



**Winter 2023**

<b>Course &amp; Session Number</b>	<b>SOWK 371 S03</b> <b>Common Course Outline</b>	<b>Classroom</b>	<b>Section S03: HNSC 330</b>
<b>Course Name</b>	<b>Social Work &amp; Diversity</b>		
<b>Dates and Time</b>	Start of Classes: January 9, 2023 End of Classes: April 12, 2023 Dates and Time: <b>Thursdays 9:00 AM-11:50 PM</b> Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your <a href="#">Student Centre</a> <sup>1</sup> .		
<b>Instructor</b>	Dr. Yahya El-Lahib	<b>Office Hours</b>	Thursday after Class
<b>UCalgary E-mail</b>	<a href="mailto:yellahib@ucalgary.ca">yellahib@ucalgary.ca</a>	<b>UCalgary Phone</b>	Please Email

**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](#).

<sup>1</sup> 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**

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. Students will learn how to embrace diversity with responsibility and respect whilst acknowledging and celebrating differences. Through engaging in dialogues, debates, experiential learning, journaling and critical readings in this course, students will continue to develop as advocates of social justice, social change, and transformational social work practice.

Central to this course is learning about theories of power and developing 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. This course is about understanding and valuing the different perspectives, experiences, and backgrounds as influenced by cultural and structural factors. There is no one right way to practice diversity and inclusion, but there are pillars of thinking, feeling and action that can lead to improved approaches in the practice of social work. 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. Students are encouraged to develop their critical understanding of intersectionality, various forms and strategies of resistance that facilitate processes of social change at the individual, institutional and systemic levels.

Although this is a common course outline, individual instructors may have a different focus within the common theme for each session, depending on their areas of practice, research interests and teaching styles. Therefore, students are expected to follow their own instructors on course expectations, guidelines, and principles.

## **COURSE LEARNING OUTCOMES**

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

1. Demonstrate critical understanding of theories of power and articulate their understanding of how power relations, knowledge and language contribute to shaping oppressive social structures and unbalanced power relations
2. Advance social justice principles and values related to international human rights and socio-political economic and environmental justice
3. Demonstrate critical self-awareness, describe how this could impact your social work practice through evaluating professional identity, and explain how it is reflective and consistent with the social justice mission of social work and the profession's Codes of Ethics.
4. Demonstrate awareness of and engagement with resistance perspectives central to social work's commitment to social change and transformation.
5. Apply critical practice knowledge and skills for working with diverse populations.

6. Apply critical knowledge and analytic skills to understand and work at the intersectionality of diverse social identities such as the intersection of race, ethnicity, gender, sexuality, ability and disability, and so forth.

## LEARNING RESOURCES

### **REQUIRED TEXTBOOKS AND/OR READINGS**

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Toronto, ON: Between the Lines.

Additional readings outlined in the class schedule may be accessed through the University of Calgary Library system

### **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. Please note that it is up to your instructor how to utilize D2L in their section.

## RELATIONSHIP TO OTHER COURSES

This course is fundamental to developing critical analytic skills to understanding theories of power, issues of diversity oppression as well as social work's ethical and professional commitment to addressing issues of marginalization and promoting social change. 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

**January 12<sup>th</sup> Class 1 : Introduction, Definitions, Positioning, & Overview of the Course**

**Readings:** No readings required

**January 19<sup>th</sup> Class 2: Theoretical Foundations I- Diversity, Oppression & Transformational Change**

**Readings:**

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Toronto, ON: Between the Lines. (Chapter 1, pp. 1-10).

Mbakogu, I., Duhaney, P., Ferrer, I., & Lee, E. O.J. (2021). Confronting Whiteness in social work education through racialized student activism. *Canadian Social Work Review* 38(2), 113-140.

