



Spring 2021

Course & Session Number	SOWK 557.44 S05	Classroom	Online
Course Name	Inter-Cultural Practices and Sustainable Development Goals		
Day(s) & Time	Zoom session as per schedule below		
Instructor	Christine Walsh		
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SYLLABUS STATEMENT

SOWK 557.44 fosters applied learning and inter-global practices within the contexts of Canada and Nepal. Focusing on critical and anti-colonial approaches to knowledge and praxis, learners will engage with key concepts of relationality/reciprocity, experiential learning and collaboration to foster a deeper understanding of the Sustainable Development Goals (SDGs).

COURSE DESCRIPTION

SOWK 557.44 engages learners in an applied field study of Nepal that begins with a critical examining of the SDGs. Taken concurrently with SOWK557.45 or UNIV 501.73, learners will acquire theoretical and applied knowledge through experiential, collaborative and reciprocal learning encounters that include Nepalese educators, community leaders, organizers, activists and students. A key focus of this course is fostering reciprocal learning and knowledge exchange opportunities with social work students from Nepal (South Western State College), engaged as co-learners on this course. Centralizing anti-oppressive theory and practices, learners are encouraged to participate in critical reflexivity and examine their perspectives on social justice and methods of achieving social change.

COURSE LEARNING OUTCOMES

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

1. Engage in critical reflection/analysis, group discussion and action related inter-global and cross-cultural work between (and among) Canada and Nepal.
2. Develop their capacity to engage with participatory, popular and democratic learning processes.
3. Develop reciprocal learning and exchange methods with social work students from South Western State College in Nepal.
4. Enhance their knowledge and practice to work inter-culturally.
5. Understand tools and approaches used to address the 2030 Sustainable Development Goals (SDGs; egs. human rights and environmental sustainability) at a local level.
6. Apply their knowledge of SDGs in relationship to Canada and Nepal.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

- Readings are associated with each class. Please prepare yourself for class by completing the readings for the designated session.
- **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 557.44 is taken concurrently with SOWK 557.45 or UNIV 501.73. The two courses apply a “macro” perspective that is deeply embedded in personal work and transformative learning. The content of this course is complementary to courses that focus on social policy, political anthropology, community development, international studies/relations, and social justice practice

CLASS SCHEDULE

- **Session 1- May 1**

Zoom 1:00-4:00 pm, Mountain Time Introductions, Orientation to Course, Cultural Briefing by UCIInternational, Situating of Self in Local and Global Context, Working Cross Culturally

<https://www.youtube.com/watch?v=lx8kUPWXwCU>

Interactive Session: Nepali Language

Zoom 7:00 to 9:00 pm, Mountain Time Panel 1: Contemporary Nepal (political, economy, environment, culture, religion)

Reading: Danso, R. (2006). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. *Journal of Social Work, 0*(0), 1-21. DOI: 10.1177/1468017316654341

- **Session 2- May 5**

Zoom 1:00-4:00 pm, Mountain Time Introduction to Sustainable Development Goals (SDG) Canada and Nepal

Interactive Session: To be determined

Zoom 7:00 to 9:00 pm, Mountain Time Panel 2: - Introduction to SDG and Group Work with Educators and Students from South Western College (SWC)

Due May 5: SOWK 557.44 Assignment 1 (20%)

- **Session 3- May 8**

Zoom 1:00-4:00 pm, Mountain Time Social Policy, social issues, public health policy,

Interactive Session: Eastern Spirituality Mindfulness/Meditation

Zoom 7:00 to 9:00 pm, Mountain Time Panel 3: Social Issues in Nepal (poverty, gender-based violence, child labour, illiteracy, caste system. gender inequality) from Nepali academics

- **Session 4 - May 12**

Zoom 1:00-4:00 pm, Mountain Time Community practice, pragmatic community development approaches, community development theories

Interactive Session: Traditional Nepali Dance

Zoom 7:00 to 9:00 pm, Mountain Time Panel 4: Community Development/Social Work Practice in Nepal from Nepali Community Development Agencies

