



Fall 2022

Course & Session Number	SOWK 371 S03	Classroom	TBD
Course Name	Social Work and Diversity		
Dates and Time	Start of Classes: September 12, 2022 End of Classes: December 5, 2022 Dates and Time: Mondays 9:00-11:50AM Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Jane Slessor MSW, RSW	Office Hours	As requested
UCalgary E-mail	Jane.slessor1@ucalgary.ca	UCalgary Phone	Email preferred

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving and equitable environment for our students, non-academic and academic staff, and community members.

We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment.

We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of [Our Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous Strategy](#).

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

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.

COURSE DESCRIPTION

The in-person 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

Upon completion of this 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

Important Dates for Fall 2022

- Start of Term: Monday, August 29, 2022
- End of Term: Friday, December 23, 2022
- Fee deadline: Friday, September 23, 2022
- Labour Day, no classes: Monday, September 5, 2022
- National Day for Truth and Reconciliation, no classes: Friday, September 30, 2022
- Thanksgiving Day, no classes: Monday, October 10, 2022
- Remembrance Day, no classes: Friday, November 11, 2022

Week	Assigned Readings/ Activities	Synchronous Session* Topic	Tasks Due
Week 1: September 12, 2022	READ: Dumbrill & Yee (2018) Ch.1 LISTEN: Decolonize Social Work Podcast: Episode 1: Why decolonize social work?	Introductions Course Outline Ground Rules Review Assignments Intro to Oppression	

Week 2: Sept 19, 2022	READ: Dumbrill & Yee (2018) Ch.2 & Ch.3	Critical Thinking and Power	Reflection #1: Exercise 1.1 Implicit Bias Due September 18, 2022
Week 3: Sept 26, 2022	READ: Dumbrill & Yee (2018) Ch.4 Wright, K., Kortney, A.C. & Becci, A.A. (2021). The whitewashing of social work history. How dismantling racism in social work education begins with an equitable history of the profession. <i>Advances in Social Work</i> , 21(2/3), 274-297. LISTEN: Doin' the Work: Frontline Stories of Social Change Podcast Episode 27: White Supremacy in Social Work REVIEW: Centre for Community Organizations. (2019). White supremacy culture in organizations. Centre for Community Organizations.	Whiteness PechaKuchas	PechaKuchas
Week 4: Oct 3, 2022	READ: Dumbrill & Yee (2018) Ch.5 Crenshaw, K. (1991). Mapping the margins: Intersectionality, Identity politics, and violence against women of color. <i>Stanford Law Review</i> , 43(6), 1241-1299 WATCH: Kimberlé Crenshaw WOW Video	Isms and Intersectionality Pt.1: Racism & Sexism PechaKuchas	Reflection #2: Exercise 4.4 Power Flower Due October 2, 2022 PechaKuchas
Week 5: Oct 10, 2022		No class Oct. 10 – Thanksgiving Day	
Week 6: Oct 17, 2022	READ: Dumbrill & Yee (2018) Ch.6	Isms and Intersectionality Pt.2: Heterosexism and Cissexism,	Reflection #3: Exercise 5.3 Intersectionality Due October 16, 2022 PechaKuchas

	<p>Azulai, A. (2014) Ageism and future cohorts of elderly: Implications for social work. <i>Journal of Social Work Values and Ethics</i>, 11(2), 2-12.</p>	<p>Ableism, Ageism and Sanism</p> <p><i>Guest speaker:</i> <i>Sam Leibel:</i> <i>Working with 2SLGBTQ+ Youth</i></p> <p>PechaKuchas</p>	
<p>Week 7: Oct 24, 2022</p>	<p>READ:</p> <p>Dumbrill & Yee (2018) Ch.7</p> <p>Absalon, K. (2016). Wholistic and ethical: Social inclusion with Indigenous Peoples. <i>Social Inclusion</i>, 4(1), 44-56.</p> <p>LISTEN:</p> <p>Two Crees in a Pod Podcast – Any episode of your choice</p> <p>REVIEW: TRC Calls to Action</p>	<p>From Colonization to Decolonization</p> <p><i>Guest speaker:</i> <i>Ken Armstrong:</i> <i>The Process is the Outcome</i></p> <p>PechaKuchas</p>	<p>PechaKuchas</p>
<p>Week 8: Oct 31, 2022</p>	<p>READ:</p> <p>Dumbrill & Yee (2018) Ch.8 & 9</p>	<p>Poverty and Class Anti-Oppression: The Social Work Dream</p> <p>PechaKuchas</p>	<p>Reflection #4: What role will you play in decolonization? Due October 30, 2022</p> <p>PechaKuchas</p>
<p>Week 9: Nov 7, 2022</p>		<p>No class Nov 8– Reading Week!</p>	
<p>Week 10: Nov 14, 2022</p>	<p>READ:</p> <p>Dumbrill & Yee (2018) Ch. 11</p> <p>Taiwo, A. (2021). Social workers’ use of critical reflection. <i>Journal of Social Work</i>, 22(2), 384-401.</p>	<p>Critical reflection and reflexivity</p> <p>PechaKuchas</p>	<p>Reflection #5: Your Own Justice Traditions Due November 13, 2022</p> <p>PechaKuchas</p>
<p>Week 11: Nov 21, 2022</p>	<p>READ:</p> <p>Dumbrill & Yee (2018) Ch. 10</p> <p>Askheim, O.P., Beresford, P. & Heule, C. (2017). Mend the gap – strategies for user involvement in social work education. <i>Social Work Education</i>, 36(2), 128-140.</p>	<p>Service User’s Theory</p> <p>PechaKuchas</p>	<p>PechaKuchas</p>