<https://www.erudit.org/fr/revues/cswr/2021-v38-n2-cswr06746/1086122ar/>

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). New York: 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>

**Please listen to the following CBC Massey Lectures:**

Tanya Talaga (Author). (2018). *We were Always Here*. Lecture One of the "All Our Relations: Finding the Path Forward". [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting

Corporation (CBC). Retrieved from: <https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/>

**Additional Readings & Resources:**

- Bucchianeri, M.M., Eisenberg, M.E. & Neumark-Sztainer, D. (2013). Weightism, racism, classism, and sexism: Shared forms of harassment in adolescents. *Journal of Adolescent Health, 53*(1), 47-53. <https://www.sciencedirect-com.ezproxy.lib.ucalgary.ca/science/article/pii/S1054139X13000475>
- Deutsch, M.A. (2006). Framework for thinking about oppression and its change. *Social Justice Research, 19*, 7–41. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11211-006-9998-3>
- Gibbons, S.B. (2011). Understanding empathy as a complex construct: A review of the literature. *Clinical Social Work, 39*, 243–252. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s10615-010-0305-2>
- Segal, E.A. (2011). Social empathy: A model built on empathy, contextual understanding, and social responsibility that promotes social justice. *Journal of Social Service Research, 37*(3), 266-277. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/01488376.2011.564040>
- Watch: Valerie Alexander – How to outsmart our own unconscious bias  
<https://www.youtube.com/watch?v=GP-cqFLS8Q4>

**January 26<sup>th</sup> Class 3: Theoretical Foundations II- Approaches to Power: Colonization, Anti-Colonialism and Decolonization**

**Readings:**

- Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Toronto, ON: Between the Lines. (Chapter 2 & 3, pp. 11-51).
- 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>
- Black, L. & Stone, D. (2005). Expanding the definition of privilege: The concept of social privilege.  
<https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/j.2161-1912.2005.tb00020.x>

**Please listen to the following CBC Massey Lectures:**

Tanya Talaga (Author). (2018). *Big Brother Hunger*. Lecture Two of the "All Our Relations: Finding the Path Forward". [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: <https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/>

**Additional Readings & Resources:**

- Deutsch, M.A. (2006). Framework for thinking about oppression and its change. *Social Justice Research, 19*, 7–41. <https://link-springer-com.ezproxy.lib.ucalgary.ca/article/10.1007/s11211-006-9998-3>
- Feldman, G. (2019). Towards a relational approach to poverty in social work: Research and practice considerations. *The British Journal of Social Work, 49*(7), 1705–1722. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcy111>
- Watch: Sue Borrego - Understanding my privilege: <https://www.youtube.com/watch?v=XlRxqC0Sze4>

**February 2<sup>nd</sup> Class 4: Understanding the Operation of Power: Power, Privilege, and Inequity**

**Readings:**

- Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Toronto, ON: Between the Lines. (Chapter 4, pp. 52-75).
- Please listen to the following CBC Massey Lecture:**
- Tanya Talaga (Author). (2018). *The Third Space*. Lecture Three of the "All Our Relations: Finding the Path Forward". [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: <https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/>

[massey-lectures/](#)

Please Listen to the Following Scholar Strike Canada Tech in  
Scholar Strike Canada (2020). Desmond Cole on *Abolition or Death: Confronting Police Forces in Canada*. [Scholar Strike Canada]. Toronto, Canada. Retrieved from:  
<https://www.youtube.com/watch?v=m4WbptvQk8M>

**Additional Readings & Resources:**

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.

<http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=13950685&site=ehost-live>

Sue, D.W. (2004). Whiteness and ethnocentric monoculturalism: Making the "invisible" visible. *American Psychologist*, 59(8), 761-769. <https://bit.ly/32kOPxl>

Todd, S. (2011). "That power and privilege thing": Securing whiteness in community work. *Journal of Progressive Human Services*, 22(2), 117-134.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2011.606528>

Tyler, K.M., Stevens-Watkins, D., Burris, J.L, Fisher, S.D. & Hargons, C.N. (2021). Black psychology and whiteness: Toward a conceptual model of black trauma through the prism of whiteness. *Journal of Black Psychology*. <https://journals-sagepub.com.ezproxy.lib.ucalgary.ca/doi/full/10.1177/00957984211034948>

**February 9<sup>th</sup> Class 5: Understanding Oppression & Marginalization: Anti-Oppressive Social Work Readings:**

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada* (7th Ed.). Toronto, ON: Between the Lines. (Chapter 5, pp. 76-94).

