



**Fall 2021**

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|-------------------------|--|--------------|-----------------|
| Course & Session Number | SOWK 371 S02   | Classroom    | 3-300           |
| Course Name             | Social Work and Diversity  |              |                 |
| Day(s) & Time           | Monday mornings 9:00 a.m. – 11:50 a.m.                                   |              |                 |
| Instructor              | Jane Slessor MSW RSW   |              |                 |
| U of C E-mail           | <a href="mailto:Jane.slessor1@ucalgary.ca">Jane.slessor1@ucalgary.ca</a> | U of C Phone | Email 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 can increase their knowledge and understanding of social justice issues and their implications for their social work practice. During the semester, students will be engaged in theoretical dialogues, experiential learning, personal reflection, and critical reading.

Working from an anti-oppressive perspective, students will critically explore the relevant concepts of diversity, oppression, equity, and social justice at the personal, cultural and structural levels. The course will also enable students to critically examine their own social location or positionality through critical reflection of their experiences, beliefs, and values. This awareness, in relation to belonging, dignity and justice, is fundamental to the practice of social work where difference 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. The course will assist students to integrate theoretical and conceptual understandings of dignity, belonging, equity and justice to practice situations.

## COURSE LEARNING OUTCOMES

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

1. Understand the relationship between critical social work theories and practice in the context of diversity, oppression, equity and social justice, and the implications for social work practice.
2. Understand key concepts, theories or frameworks that will assist in taking a social justice approach to transformative social work practice.
3. Demonstrate critical self-awareness of their own personal identities and experiences, socialization, values, biases, privileges, and positionality and how their social identity impacts their social work practice.
4. Understand the pervasiveness of systems of oppression (the “isms”) at all levels of society and the impacts of these systems, the intersections that play out among all social identities, and the implications for social work practice.
5. Articulate their own understanding of how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations.
6. 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, communities, and nations.
7. Identify and demonstrate critical awareness and reflection, knowledge, and practice skills necessary to resist oppression and promote equity, dignity, belonging and social justice in the profession and in their communities.

## LEARNING RESOURCES

### REQUIRED TEXTBOOKS AND/OR READINGS

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

Other reading materials can be found on the D2L site.

### 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

This course is fundamental to developing critical analysis and reflection skills, and to understanding theories of power, issues of diversity and oppression, and social work’s ethical and professional commitment to addressing issues of marginalization and promoting social change. The lens developed through this course can be applied to all other social work courses and activities.

**CLASS SCHEDULE**

| Week                       | Assigned Readings/<br>Activities  | Synchronous Session* Topic  | Tasks Due   |
|----------------------------|---|---|---|
| Week 1:<br>Sept 13 - 17    | <p>READ: Dumbrill &amp; Yee (2018) Ch.1</p> <p>LISTEN: Decolonize Social Work Podcast: Episode 1: Why decolonize social work?*</p>  | <p>Introductions</p> <p>Course Outline</p> <p>Ground Rules</p> <p>Review Assignments</p> <p>Intro to Oppression</p> |   |
| Week 2:<br>Sept 20 - 24    | <p>READ: Dumbrill &amp; Yee (2018) Ch.2 &amp; Ch.3</p>  | <p>Critical Thinking and Power</p>  | <p>Journal #1:<br/>Exercise 1.1 Implicit Bias<br/>Due September 19, 2021</p>                |
| Week 3:<br>Sept 27 - Oct 1 | <p>READ: Dumbrill &amp; Yee (2018) Ch.4</p> <p>LISTEN: Doin' the Work: Frontline Stories of Social Change Podcast Episode 27: White Supremacy in Social Work*</p> <p>READ: <i>One</i> of the following</p> <ul style="list-style-type: none"> <li>• Badwall (2014) or</li> <li>• DiAngelo (2011) or</li> <li>• Polinska (2018)</li> </ul> | <p>Whiteness</p> <p>PechaKuchas</p>   | <p>PechaKuchas</p>  |
| Week 4:<br>Oct 4 - 8       | <p>READ: Dumbrill &amp; Yee (2018) Ch.5</p> <p>WATCH: Kimberlé Crenshaw WOW Video*</p>  | <p>Isms and Intersectionality<br/>Pt.1: Racism &amp; Sexism</p> <p>PechaKuchas</p>                                  | <p>Journal #2: Exercise 4.4<br/>Flower Power<br/>Due October 3, 2021</p> <p>PechaKuchas</p> |

