



Course & Session Number	SOWK 304 L07	Classroom	Online
Course Name	Diversity and Oppression Theme Course		
Day(s) & Time	Zoom Sessions 6:00pm-8:00pm on Tuesdays (Sept. 7 & 21; Oct. 5, 12 & 26; Nov. 16 & 23; Dec 7)		
Instructor	Jane Slessor		
U of C E-mail	Jane.slessor1@ucalgary.ca	U of C Phone	Email preferred

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

Upon completion of this course, students will be able to:

1. Demonstrate their awareness of personal identities and personal experiences, socialization, values, biases, and attitudes in relationship to human diversity.
2. Identify their professional role in advancing social justice, dignity, and belonging in the context of local communities, broader Canadian society, and internationally.
3. 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.
4. Describe how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on targeted individuals and groups and strive to end these and other forms of social injustice.
5. 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.
6. Understand how social and structural 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.
7. Discuss social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts, including specific social policy implications for northern and/or rural, Indigenous communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Dumbrill, G. C., & Yee, J. Y. (2018). *Anti-oppressive social work: Ways of knowing, talking, and doing*. Oxford University Press.

*Additional readings can be found 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 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

Module Dates	Module: Topics	Readings	Module: Zoom Sessions
Sep 7-18	Module 1: Diversity and Oppression	READ: Dumbrill & Yee (2018) Ch.1, Ch. 3 (pp. 58-65), & Ch.4 (pp.87-103, 107-112)	Tue, Sep. 7, 6 - 8pm MST
Sep 19-29	Module 2: Systems of Oppression	READ: Dumbrill & Yee (2018) Ch. 5 & 6	Tue, Sep. 21, 6 - 8pm MST
Sep 30-Oct 11	Module 3: Human Development & Environments	READ: Greene & Schriver (2016) AND 1 of the following: <ul style="list-style-type: none"> • Choate (2019) or • Greenfield (2011) or • Harlow (2019) or • Simard & Blight (2011) 	Tue, Oct 5, 6 - 8pm MST
Oct 12-22	Module 4: Social Determinants of Health	READ: <ul style="list-style-type: none"> • Greenwood & de Leeuw (2012) • Hankivsky & Christofferson (2008) REVIEW: <ul style="list-style-type: none"> • Reading & Wiens (2013) 	Tue, Oct 12, 6 - 8pm MST
Oct 23-Nov 4	Module 5: Colonization & Decolonization	READ: Dumbrill & Yee (2018) Chapter 7 AND 1 of the following: <ul style="list-style-type: none"> • Absalon (2010) or • Absalon (2016) or • Blackstock (2009) or • Greenwood et al. (2017) REVIEW: CRIAW (2016)	Tue, Oct 26, 6 - 8pm MST

Nov 5-Nov 20	Module 6: Social Policy, Social Justice	READ: Dumbrill & Yee (2018) Ch. 8 AND 1 of the following: <ul style="list-style-type: none"> • Breton et al. (2003) or • Lombard & Viviers (2020) 	Tue, Nov 16, 6 - 8pm MST
Nov 7-13	Term Break		No Classes
Nov 21-Dec 1	Module 7: Social Action	READ 2 of the following: <ul style="list-style-type: none"> • Bliss (2015) and/or • Freeman (2019) and/or • McLaughlin (2009) and/or • Palumbo & Friedman (2014) and/or • Rozas & Miller (2009) 	Tue, Nov 23, 6 - 8pm MST
Dec 2-8	Module 8: Anti-Oppressive Social Work Practice	READ: Dumbrill & Yee (2018) Ch. 11	Tue, Dec 7, 6 - 8pm MST

Please note important dates for Fall 2021:

- Block Week: Monday, August 30 to Friday, September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day for Truth and Reconciliation on September 30, 2021: No classes
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break: No classes from Sunday, November 7 to Saturday 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

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 by email *prior to the class* 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

Assignment 1: Integrative Module Assignments – 75%. Due on the last day of each module as noted below

At the end of each module or two modules, students will complete brief written assignments (750-1000 words) integrating key content from each module or pair 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. Briefly, they are:

Integrative Module Assignments	Due (11:59 pm MT)	Weight
1. Module 1 & 2 – Flower Power: My Identity, Diversity and Oppression	September 29 2021	15%
2. Module 3 & 4 – Applying Social Work Theory: Case Analysis	October 22 2021	15%
3. Module 5 – Decolonization is for Everyone: Reflections on Colonization, Decolonization and Social Work	November 4 2021	15%
4. Module 6 & 7 - Taking Action: Advocacy Letter on Social Policy Issue	December 1 2021	15%
5. Module 8 – Bringing it All Together: Final Reflections on Course Learnings	December 8 2021	15%

Detailed rubrics and further information will be available on D2L.
APA 7 Format is expected for the Integrative Module Assignments, unless otherwise indicated.
Assignments will be submitted through D2L Dropbox.

1. **Participation (25%) – Self-evaluation due by December 10, 2021 @ 11:59pm**

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

- *Active engagement and participation the D2L discussion boards.* Students 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. Thus, the expectation is that students 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 will demonstrate a scholarly contribution to issues being discussed in class. Students are urged to be open about their reactions to topics and respectfully challenge one another. Students are also encouraged and expected to take the lead in facilitating D2L discussions to focus on issues that are of interest, relevance and importance to you.

APA 7 Format is expected.

Minimum posting length is 250 words.

- *Attendance and active participation in the Zoom sessions.* Students are required to attend and participate in all eight Zoom sessions for the course. If you must miss a session for a valid reason, please contact me by email 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, submit a self-evaluation (1-2 pages) of course participation in which you assess your contribution to course activities. A self-evaluation template will be available on D2L and the self-evaluations will be submitted to Dropbox by midnight on December 10, 2021.

Your participation mark will be based on your ongoing timely presence in the different aspects of the course and your self-evaluation. 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

Because of the participatory nature of this class, attendance and in class 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 and accommodations, such as make up assignments, will be made.

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 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

Extensions will be granted only in cases where they have been negotiated prior to the due date. All other late assignments will receive deductions.

EXPECTATIONS FOR WRITING

All assignments (unless otherwise noted) 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

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. Additionally, the instructor may request formative feedback from students through the semester. Likewise, students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Additional readings can be found on the course D2L site.

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