Bilge, S. & Denis, A. (2010). Introduction: women, intersectionality & diasporas. *Journal of Intercultural Studies*, 31(1)1-8. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/07256860903487653>

Please listen to the following CBC Massey Lecture:

Tanya Talaga (Author). (2018). *Breath for Them*. Lecture Four of the "All Our Relations: Finding the Path Forward". [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: <https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/>

Please Listen to the Following Scholar Strike Tech in

Scholar Strike Canada (2020). Eve Tuck, Megan Scribe & Billie-Ray Belcourt: *Co-Conspiring Against Carceral System*. [Scholar Strike Canada]. Toronto, Canada. Retrieved from:  
<https://www.youtube.com/watch?v=YoZm6agdctA>

**Additional Readings & Resources:**

Almeida, R.V., Rozas, L.M.W., Cross-Denny, B., Lee, K.K. & Yamada, A. (2019) Coloniality and Intersectionality in social work education and practice. *Journal of Progressive Human Services*, 30(2), 148-164. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2019.1574195>

Crisp, C. (2014). White and lesbian: Intersections of privilege and oppression. *Journal of Lesbian Studies*, 18(2), 106-117. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10894160.2014.849161>

Hulko, W. (2009). The time-and context-contingent nature of intersectionality and interlocking oppressions. *Affilia: Journal of women & Social Work*, 24(1), 44-55.

<http://aff.sagepub.com.ezproxy.lib.ucalgary.ca/content/24/1/44>

Mwangi, E.W. & Constance-Huggins, M. (2019). Intersectionality and black women's health: Making room for rurality. *Journal of Progressive Human Services*, 30(1), 11-24. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2017.1399037>

**\*February 16<sup>th</sup> Class 6: Intersectionality & Intersectional Analysis**

**Joint Session- Class will be held in: Waiting for room confirmation**

**Readings:**

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). Case critical: Social services and social justice in Canada (7th Ed.). Toronto, ON: Between the Lines. (Chapter 6, pp. 95-122).

Please listen to the following CBC Massey Lecture:

Tanya Talaga (Author). (2018). *We are not going anywhere*. Lecture Five of the "All Our Relations: Finding the Path Forward". [The 2018 CBC Massey Lectures Series]. Toronto, Canada Broadcasting Corporation (CBC). Retrieved from: <https://www.speakers.ca/2019/08/tanya-talaga-2018-cbc-massey-lectures/>

Please Listen to the Following Scholar Strike Tech in

Scholar Strike Canada (2020). Bonita Lawrence: *Indigenous Responses to Black Resistance*. [Scholar Strike Canada]. Toronto, Canada. Retrieved from: <https://www.youtube.com/watch?v=qbSwlqMRwBY>

Please Listen to the Following Youtube Lecture

DiAngelo, R. (2020, July 3). "White Fragility". [Video]. YouTube: <https://www.youtube.com/watch?v=45ey4jgoxeU&feature=youtu.be>

**Additional Readings & Resources:**

Barnoff, L. & Moffatt, K. (2007). Contradictory tensions in anti-oppression practice in feminist social services. *Affilia: Journal of Women & Social Work*, 22(1), 56-70. <http://aff.sagepub.com.ezproxy.lib.ucalgary.ca/content/22/1/56>

Sakamoto, I., & Pitner, R. O. (2005). Use of critical consciousness in anti-oppressive social work practice: Disentangling power dynamics at personal and structural levels. *British Journal of Social Work* (35), 435-452. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106521512&site=ehost-live>

Mclaughlin, K. (2005). From ridicule to institutionalization: Anti-oppression, the state and social work. *Critical Social Policy*, 25(3), 283-305. <http://csp.sagepub.com.ezproxy.lib.ucalgary.ca/content/25/3/283>

Salami, B. (2020). Community Based Participatory Action Research [A Participatory Action Research to promote the mental health of African, Black and Caribbean youths in Alberta]. Qualitative Methods Master Class Webinar Series. Retrieved from: <https://www.youtube.com/watch?v=Ed36qPrpnq8&feature=youtu.be>

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>

**\*February 23<sup>rd</sup> Reading Week-NO CLASS**

**March 2<sup>nd</sup> Class 7: Reflexivity, Ethics & Social Work Practice: Relational Theory & Ubuntu**

**Readings:**

Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). Case critical: Social services and social justice in Canada (7th Ed.). Toronto, ON: Between the Lines. (Chapter 7, pp 123-138).