|                                |   |   |   |
|--------------------------------|---|---|---|
|                                | <p>READ: <i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• Crenshaw (1994) or</li> <li>• Ho (2021) or</li> <li>• Johnston (2020) or</li> <li>• Pon et al. (2011)</li> </ul>   |   |   |
| <p>Week 5:<br/>Oct 12 - 15</p> |   | <p>No class Oct. 11 –<br/>Thanksgiving Day</p>  |   |
| <p>Week 6:<br/>Oct 18 - 22</p> | <p>READ: Dumbrill &amp; Yee (2018) Ch.6</p> <p>READ: <i>One of the following:</i></p> <ul style="list-style-type: none"> <li>• Azulai (2014) or</li> <li>• Dupré (2012) or</li> <li>• Elliot (2026) or</li> <li>• Goodley, et al (2019) or</li> <li>• Hammoud-Beckett (2007) or</li> <li>• Meerai (2016) or</li> <li>• Sullivan (2018)</li> </ul> | <p>Isms and Intersectionality Pt.2: Heterosexism and Cissexism, Ableism, Ageism and Sanism</p> <p><i>Guest speaker:</i><br/><i>Sam Leibel: Working with 2SLGBTQ+ Youth</i></p> <p>PechaKuchas</p> | <p>Journal #3: Exercise 5.3 Intersectionality Due October 17, 2021</p> <p>PechaKuchas</p> |
| <p>Week 7:<br/>Oct 25 - 29</p> | <p>READ: Dumbrill &amp; Yee (2018) Ch.7</p> <p>READ: <i>one of the following</i></p> <ul style="list-style-type: none"> <li>• Absalon (2016)</li> <li>• Dennis &amp; Minor (2019)</li> </ul> <p>WATCH: Nikki Sanchez Video*</p> <p>REVIEW: TRC Calls to Action*</p>   | <p>From Colonization to Decolonization</p> <p><i>Guest speaker:</i><br/><i>Ken Armstrong: The Process is the Outcome</i></p> <p>PechaKuchas</p>   | <p>PechaKuchas</p>  |

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| Week 8:<br>Nov 1 - 5       | READ: Dumbrill & Yee (2018) Ch.8 & 9   | Poverty and Class<br>Anti-Oppression: The Social Work Dream<br>PechaKuchas                          | Journal #4: What role will you play in decolonization?<br>Due October 31, 2021<br>PechaKuchas |
| Week 9:<br>Nov 8 - 12      |  | No class Nov 8– Reading Week!   |   |
| Week 10:<br>Nov 15 - 19    | READ: Dumbrill & Yee (2018) Ch. 11<br><br>READ: <i>one of the following:</i><br><br><ul style="list-style-type: none"> <li>• Heron (2005) or</li> <li>• Morley (2012)</li> </ul> | Critical self-reflection<br><br>PechaKuchas   | Journal #5: Your Own Justice Traditions<br>Due November 14, 2021<br><br>PechaKuchas           |
| Week 11:<br>Nov 22 - 26    | READ: Dumbrill & Yee (2018) Ch. 10<br><br>READ: Askheim et al. (2017)  | Service User’s Theory<br><br>PechaKuchas  | PechaKuchas   |
| Week 12:<br>Nov 29 - Dec 3 | READ: Rozas & Miller (2009)<br><br>READ: Palumbo & Friedman (2014)<br><br>REVIEW: COCo (2019)  | Anti-Oppressive Practice  |   |
| Week 13:<br>Dec 6 - 9      | READ: Dumbrill & Yee (2018) Ch.13<br><br>READ: Reynolds (2011)   | Looking Forward<br><br><i>Guest:</i><br><br><i>Rajneek Thind: Emancipatory Social Work Research</i> | Final Paper Due<br>December 12, 2021  |

\* Links for videos and podcasts are available on D2L

\*\* All Zoom sessions scheduled between 9:00 and 11:50 a.m. on Mondays

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 of Truth and Reconciliation: Thursday, 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, November 13, 2021
- Last Day of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre: [click here](#)

#### 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** (in the event that this class moves online due to COVID-19 restrictions)

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.

