



Course & Session Number	SOWK 371 S02	Classroom	Online
Course Name	Social Work & Diversity		
Day(s) & Time	Zoom Sessions: Wednesdays, 9:00 am – 11:50 am MT		
Instructor	Vibha Kaushik	Office Hours	As Requested
UCalgary E-mail	vkaushik@ucalgary.ca	UCalgary Phone	Please contact instructor via email

EQUITY, DIVERSITY, INCLUSION, RECONCILIATION AND ANTI-RACISM

The Faculty of Social Work (FSW) is committed to anti-racist social work education and practice and 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 the historic and ongoing effects of racism, systemic inequities and compounded disadvantages due to the intersection of social locations, particularly for members of racialized, Indigenous, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, and cultural barriers to their education. We recognize, honour, and integrate diverse perspectives, experiences, and strengths into our work. See the faculty's [Statement on Anti-Black and Anti-Asian Racism](#), the work of the faculty's [Anti-Black Racism Task Force](#), and the university's [Indigenous strategy](#).

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

In this course, students will be exposed to issues of diversity and oppression as well as the social work professional roles and responsibilities for understanding and critically engaging in addressing them. Central to this course is learning about theories of power to help students develop their critical understanding of social structures and relations and how they shape experiences of marginalization and

oppression. Students are encouraged to critically engage with course material, class activities and discussions to examine and critically address issues of diversity and oppression in their journey to becoming professional social work practitioners seeking social justice and broader social change and transformation. Critical thinking, self-reflection, critical reflexivity, and dialogue are important practice skills that are emphasized in this course. Also central to this course are theories and application of intersectionality as they shape social work's perceptions on issues of diversity and oppression. As such, students are encouraged to develop their critical understandings of intersectionality, various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels. This course will take place online via Desire2Learn (D2L) and Zoom.

COURSE LEARNING OUTCOMES

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

1. Articulate a critical understanding of theories of power and how they shape social structures and relations
2. Critically evaluate oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation
3. Explain how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations
4. Apply critical practice knowledge and skills for working with diverse populations
5. Apply critical knowledge and analytic skills to understanding and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth
6. Articulate professional identity that is consistent with the social justice mission of social work; reflective of and adhere to the profession's Codes of Ethics
7. Demonstrate awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Book:

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

E-book available to rent or purchase from the following vendors:

[BookShelf](#) ; [RedShelf](#)

Articles (available through D2L):

Butler, A., Ford, D., & Tregaskis, C. (2007). Who do we think we are? Self and reflexivity in social work practice. *Qualitative Social Work Practice*, 6(3), 281-299. <https://journals-sagepub-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1473325007080402>

Gibbons, J & Gray, M (2004). Critical thinking as an integral to social work practice. *Journal of Teaching in Social Work*, 24(1/2), 19-38. https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1300/J067v24n01_02

Gray, M. (2010). Moral sources and emergent ethical theories in social work. *British Journal of Social Work*, 40(6), 1794-1811. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcp104>

Lombe, M., & Sherraden, M. (2008). Inclusion in the policy process: An agenda for participation of the marginalized. *Journal of Policy Practice*, 7(2-3), 199-213. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=33803364&site=ehost-live>

Rogers, J. (2012). Anti-oppressive social work research: Reflections on power in the creation of knowledge. *Social Work Education*, 31(7), 866-879. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=79308246&site=ehost-live>

Tew, J. (2006). Understanding power and powerlessness: Towards a framework for emancipatory practice in social work. *Journal of Social Work*, 6(1), 33-51. <http://journals.sagepub.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1177/1468017306062222>

Young, I. M. (2014). Five faces of oppression. In N. Asumah, & Mechthild Nagel (Eds.). *Diversity, social justice and inclusive Excellence: Transdisciplinary and global perspectives*. (pp. 3-33). State University of New York Press. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?ppg=26&docID=3408886&tm=1512429534081>

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 complements theoretical and practice learnings on understanding diversity and working with diverse social groups offered in courses such as (SOWK 201; 361; 365; 383; 393;395; 397; & 399).