- **Session 5 May 15**

Zoom 1:00-4:00 pm, Mountain Time Culturally competence, cultural humility, intercultural practice, spiritual practice

Interactive Session: Cooking Nepali Traditional Food

Zoom 7:00 to 9:00 pm, Mountain Time Panel 5: Community Organizations Intercultural Practice from Nepali Community Practitioners

- **Session 6 May 19**

Zoom 1:00-4:00 pm, Mountain Time Community economic development, livelihood strategies, social entrepreneurships

Interactive Session: Traditional Nepali singing

Zoom 7:00 to 9:00 pm, Mountain Time Panel 6: Motivational Conversations sharing, and reflections debrief with Educators SWC Students and invited Guests

Due May 19: SOWK 557.44 Assignment 2 (30%)

- **Session 7 May 22**

Zoom 1:00-4:00 pm, Mountain Time Prepare for Group Presentations

Interactive Session: To be determined

Zoom 7:00 to 9:00 pm, Mountain Time Panel 7: Visual Research Project Group Presentations

Due May 22: SOWK 557.44 Assignment 3 Part 1 (20%)

Due June 15: SOWK 557.44 Assignment 3 Part 2 (30%)

Note: In addition to the 42 Synchronous hours for both UNIV 557.73 and SOWK 557.45 or UNIV 501.73, students are expected to spend 15 asynchronous hours for both courses comprised of:

Intercultural Practice 2 hours per week consisting of student-scheduled conversations/dialogue with community practitioners and students in Nepal

Experiential Learning Activities 3 hours per week consisting of movies, podcasts, local virtual tours, etc. provided by instructors and students

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). 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

Assignment 1: Foundations: Situating of Self in Context (2 journal submissions)

Course Learning Outcomes: 1, 2, ,4, 5 & 6

(Due May 5, each worth 10% , the total of 2 journal submission is 20% of final grade)

This is not a long or intensive assignment. The equivalent of 2 pages (double spaced, Times New Roman 12 point) is sufficient for each journal. The intent of this assignment is to lay the groundwork or “lens” through which the content of this course will be examined.

- A. *Journal 1:* Write a brief submission that presents an integration of your thoughts and experiences in relation to the following questions: (1) Who am I (my identity and experiences)? (2) What would I consider as my core values? (3) What are two or three experiences that have shaped my thinking? (4) What are my goals and aspirations related to this course? (5) How do I plan to implement my learnings after completing this course?

Foundations: Situating of Self in Local and Global Context (online work to be completed using Voicethread and on the D2L Discussion Board)

Readings:

Choudhury, S. (2015). *Deep diversity: Overcoming us vs them*. Toronto, ON: Between the Lines. (Read pp. 21-45)

DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, 3(3), 54-70.

Gilbert, A., & Slied Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity. *South African Journal of Psychology*, 39(4), 468-479.

Hawken, P. (2007). *Blessed unrest. How the largest movement in the world came into being and why no one saw it coming*. New York, NY: Viking Press. (Read pp.11-26. Available online at the Library)

- B. *Journal 2 - my selected SDG*. Select and study one of the 14 SDGs and write a brief submission that provides an overview of the SDG you have selected (the focus, intent and goals the rationale for selecting this SDG (self), and the context and implications of this SDG in the Canadian context.

Readings:

Global Network Compact Canada. (2018). *The sustainable development goals: The Canadian network of the UN global compact*. Retrieve from <http://www.globalcompact.ca/sustainable-development-goals/>

Oxfam Canada. (2015). *Wealth: Having it all and wanting more*. Retrieved from http://oxfam.ca/sites/default/files/file_attachments/wealth-having-all-wanting-more-190115-en.pdf

United Nations Development Program. *Sustainable development goals*. Retrieve from <http://www.undp.org/content/undp/en/home/sustainable-development-goals.html>

Jayasooria, D. (2016). Sustainable Development Goals and social work: Opportunities and challenges for social work practice in Malaysia. *Journal of Human Rights and Social Work* 1, 19–29. <https://doi.org/10.1007/s41134-016-0007-y>

Assignment 2: Participation Self-Evaluation (30% of final grade) Due May 19.

