 - Labour Day, Monday, September 6, 2021
 - Start of Classes: Tuesday, September 7, 2021
 - National Day of Truth & 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.

Module Dates	Module: Topics	Module: Zoom Sessions (Tuesdays 6:00-8:00 pm MST)
Sep 7-18	Module 1: Diversity, AOP Generalist Practice	September 7 th
Sep 19-29	Module 2: Embracing Differences	September 21 st
Sep 30-Oct 11	Module 3: Human Development & Environments	October 5 th
Oct 12-22	Module 4: Social Determinants of Health	October 12 th
Oct 23-Nov 4	Module 5: Colonization & Decolonization	October 26 th
Nov 5-20	Module 6: Social Justice and Social Policy	November 16 th
Nov 7-13	TERM BREAK	NO CLASSES
Nov 21- Dec 1	Module 7: Social Action	November 23 rd
Dec 2-8	Module 8: Summary & Integration	November 30 th
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 notify your instructor. 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.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

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

Assignments

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 or 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 on D2L.

Integrative Module Assignments	Due (11:59 pm MT)	Weight
1. Module 1 & 2 – My Identity, Social Work and Social Justice	September 29 2021	15%
2. Module 3 & 4 – Case Analysis	October 22 2021	15%
3. Module 5 – Colonization & Decolonization	November 4 2021	15%
4. Module 6 & 7 – Social Action on Social Policy Issue	December 1 2021	15%
5. Module 8 – Final Reflections on Course Learnings	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:

Discussion Boards

Your active engagement and participation the D2L discussion boards will include at least 2 contributory postings per module to be posted within the module timeframes. Issues relating to diversity, oppression and social justice are often thought-provoking, challenging and absorbing. Thus, we 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 all 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. Openness about your reactions to topics and respectfully challenge of one another creates an honest and safe context for learning and growth. Students are encouraged to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to you.

Zoom Sessions

- Your attendance and active participation in all eight Zoom sessions is mandatory. If you must miss a session for a valid reason, please contact the instructor prior to the session. Missed Zoom sessions will result in participation grades (1.5 marks per missed session) being deducted from this component of the course.

Self-Evaluation

- Students will submit a self-evaluation (1-2 pages) at the end of the term articulating one's assessment of their contribution to course activities. A title page and referencing are not required but please ensure that your full name is clearly visible on your paper. Your participation mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation. Students are required to complete a self-evaluation and suggest a recommended grade. The instructor will review your participation online and determine the final grade.
 - 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

Assignment rubrics as applicable will be posted on the D2L site.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Active engagement and participation are required in the D2L discussion boards as outlined under the assignment components. Students are required to attend all eight Zoom sessions for the course. If you must miss a session for a valid reason, please contact the Instructor prior to the session. Missed Zoom sessions will result in participation grades (1.5 marks per missed session) being deducted from this component of the course.

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 by 11:59pm 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

Students are expected to submit all assignments by the due date indicated in the course outline. All assignments after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days (including weekends, holidays, and study days) past the due date after which the assignment shall receive a grade a "0" grade. No assignments will be accepted after 7 days. In extraordinary circumstances and only if requested within 24 hours in advance of the assignment due date, extensions may be granted approval by the instructor however, the 25% penalty shall still be applied. Students must submit their request, in writing, to their instructor for consideration. The amount of time is at the discretion of the instructor.

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 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

Additional suggested readings for the course will be provided 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