



Course Number	SOWK 304 L01	Classroom	Online
Course Name	Diversity and Oppression Theme Course		
Day(s) & Time	Refer to D2L for specific Saturday dates for Zoom schedule		
Instructor	Gail Zuk Multi Instructor – Refer to D2L for Instructor Contact Information		
U of C E-mail	Check D2L	Phone	Check D2L

SYLLABUS STATEMENT

Examines diversity, colonization, oppression, and intergroup relations associated with practicing social work in rural, remote, and Indigenous communities. Anti-oppressive frameworks will be introduced for understanding the processes associated with social justice.

Course Hours: 6 units; F (6-0)

COURSE DESCRIPTION

Through lectures, assigned readings, videos, group exercises, and discussion, students will be introduced to core concepts and experiences of oppression in Canadian society and diversity in generalist social work practice.

COURSE LEARNING OUTCOMES

At the completion of the course students will be able to:

1. Social work students understand their professional role in advancing human rights and responsibilities and social justice in the context of the local community, Canadian society, United Nations Indigenous peoples' rights, and internationally.
2. Social work students have knowledge of the role social structures can play in limiting human and civil rights and employ professional practices to ensure the fulfillment of human and civil rights and advance social justice for individuals, families, groups and communities.
3. Social work students recognize diversity and difference as a crucial and valuable part of living in a society.
4. Social work students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on individuals and groups and strive to end these and other forms of social injustice.
5. Social work students have knowledge of how social determinants of health affect the well-being of individuals, families, groups, and communities, including rural, northern, and Indigenous populations and work toward ending sources of inequity.
6. Social work students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

7. Social work students understand social policy implications for northern, rural, and Indigenous communities.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

Bishop, Anne. (2015). *Becoming an Ally: Breaking the Cycle of Oppression in People*. (3rd ed). Halifax: Fernwood.

McGibbon, Elizabeth. (2021). *Oppression: A Social Determinant of Health*. (2nd ed). Halifax: Fernwood.

Assigned readings posted by each module Instructor to the D2L site.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone, video and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 304 is one of the four foundation theme courses in the BSW Learning Circles Program. It must be completed concurrent with SOWK 305 – Diversity and Oppression Portfolio.

CLASS SCHEDULE

This Theme Course will be delivered online in a series of modules. Synchronous Zoom sessions will be held on some Saturdays 10-2p.m Following a brief orientation, students will complete the following modules.

****** zoom time is 10-2 on the Saturdays indicated, modules are open on dates indicated******

DATE	MODULE	ASSIGNMENT & DUE DATE
Zoom Sept 11	Sept 7-12 1. DIVERSITY AND AOP PRACTICE gail	
Zoom Sept 18	Sept 13-Oct 1 2. HUMAN DEVELOPMENT gail 3. SOCIAL DETERMINANTS OF HEALTH gail	SEPT 26 Interview and thematic Analysis (20%)
		OCT 09 Application of social determinants to Interview (15%)
Zoom Oct 2	Oct 2-Oct 28 4. SOCIAL POLICY Trish	OCT 01 Political Compass (5%)
Zoom Oct 16	5. SOCIAL ACTION Trish	OCT 10 Group social action plan OCT 16 & Presentation (30%)

Zoom Oct 30	Oct 29-Nov 6 5. Embracing Differences gail	OCT 30-NOV 5 Forum Moderation or Participation (10%)
READING WEEK NOV 6-NOV 14		
Zoom Nov 20	Nov 15-25 7. Colonization/Decolonization gail	NOV 15-NOV 22 Forum Moderation or Participation (10%)
Zoom Dec 4	Nov 26-Dec 4 8. Summary & Integration gail	DEC 03 Integrative Self-Reflection Paper (10%)

IMPORTANT DATES FOR FALL 2021

- Block Week: August 30 – September 3, 2021
- Labour Day, Monday, September 6, 2021
- Start of Classes: Tuesday, September 7, 2021
- National Day of Truth and Reconciliation: Thursday, September 30, 2021
- Thanksgiving Day: Monday, October 11, 2021
- Remembrance Day: Thursday, November 11, 2021
- Term Break, no classes: Sunday – Saturday, November 7-13, 2021
- End of Classes: Thursday, December 9, 2021
- End of Term: Friday, December 24, 2021
- Add/Drop/Swap and Withdraw deadlines: Check the Student Centre

** Please note that the University of Calgary recognizes Thursday, September 30, 2021, as the National Day of Truth and Reconciliation. This is a federal holiday. University operations are closed on this day.

MODULE 1: Diversity and AOP Generalist Practice

Required Readings
Refer to D2L for list of readings

This module will encourage students to have a beginning understanding of diversity in relationship to anti-oppressive generalist practice for beginning practitioners. Students will be given opportunities to broaden their knowledge about the development of diversity and anti-oppressive movements in social work in a Canadian context. Further, students will apply these concepts to their lived experience, different group experiences historically, and discuss implications for social work practice.

Module learning outcomes:

After completing this module, students will be able to:

- Define terms used to explore diversity and oppression in society.
- Critically apply concepts to different group experiences historically in Canadian society.
- Understand the utility of an anti-oppressive perspective in generalist practice.
- Recognize the importance of the context of oppression in rural, remote, and Indigenous communities.