Course Learning Outcomes: 1, 2, 3 & 4

Participation is a key aspect of this course. Each student will share a two-minute “Summary Reflection” of their participation in this course. Students are asked to assess their learnings, the quality of their participation and experiences in this course. This informal brief presentation (2-3 minutes) will occur in the form of a sharing circle on May 19th during final round of Reflections.

Assignment 3: Visual Research Project (50%) The Visual Research Project comprises of: 1. Group Research Presentation (worth 20%) and 2. Individual Written Report (worth 30%)

Course Learning Outcomes: 5 & 6

1. Group Research Presentation: The Visual Research Project is a group presentation (3-4 students) that invites students to incorporate primary research, field experiences and visual material to depict their chosen topic of the social issue and sustainable development in Nepal. Each group will provide a 15-minute presentation over Zoom (maximum 20 slides) on a chosen area of sustainable development that they experienced in Nepal. The project should link a key social issue in Nepal with one of the Sustainable Development Goals as defined by the United Nations. Integrate theoretical, experiential and reflective learnings within this presentation. The presentation should identify why the social issue and goal is

important in Nepal and lessons learned during the exchange that could be applicable to Canada. The presentation should make explicit reference implications for social work practice in Nepal, Canada or globally. **Due May 22 (7 – 9 pm, Mountain Time)**

2. Individual Written Research Project: Students will provide the following content in their written component of the assignment (one document per team, max 30 pages (not including appendices, references, and cover page), in Word format – not PDF – double spaced, 12-point font. Students will need to clearly outline the social issue they were interested in and the community development approaches used in Nepal to address the issue and the relevant sustainable development challenge in relation to social work. How are they being addressed in Nepal, what is working, what is not working, how it could be applied in Canada, and its impact for social work practice. **Due June 15**

ATTENDANCE AND PARTICIPATION EXPECTATIONS

- Students are expected to attend class regularly and to be fully present and engaged in class activities and discussions. These are part of the participation grade, as outlined in the assessment components section above.
- Make-up options are available and must be determined in consultation with the instructor.

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

- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor” or “assignments submitted after the deadline may be penalized with a grade reduction.

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.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79

C+	2.3	All grades below "B-" are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		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. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Adams, M, Blumenfeld, W.J, Castaneda, C., Hackman, H.W., Peters, M.L, & Zuniga, X. (2010). *Readings for Diversity and Social Justice* (Second Ed). New York, NY: Routledge.

Agger, B. (2006). *Critical social theories: An introduction*. New York, NY: Paradigm Publishers.

Bishop, A. (2002). *Becoming An Ally. Breaking the Cycle of Oppression in People*. Black Point, NS: Fernwood. (pp.16-58)

Brydon-Miller, M. (2004). The terrifying truth: Interrogating systems of power and privilege and choosing to act. In M. Brydon-Miller, P. Maguire & A. McIntyre (Eds.), *Traveling companions: Feminism, teaching, and action research*. London, UK: Praeger Publishers.

Kabeer, N. (2005). *Inclusive citizenship: Meanings and expressions*. London, ENG: Zed Books.

Klein, N. (2007). *The shock doctrine: The rise of disaster capitalism*. Toronto, ON: Knopf Canada.

Leondar-Wright, B. (2005). *Class matters: Cross-class alliance building for middle-class activists*. Vancouver, BC: New Society Publishers.

Loeb, P.R. (2005). *The real Rosa Parks*. Retrieve from www.commondreams.org

Rebick, J. (2009). *Transforming power from the personal to the political*. London, ENG: Penguin Books (pp. 98-114)

Tuhiwai Smith, L. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. Duntin, New Zealand: University of Otago Press.

Will add further local recommended readings on the advice of Nepalese educators.

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 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/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf>

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**