CLASS SCHEDULE

- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre
- Block Week: Monday – Friday, January 3 – 7, 2022
- Start of Classes: Monday, January 10, 2022
- Term Break, no classes: Sunday – Saturday, February 20 – 26, 2022
- End of Classes: Tuesday, April 12, 2022
- End of Term: Friday, April 29, 2022
- Alberta Family Day, no classes: Monday, February 21, 2022
- Good Friday, no classes: Friday, April 15, 2022
- Easter Monday, no classes, Monday, April 18, 2022

Date	Class Topic	Readings/Assignments Due
Week 1: Jan 12, 2022	Introduction, Positioning the Course & Overview	No assigned readings

Week 2: Jan 19, 2022	Theoretical Foundations I- Diversity & Oppression	Dumbrill & Yee (2019) – Chapter 1 & 2 Young (2014)
Week 3: Jan 26, 2022	Theoretical Foundations II- Approaches to Power	Dumbrill & Yee (2019) – Chapter 3 Tew (2006)
Week 4: Feb 2, 2022	Understanding the Operation of Power	Dumbrill & Yee (2019) – Chapter 4 Gibbons & Gray (2004)
Week 5: Feb 9, 2022	Intersectionality	Dumbrill & Yee (2019) – Chapter 5 & 6
Week 6: Feb 16, 2022	Anti-Opressive Social Work	Dumbrill & Yee (2019) – Chapter 7 & 9 Assignment 2 due: Theoretical & Practice Framework
Week 7: Feb 23, 2022	Term Break/No Class	
Week 8: Mar 2, 2022	Reflexivity, Ethics & Social Work Practice	Dumbrill & Yee (2019) – Chapter 10 Butler, Ford, & Tregaskis (2007) Gray (2010)
Week 9: Mar 9, 2022	Examples from Research	Dumbrill & Yee (2019) – Chapter 8 Rogers (2012)
Week 10: Mar 16, 2022	Examples from Practice	Dumbrill & Yee (2019) – Chapter 11
Week 11: Mar 23, 2022	Examples from Policy	Dumbrill & Yee (2019) – Chapter 12 & 13 Lombe & Sherraden (2008)
Week 12: Mar 30, 2022	Group Presentations – Day 1	No assigned readings Assignment 3 due: Group Presentation: Social Action on Social Policy
Week 13: Apr 6, 2022	Group Presentations – Day 2 Course Wrap-up	No assigned readings Assignment 3 due: Group Presentation: Social Action on Social Policy

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

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, submit a brief reflection, and actively contribute to the follow-up online discussion) 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. **Cameras are expected to be turned on all the time**, unless necessary to preserve confidentiality or privacy. Students' active participation in class discussions is expected at all times. All students are expected to behave in a professional manner during the Zoom sessions.

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 and presentations that would occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignments	Due (11:59 pm MT)	Weight
1. In-Class Reflection Exercises	Ongoing	25%
2. Theoretical & Practice Framework	16 February 2022	40%
3. Group Presentation: Social Action on Social Policy	30 March 2022 6 April 2022	35%

Assignment 1: In-Class Reflection Exercises (25%)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Weight: 25% of the total course grade

Due: Ongoing in class

Description:

On selected weeks, not announced in advance, students will complete reflections exercises during the last hour of class time. These exercises will consist of in-class small group activities and mini presentations (3-minutes) on weekly readings, class material, and discussions. There will be a total of five reflection exercises throughout the term and each exercise will be worth 5%. This assignment will help in critical engagement with class readings, material, and discussions in concrete ways. The assignment will offer students an opportunity to reflect on, and interact, with the material in a way that would enhance their learnings. These activities will also help facilitate a meaningful class participation and engagement with class material and discussions. In addition, these exercises will offer students an opportunity to explore class readings in depth by reflecting on how they shape their understanding of the theories, issues, and ethical tensions discussed in class.

Students who are registered with the Students Accessibility Services are encouraged to speak with the instructor regarding accommodations for completing this assignment. These exercises can only be completed in class on the day the reflective activity is scheduled. Generally, if a student is absent from class, the in-class reflection exercise assignment marks cannot be made up, unless their absence is approved (typically due to illness, religious obligation, or unexpected crisis). The marks for this assignment may be made up at the discretion of the instructor. It is the student's responsibility to

contact the instructor to discuss a missed reflection exercise and inquire about possible make up learning activities. Makeup marks may be gained by completing a series of activities offered by the instructor. Only a maximum of one missed assignment will be considered in this course.

The mini group presentations will be graded based on:

- Demonstrated understanding of, and linkages to, course concepts and readings as applied to the exercise presented
- Evidence of critical reflection, depth of analysis, mastery of content
- Length, clarity of ideas presented, group work, and creativity

Grades will be assigned to the entire small group.