Week 12: Nov 28, 2022	READ: Boucher, L. (2018). Radical visions, structural constraints: Challengers to anti-oppressive practice in feminist organizations. <i>Affilia</i> , 33(1), 24-38. Raineri, M.L. & Calcaterra, V. (2018). Social work strategies against crisis in everyday practice: An anti-oppressive case study. <i>International Social Work</i> , 61(1), 130-142.	Anti-Oppressive Practice	
Week 13: Dec 5, 2022	READ: Dumbrill & Yee (2018) Ch.13 Reynolds, V. (2011). Resisting burnout with justice-doing. <i>The International Journal of Narrative Therapy and Community Work</i> , 3, 27-45.	Looking Forward <i>Guest:</i> <i>Rajneek Thind:</i> <i>Emancipatory Social Work Research</i>	Diversity Manifesto December 11, 2022

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES (if 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. Unless advised (or agreed) otherwise by their instructors, video cameras should be turned on during class and students are expected to manage their microphones as required. All students are expected to behave in a professional manner during all Zoom sessions.

ASSESSMENT COMPONENTS

1. Looking In: Guided Reflections/Reflective Journals (35%; 5 x 7% each)

Due: Sept 18, Oct 2, Oct 16, Oct 30, Nov 13 by 11:59 p.m.

Students will complete five video reflections or reflective journals (student’s preferred choice) on provided reflective queries (queries provided on D2L) over the course of the semester. Video reflections and 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). Reflections will include connections to multiple aspects of course content, personal learnings, professional learnings, and an emerging question for future exploration. Recordings will be approximately 5-7 minutes. Journals will be approximately 500-750 words.

A detailed rubric will be available on D2L.

APA 7 format is expected.

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

2. Speaking Up: PechaKucha Presentations & One-Pager's (25%)

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

PechaKucha is a form of virtual storytelling where people present a topic or story in a creative, fun, and informal way using a timed slideshow with relevant images (see www.PechaKucha.com for more information and examples). Students will prepare a PechaKucha presentation on a chosen relevant topic. Students will use 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 will be available on D2L.

APA 7 format is not expected.

3. Making Commitments: Personal Diversity Practice Manifesto (25%)

Due December 11, 2022

Students may choose a format of their choice for this assignment. Their manifesto may be a recorded video, a Podcast, a Zine, an infographic, a photo-journal, or a written document. (If students prefer another format not listed, they will discuss with the instructor **before** starting their work).

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 create their manifesto outlining their critical social work identity how they plan to practice in a context of diversity with an anti-oppressive framework towards dignity, belonging and justice.

Areas for focus will include:

Self-evaluation of relevant experiences and wisdom

When contemplating working in an anti-oppressive way, what are the experiences you have had and the wisdom you possess that will help you? Where are there gaps in your knowledge and/or skill set? Where would you need to focus your attention and learning when you start working in this way? Do you have what you need you engage in anti-oppressive practice at an individual, cultural, and systemic level?

Critical self-reflection

Who are you in relation to members of (a) targeted group(s) we have learned about? What is your subjective positionality (social location) in relation to the social location of members of the targeted group(s) you might work with in practice? What implications will your positionality have for practice? Can you identify power dynamics that may emerge in your future work with targeted groups?

As well, what biases, prejudices and/or assumptions did you/do you hold? Is your worldview the same as the worldview of those you might serve? Do you share the same values? How does who you are impact your practice?

Critical practice framework

What are key critical theories or diversity frameworks (minimum two critical theories/frameworks recommended) learned in the class that you can draw on to help you work towards dignity, belonging and justice with targeted groups? Can you describe the theories (your practice framework) and explain why you have chosen them, and how they will help you in practice? Can you connect to literature and course materials here to help you.

Commitments

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

Details

A minimum of five peer-reviewed materials will be engaged for this assignment *in addition to* a minimum of five other pieces of course content (videos, podcasts, newspaper articles, gray literature, etc.). If you have questions about whether a resource is peer-reviewed or not, please do not hesitate to ask.

Additional information regarding assignment expectations and a detailed rubric will be available on D2L.

APA 7 format is expected. We will discuss how to do this for the different formats in class.

Assignment will be submitted through D2L Drop Box before 11:59 pm on December 11, 2022 (we will discuss submissions in different formats in class).

4. Being Engaged: Attendance and Participation (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. Participation marks will be given based on attendance and overall participation. More information, and a detailed rubric will be provided on D2L.

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 due date will be penalized with a deduction of 10% per day.

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. This grading system overrides the grading system in D2L.

In cases where student have shown exemplary effort relative to their circumstances, and their final grade falls with *less than* 0.5% of the next letter grade, grades will be rounded up to the next higher letter grade.

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 Leganto Reading list 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’s [Code of Conduct](#).

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).

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. 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. Please refer to the full policy on [Student Accommodations](#).

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](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

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 who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) 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 and Gender-based 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.

Other Important Information

Please visit the [Registrar's website](#) 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