Mayaka, B. & Truell, R. (2021). Ubuntu and its potential impact on the international social work profession. *International Social Work*, 64(5), 649-662. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1177%2F00208728211022787>

Van Breda, A.D. (2019). Developing the notion of Ubuntu as African theory for social work



practice. *Social Work*, 55(4), 439-450. <https://socialwork.journals.ac.za/pub/article/view/762>  
Please Listen to the Following Scholar Strike Tech in  
Scholar Strike Canada (2020). Sandy Hudson: *Scholars and Educators for Black Lives. [Scholar Strike Canada]*. Toronto, Canada. Retrieved from: <https://www.youtube.com/watch?v=nth39Sas1bg>  
McIntosh, P. (2012, November 5). *How studying privilege systems can strengthen compassion*. TEDx Timberlane Schools [Video]. YouTube. <https://www.youtube.com/watch?v=e-BY9UEewHw&feature=youtu.be>

**Additional Readings & Resources:**

- 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. <http://qsw.sagepub.com.ezproxy.lib.ucalgary.ca/content/6/3/281>
- D’cruz, H., Gillingham, P., & Melendez, S. (2007). Reflexivity, its meaning and relevance for social work: A critical review of the literature. *British Journal of Social Work*, 37(1), 73-90. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcl001>
- 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>
- Freud, S. & Krug, S. (2002). Beyond the Code of Ethics: Complexities of ethical decision making in social work practice. *Families & Society: The Journal of Contemporary Human Services*, 83(5/6), 474-482. <http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1606/1044-3894.55>
- Ferguson, H. (2018). How social workers reflect in action and when and why they don’t: the possibilities and limits to reflective practice in social work. *Social Work Education*, 37(4), 415-427. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1080/02615479.2017.1413083>
- Hugman, R. (2003). Professional ethics in social work: Living with the legacy. *Australian Social Work*, 56(1), 5-15. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=9584865&site=ehost-live>
- Pitner, R.O. & Sakamoto, I. (2005). The role of critical consciousness in multicultural practice: Examining how its strength becomes its limitation. *American Journal of Orthopsychiatry*, 75(4), 684-694. <https://bit.ly/33RvraB>
- Trevelyan, C., Crath, R., & Chambon, A. (2014). Promoting critical reflexivity through arts-based media: A case study. *British Journal of Social Work*, 44(-), 7-26. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1093/bjsw/bcs090>

**March 9<sup>th</sup>      Class 8: Examples from Practice**

**Readings:**

- Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Toronto, ON: Between the Lines. (Chapter 8, pp. 139-159). <https://ojs.uwindsor.ca/index.php/csw/article/download/5842/4808?inline=1>
- Galambos, C.M. (2004). Social work practice with people with disabilities: Are we doing enough? *Health & Social Work*, 29(3), 163-165. <http://ezproxy.lib.ucalgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=rzh&AN=106672420&site=ehost-live>

**Select one reading from the following:**

- Clarke, J., & Wan, E. (2011). Transforming settlement work: From traditional to a critical anti-oppression approach with newcomer youth in secondary school. *Critical Social Work*, 12(1), 14-26.
- Hanna, F.J., Talley, W.B. & Guindon, M.H. (2000). The power of perception: toward a model of cultural oppression and liberation. *Journal of Counselling and Development*. <https://doi-org.ezproxy.lib.ucalgary.ca/10.1002/j.1556-6676.2000.tb01926.x>

- Pyne, J. (2011). Unsuitable Bodies: Trans People and Cisnormativity in Shelter Services, *Canadian Social Work Review*, 28 (1), 129-137. <http://www.jstor.org.ezproxy.lib.ualgary.ca/stable/41658838>
- Sakamoto, I. (2007). An anti-oppressive approach to cultural competence. *Canadian Social Work Review*, 24(1), 105-114. <http://www.jstor.org.ezproxy.lib.ualgary.ca/stable/41669865>
- Stainton, T., Chenoweth, L. & Bigby, C. (2010). Social work and disability: An uneasy relationship. *Australian Social Work*, 63(1), 1-3. <http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=afh&AN=48433913&site=ehost-live>
- Siddiqui, S. (2011). Critical social work with mixed-race individuals: Implications for anti-racist and anti-oppressive practice. *Canadian Social Work Review*, 28(2), 255-272. <http://ezproxy.lib.ualgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ualgary.ca/docview/1018179945?accountid=9838>