Assignment 2: Theoretical & Practice Framework (40%)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Weight: 40% of the total course grade

Due: 16 February 2021 at 11:59 pm MT

Description:

In this assignment, students will choose one of the following options to summarize their learnings from the readings, activities, and class discussions:

Option 1: Individual Submissions: Write a 5-7-pages reflection paper or create a 3-5-minutes digital story

Option 2: Partnered Submissions: Write a 6-8-pages reflection paper or create a 5-7-minutes digital story

Ideas for digital stories will be discussed in class.

Partnered submissions must summarize, compare, and contrast the reflections of both partners.

Submissions should include your reflections on one or more of the following:

- How is your professional identity and practice informed through understanding power and privilege? How do you identify and challenge your own personal assumptions, views and stereotypes regarding power and privilege? Identify relevant areas for continued personal and professional development.
- Describe how you would demonstrate competence and respect working with marginalized populations. Describe your anti-oppressive approach to social work practice with marginalized individuals and communities.
- How do historical and/or current dynamics and oppression impact marginalized populations of Canada? Identify systemic barriers that perpetuate oppression and social injustice for them and what you can do to work for change and social justice in this area.
- Other reflections, key learnings, or questions you may have.

The written papers should be double-spaced, 12-point Times New Roman font with 1" margins. All written papers must follow APA (7th edition) guidelines. Further details will be offered in the rubric. This assignment will be graded based on:

- Demonstrated understanding of, and linkages to, course concepts and readings
- Evidence of critical reflection and depth of analysis
- Length, clarity of ideas presented, organization, spelling, and grammar

This assignment is due on 16 February 2022 at 11:59 pm MT in the D2L Dropbox.

Assignment 3: Group Presentation: Social Action on Social Policy (35%)

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Weight: 35% of the total course grade

Due: 30 March 2022 & 6 April 2022 (in class)

Description:

This assignment will provide students with the opportunity to utilize their learnings from class to engage in social action on social policy. Working in groups of 4 to 6, students will choose a social policy relating to oppression or social injustice that they would like to see implemented, changed, eliminated, or otherwise addressed. Based on the group's understanding of the policy, students will propose a social action plan and present it to the class. Ideas for social action may include writing a letter to a relevant elected official concerning the policy, creating an infographic, creating a digital story, developing a website or social media presence, etc. Students are welcome to present creative social action plans in this assignment.

Group presentations are expected to include:

1. Details and critical analysis of the chosen social policy.
2. Overview of the concerns in the policy, how it may add to the oppression and marginalization of affected social groups.
3. Key stakeholders informing and affected by the policy. Issues of eligibility and entitlement.
4. Tensions between policy texts and how they are applied.
5. Responses to the policy by activist groups and affected communities.
6. Suggestions for revisions in the policy, alternative approaches, or actions as deemed fit by the group. For example, this could include additional stakeholders you might involve in the policy formulation process, consultation steps, potential timing, etc.

Groups will have opportunities to discuss their projects with the instructor. This assignment will be graded based on:

- Demonstrated understanding of, and linkages to, course concepts and readings as applied to the social action project
- Evidence of critical reflection, depth of analysis, mastery of content
- Clarity of ideas presented, group work, and creativity

Further details will be offered in the rubric. Grades will be assigned to the entire group.

Presentation dates are scheduled during the last two days of class and students are responsible for organizing their time and all the logistics and material in preparation for their presentation days.

Students are expected to submit all their presentation slides and a complete list of references at least ONE day before their presentation day.

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

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.

- Students are required to contact instructor in advance or within 24 hours of missing a Zoom session to arrange a make-up assignment for participation grade.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

- 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 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

- Assignments and papers are to be submitted on time, absolutely **NO extensions**, unless legitimate reasons are provided. Students are responsible for notifying the instructor about legitimate reasons and to discuss extensions before the assignments are due. Extensions to assignments deadlines will be the discretion of the instructor.
- Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be **downgraded by 1 full mark per day** including weekends, holidays, and study weekdays.
- There is a **seven-day** maximum limit by which to accept late assignments where students have not asked for extension. No assignments will be accepted beyond this seven-day limit.

EXPECTATIONS FOR WRITING

- Throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria.
- 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.
- All submitted work **must follow proper APA 7th edition format within the text and in the reference list**. Failure to do so will result in significant deduction of grades.
- 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. This grading system overrides the grading system in D2L.

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. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

- Additional readings / resources will be posted on D2L.
- In addition to the required readings, students are encouraged to further expand their readings as relevant to their particular theoretical and practice frameworks.

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 who use materials protected by copyright are expected to comply with 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 <https://www.ucalgary.ca/pubs/calendar/current/k.html>.

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