#### ASSESSMENT COMPONENTS

**1. Guided Reflective Journals (25%; 5 x 5% each)**

**Due: Sept 19, Oct 3, Oct 17, Oct 31, Nov 14 by 11:59 p.m.**

Students will complete five reflective journals on provided journaling queries 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 will include reactions to course content, personal learnings, professional learnings and emerging questions for future exploration. Each journal will be 500-750 words.

A detailed rubric is available on D2L.

APA format is not expected.

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

Aligned with course learning outcomes #3, 5, 7

## 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](http://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). Presentations will be 15-20 minutes in total (between presentation and time for questions).

More information, instructions, resources and a detailed rubric are available on D2L.

APA format is not expected.

Aligned with course learning outcomes #1, 3, 4, 5, 7

## 3. Paper: Personal Commitment to Dignity, Belonging and Justice (35%)

Building from the course materials, discussions, activities and 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 towards dignity, belonging and justice. To this end, students will identify a practice setting and a targeted population with whom they hope to practice in the future.

**Due: December 12, 2021, 11:59 p.m. (submit to D2L Dropbox)**

The paper will be 2000 - 2500 words and will use APA 7 format. Papers will include no less than seven peer-reviewed articles and will include other course materials as well.

This paper will include:

*Description of targeted population and practice setting*

While acknowledging that no groups are homogenous, what might dignity belonging, and justice generally look like for the targeted group you have chosen? Use literature and course materials to help you explore some of the ways in which members of your chosen group may be impacted by intersectional identities. Be sure to identify how members of the group are often marginalized, excluded, exploited, colonized and/or targeted, and also ways in which they resist oppression.

Also, be sure to describe the practice setting and some of the key considerations for supporting this targeted group from the organizational perspective.

#### *Self-evaluation of relevant skills*

When contemplating working with the group you have identified, what are the skills you possess that will help you? Where are there gaps in your skill set? Where would you need to focus your attention and learning if you were to start working with this group in an ethical and competent way? Skills identified can be micro, mezzo or macro level skills.

#### *Critical self-reflection*

Who are you in relation to members of the targeted group you have identified? What is your subjective positionality (social location) in relation to the social location of members of the targeted group? What implications will your positionality have for practice (for you and for group members) with the targeted group you have chosen? Can you identify power dynamics that may emerge in your future work with this group?

As well, what biases, prejudices and/or assumptions did you/do you hold regarding the targeted group? Is your worldview the same as the worldview that many of the people in the group will hold? Do you share the same values? How does who you are impact your practice with people from the group?

#### *Critical practice framework*

What are key theories or frameworks (minimum two critical theories recommended) learned in the class that you can draw on to help you work towards dignity, belonging and justice with the group you have identified? Please describe the theories (your practice framework) and explain why you have chosen them for this specific situation. You can connect to literature and course materials here to help you.

#### *Practice application*

Using your practice framework to guide you, identify your strategies for working with the targeted group you have identified in a way that works towards dignity, belonging and justice for the group. Please be specific. For example, stating that you will work anti-oppressively isn't specific; it doesn't really say what you are going to do. As well, you may want to consider the practice setting, organizational values and social work values here to ensure your strategies are congruent and ethical.

#### *Commitments*

Identify 3-5 specific and actionable strategies (think SMART goals) that will help you become more proficient in working with the targeted group you have chosen and indicate how you will ensure you are able to take these steps as planned.

A detailed rubric is available on D2L



Aligned with course learning outcomes 1, 2, 3, 5, 7

#### 4. Participatory Activities (15%)

##### Due throughout the term

Students are expected to attend and participate in class 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 outcomes 1, 2, 3, 4, 5, 6, 7

### ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

#### ATTENDANCE AND PARTICIPATION EXPECTATIONS

Because of the participatory nature of this class, attendance is 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 if appropriate.

#### 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

Late assignments will be accepted without penalty only in exceptional circumstances, at the discretion of the instructor, and in cases where an extension has been negotiated prior to the due date of the paper. If you believe you will be unable to complete an assignment on time, please email to discuss an extension **prior to the due date**. Assignments otherwise submitted after the deadline will be penalized with a grade reduction of one letter grade per day late.

#### 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 ([click here](#)). 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         |

## 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

Please see the D2L site for additional readings.

## 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/](http://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**

The University of Calgary policy on Acceptable Use of Material Protected by Copyright can be read at <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 at <https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>. It is the student's responsibility 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