**March 16<sup>th</sup> Class 9: Examples from Research**

**Joint Session- Class will be held in Room: Waiting for Room confirmation**

**Readings:**

- Potts, K. & Brown, L. (2015). Introduction. In L. Brown and S. Strega (Eds.). *Research as resistance (2<sup>nd</sup> edition)* (pp. 7-19). Toronto: Canadian Scholars' Press. <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=6282047&ppg=20>
- Potts, K. & Brown, L. (2015). Becoming an anti-oppressive researcher. In L. Brown and S. Strega (Eds.). *Research as resistance (2<sup>nd</sup> edition)* (pp. 20-38). Toronto: Canadian Scholars' Press. <https://ebookcentral-proquest-com.ezproxy.lib.ualgary.ca/lib/ualgary-ebooks/reader.action?docID=6282047&ppg=20>

**Select one reading from the following:**

- Anderson-Nathe, B., Gringeri, C., & Wahab, S. (2013). Nurturing "critical hope" in teaching feminist social work research. *Journal of Social Work Education* 49(2), 277-291. <http://ezproxy.lib.ualgary.ca/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=sih&AN=86998672&site=ehost-live>
- Lavallee, L. (2009). Practical application of an Indigenous research framework and Indigenous Research methods: Sharing circles and Anishnaabe symbol-based reflection. *International Journal of qualitative methods* 8(1), 21-40. <https://journals.library.ualberta.ca/ijqm/index.php/IJQM/article/view/943>
- Schnarch, B. (2004). Ownership, control, access, and possession (OCAP) or self-determination applied to research: A critical analysis of contemporary First Nations research and some options for First Nations communities. *Journal of Aboriginal Health*, 1(1), 80-95. <http://ezproxy.lib.ualgary.ca/login?url=http://search.proquest.com.ezproxy.lib.ualgary.ca/docview/1131158811?accountid=9838>

**\*March 23<sup>rd</sup> Class 10: Examples from Policy**

**Joint Session: Class will be held in Room: Waiting for room confirmation**

**Readings:**

- Kennedy-Kish, B., Sinclair, S., Carniol, B., & Baines, D. (2017). *Case critical: Social services and social justice in Canada (7th Ed.)*. Toronto, ON: Between the Lines. (Chapter 9 & 10, pp. 160-195).
- Solas, J. (2008). What kind of social justice does social work seek? *International social Work*, 51(6)813-822. <http://isw.sagepub.com.ezproxy.lib.ualgary.ca/content/51/6/813.abstract>

Please Listen to the Following Scholar Strike Canada Tech in

Scholar Strike Canada (2020). LLana James & Rinaldo Walcott: *Two Crises: A Virus and Labour*. [Scholar



*Strike Canada*]. Toronto, Canada. Retrieved from:  
<https://www.youtube.com/watch?v=jEaofYIHqQU>

**Additional Readings & Resources:**

Chouinard, V., & Crooks, V. A. (2005). 'Because they have all the power and I have none': State restructuring of income and employment supports and disabled women's lives in Ontario, Canada. *Disability & Society*, 20(1), 19-32.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/0968759042000283610>

El-Lahib, Y. (2015). The inadmissible "Other": Discourses of ableism and colonialism in Canadian immigration. *Journal of Progressive Human Services*, 26(3), 209-228.

<http://dx.doi.org.ezproxy.lib.ucalgary.ca/10.1080/10428232.2015.1063355>

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>

Wilson, T. (2011). Embodied Liability: The Usefulness of "At-Risk Youth", *Canadian Social Work Review*, 28(1), 49-68. <http://www.jstor.org.ezproxy.lib.ucalgary.ca/stable/41658833>

**\*March 30<sup>th</sup> Class 11: Critical Hope, Relational Accountability & the Way Forward**

**Readings: No Assigned Readings**

**\*April 6<sup>th</sup> Course Wrap-Up & Moving Forward**

**Readings: No Assigned Readings**

## Have a great Spring/Summer☺

### Important Dates for Winter 2023

- Start of Term: Tuesday, January 3, 2023
- End of Term: Friday, April 28, 2023
- Fee Deadline: Friday, January 27, 2023
- Alberta Family Day, no classes: Monday, February 20, 2023
- Good Friday, no classes: Friday, April 7, 2023
- Easter Monday, no classes: Monday, April 10, 2023
- Term Break: Sunday, February 19 – Saturday, February 25, 2023

### ASSESSMENT COMPONENTS

For this class, students will work on two assignments that help them demonstrate their learnings in the class. The first part of the assignment is writing a theoretical paper (described in detail below) and the second part is a group assignment where students are to facilitate a class dialogue on a topic related to the material discussed on the day they choose and submit a short 2–3-page reflection on the issues they explored in their dialogue facilitation (also discussed in detail below).

**Assignment 1: Individual Assignment: Theoretical & Practice Framework: 50%.....Due: Feb. 24, 2022**

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

**Assignment Description:** In this paper, students are encouraged to build on the theories and knowledge learned throughout the term to develop their own theoretical and practice frameworks. Specifically, using concepts from our course readings and class discussions related to theories of power, issues of diversity and oppression, ways of resistance, students are expected to apply their own understanding of these concepts to practice examples related to issues of marginalization and oppression. Students can

use examples from current or past field placements, past/present social work practice, a form of political engagement or an example of social activism they are involved with.

The focus of this assignment is to engage in an analysis of power dynamics of the chosen issue and discuss how they shape interactions within and between diverse social groups. Also important is to highlight methods and strategies of resistance and how they can shape social work practice especially when addressing issues of diversity and oppression. The paper also needs to include a critical reflection of your role as a social worker engaged in advocacy, activism and/or resistance efforts at individual or broader societal levels. Examples of your reflections should include your thoughts on the challenges, opportunities as well as the ethical and professional tensions and considerations that shape your interventions and inform your practice. Papers will be graded based on integration of course readings and classroom content, critical analysis, originality of ideas, abilities to apply theories into practice, APA mechanics, organization, and clarity. More details about this assignment, expectations and grading criteria will be discussed in class. The paper should be 5-7 pages long maximum, double spaced, 12 points Times New Roman font, properly sourced using the 7<sup>th</sup> edition of the APA referencing style. The paper is due on the first day of class after Winter reading week, **February 24, 2023**.

**Assignment 2, part 1: Facilitating Class Dialogue: (30%) .....Please Sign Up**

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

**Assignment Description:** In this skill-based assignment, students are to work in groups of 5-7 members where they facilitate a class dialogue (30%) on a selected topic of their choice relevant to the material discussed on the day, they signed up to facilitate the dialogue. After the day of their dialogue facilitation, students are also expected to submit a one group paper 2-3 pages (20 %) where they reflect on their experience and discuss their learning/unlearning as they facilitated the dialogue.

This part of the group assignment aims to provide students with the opportunity to utilize their learnings from class to engage in critical process of facilitating a dialogue on issues relevant to the material discussed on the day they signed up for.

Specifically, for this group facilitated dialogue, students are asked to choose any topic discussed in class and facilitate a relevant class dialogue where they explore key issues and tensions that arise to them as they investigate the topics of their chosen day. For example, if a group chose to facilitate a dialogue on intersectionality, during their class facilitation dialogue, they can explore any issue that helps them demonstrate how intersectionality can be used in social work practice, theories, policies, or research and invite their classmates to engage in critical examination of intersectionality as it relates to their approaches to social work practice. Group facilitators are expected to integrate classroom material (lectures, discussions, readings, and classroom activities) into their dialogue. Specific attention will be paid to facilitators' take on policies and practice and how they ground their analysis within critical theoretical frameworks we discussed in class.

Attention also will be paid to facilitators' way of **1)** articulating their analysis of the chosen topic; **2)** its relevance to advancing experiences of diversity; **3)** its ability to challenge oppression and marginalization of affected social groups; **4)** its applicability to social work practice; **5)** how the group examines the flows, the tensions or contradictions inherent and relevant to their topics.

Key questions to consider include, **1)** what perspectives drive the issues they examine? **2)** How would such issues respond to the needs of diverse and marginalized social groups? **3)** how do these issues shape social work practice with diverse and marginalized social groups? In addition, groups are encouraged to use any creative facilitation formats they are comfortable with. This assignment aligns with the course learning outcomes 1, 2, 3, 4, 5, 6, 7

Key expectations in this dialogue facilitation include groups' abilities to respond to, engage with and critically interrogate the points below in their facilitation:

- Issues affecting inclusion/exclusion of their chosen population
- Access to social services, health care system, and any other relevant social service
- The tensions/contradictions in social attitudes or social policies shaping experiences of various social groups
- Key stakeholders informing and affecting the issues discussed
- Responses of communities and social groups affected
- Current trends and debates affecting their realities
- Suggestions for alternative responses and how social work can be involved/implicated with such responses.

Grades are assigned to the entire group. The instructors will ensure students have many opportunities to discuss their assignments and every effort will be made to meet with groups individually to support them in the development of their group assignment.

**Assignment 2, part 2: Facilitating Class Dialogue: (20%) .....Due: One week after your class facilitation**

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

**Assignment Description:** Following the day of their dialogue facilitation, groups are to submit a 3–4-page paper reflecting on their experience facilitating the dialogue and exploring the issues they discussed in class. Students are expected to articulate the tensions they faced as they prepared for their dialogue, discuss their learning and unlearning, present issues that surprised them and conclude with the key learnings and lessons that they will take with them to the field. This reflection assignment is expected to be a scholarly paper written with reflections that tie together their engagement with the dialogue facilitation exercise with relevant bodies of social work scholarship. In addition, the paper should follow the 7<sup>th</sup> edition of APA referencing style.

Expectations also include answering the following questions: **1)** How did this dialogue help you understand the realities of the community or social groups? **2)** How do you feel this relates to your own assumptions/biases/alliance/complicity with the issues you explored? **3)** What are some of the taken for granted assumptions about such groups in media, mainstream discourses? **4)** How do you feel they affected your group's perception about these groups? **5)** What are some of your own biases that you need to examine and the unlearnings that you can explore? **6)** How do you feel this will transform you to become anti-oppressive and social justice oriented social workers?

This assignment aligns with the course learning outcomes 1, 2, 3, 4, 5, 6, 7. Grades are assigned to the entire group. The instructors will ensure students have many opportunities to discuss their assignments and every effort will be made to meet with groups individually to support them in the development of their group assignment.

**ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION**

**ATTENDANCE AND PARTICIPATION EXPECTATIONS**

- Students are expected to attend class, read assigned required readings, to be fully present and engaged in class activities and discussions, and adhere to class requirements and expectations as well as follow social work's ethical guidelines and professional codes of conduct in their class participation and engagement.
- Students are expected to work together on their group projects and assignments are to be submitted on time.

- Make up assignments are subject to the discretion of the instructor of the section, and it is the students' responsibilities to make any necessary arrangements with their instructor for any missed assignment

### **GUIDELINES FOR SUBMITTING ASSIGNMENTS**

Please note that throughout the term, there will be many opportunities to discuss all assignments in detail including objectives, expectations, demonstration of learnings and grading criteria. Please note the following requirements for all assignments:

- Please submit all assignments electronically through their respective dropbox in D2L.
- Assignments are to be submitted **ONLY** in word format
- Assignments should have a file name as follows: "Full Name- Assignment Title" (e.g., Jane Smith-Theoretical & Practice Framework Assignment).
- 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.
- Students are responsible for attaching the appropriate file to the dropbox folder and the instructor holds the right to accept or reject wrongfully attached files that do not match assignment requirements.

### **LATE ASSIGNMENTS**

- Assignments and papers are to be submitted on time, absolutely ***NO extensions***, unless legitimate reasons are provided.
- Late assignments will be accepted **only** in exceptional circumstances and at the discretion of the instructor.
- Late assignments will be ***downgraded by 2%*** of the assignment grade ***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 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:

<https://www.ucalgary.ca/pubs/calendar/current/k.html>

<b>GRADING</b>
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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 performance	95 - 100
A	4.0	Excellent performance	95 – 100
A-	3.7	Approaching excellent performance	90 – 94
B+	3.3	Exceeding good performance	85 – 89
B	3.0	Good performance	80 – 84
B-	2.7	Approaching good performance	75 – 79
C+	2.3	Exceeding satisfactory performance	70 – 74
C	2.0	Satisfactory performance	65 – 69
C-	1.7	Approaching satisfactory performance	60 – 64
D+	1.3	Marginal pass. Insufficient preparation for subsequent courses in the same subject	55 – 59
D	1.0	Minimal Pass. Insufficient preparation for subsequent courses in the same subject	50 – 54
F	0.0	Failure. Did not meet course requirements	Below 50
CG		Credit Granted	
CR		Completed Requirements	

### 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

All additional readings have been listed in the relevant sections.

### 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