MODULE 2: Human Development & Environments

Required Readings
Refer to D2L for list of readings

The purpose of this Module is to introduce dominant and alternative paradigms associated with the study of human development. For this module dominant paradigms are identified as those associated with European and western notions of development. Alternative paradigms include Indigenous, feminist, and postcolonial paradigms. Dominant and alternative paradigms of development are examined in terms of oppressive and anti-oppressive practice and attention will be paid to developing alternative, contextual models of human development for social work practice.

Module Learning Outcomes:

After completing this module, students will be able to:

- Understand dominant, western paradigms of human development.
- Examine oppressive function of dominant paradigms.
- Understand alternative paradigms of human development.
- Critically apply concepts from alternative paradigms to dominant paradigms of development.
- Understand dominant and alternative paradigms within the context of postcolonial thought and anti-oppressive practice.
- Articulate alternative, contextual theories of human development.

MODULE 3: Social Determinants of Health

Required Readings
Refer to D2L for list of readings

In this module students will study the relevance of social determinants of health and their potential impacts on various contexts and populations. Students will use their knowledge of the impacts of social determinants of health to consider social action and to promote change in social policy.

Module Learning Outcomes:

After completing this module, students will be able to:

- Acquire knowledge of the national and international social determinants of health in just societies.
- Examine how social health determinants impact different groups in society in relation to oppression, power, and privilege.
- Understand the differential impact of social determinants of health in rural, northern, and Indigenous contexts.
- Apply concepts of social justice and social action relating to the social determinants of health in social work practice.

MODULE 4: Social Justice & Social Policy

Required Readings
Refer to D2L for list of readings

The purpose of this module is to provide an introduction to social justice. Students will also explore the various roles that the direct service practitioner may play in the development and implementation of social policy.

Module Learning Outcomes:

After completing this module, students will be able to:

- Understand the nature and scope of Canadian social policy.
- Have an awareness of the impact of oppression on the economic, political, and cultural rights of different populations across Canada.
- Understand the different ideological perspectives inherent in social welfare policy.
- Develop knowledge and skills to analyze social policy issues.
- Understand the opportunities for rural and remote communities to participate in policy development and analysis.

MODULE 5: Social Action

Required Readings
Refer to D2L for list of readings

Module Learning Outcomes:

This Module is designed to improve student knowledge of methods and approaches to social action, advocacy and citizen participation. It is intended to develop student self-awareness in relation to social action, and awareness of the role social action strategies can play in broader processes of social change.

After completing this module, students will be able to:

- The role of social action in generalist practice.
- Skills required for implementing social action in local communities.
- Differing approaches to social action and their impacts.

MODULE 6: Embracing Differences

Required Readings
Readings posted to D2L

Students will build an understanding the role of power and privilege and social structures in Canadian society to be able to apply concepts of human rights, social justice, equity, equality, and multiculturalism to social work practice in various contexts.

Module Learning Outcomes:

After completing this module, students will be able to:

- Examine the complexity of intersectionality theory in understanding the role of power and privilege in Canadian society.
- Critically apply concepts of human rights and multiculturalism to social work practice.
- Explore concepts of social justice in application to promotion of equity and equality in society.
- Understand the role of social structures in promotion of inclusion in rural and northern contexts.

MODULE 7: Colonization & Decolonization

Required Readings
Readings posted to D2L

This module will provide students with an opportunity to become familiar with concepts of assimilation, colonization/de-colonization, marginalization, racism, ethnocentrism, and the process of colonization. We will also examine the connections between social work and colonization/de-colonization, structural and cultural colonization, and the behaviours and beliefs of dominant and oppressed groups. The module will conclude with an effort to explore the context of a de-colonized model of social work and agency practice.

Module Learning Outcomes:

After completing this module, students will be able to:

- Identify and define various worldviews and the influence of a hierarchical, capitalist worldview on social work.
- Understand the process of colonization, power and oppression, control, racism, genocide, and assimilation.
- Be aware of how colonization applies to Indigenous peoples in Canada and how it connects to social work.
- Understand the divide and conquer process and how divisions are created among and between Indigenous peoples.
- Support the process of De-colonization and the roles for social work in the decolonization process.

MODULE 8: Summary and Integration

The final module is intended to provide students an opportunity to consolidate their learning of the course materials. Themes from the various course modules will be identified and discussed.

Module Learning Outcome:

After completing this module students will be able to demonstrate the integration of course materials.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY, INCLUSION AND RECONCILIATION

The Faculty of Social Work (FSW) is committed to promoting and actualizing equity, diversity, inclusion and reconciliation. We affirm that diversity and differences are enriching and valuable, and that they can strengthen our teaching, learning, research, and community connections. We aim to foster an inclusive, thriving environment for our students, staff, postdoctoral fellows, and community members. We acknowledge systemic inequities and compounded disadvantages due to intersectionality of social locations particularly for those who are members of the racialized, Indigenous peoples, disability and 2SLGBTQ+ communities, as well as those who have experienced socioeconomic, caregiving, religious, cultural barriers to their education. We recognize, honour and integrate into our work diverse perspectives, experiences, and strengths. <https://socialwork.ucalgary.ca/about/about-faculty/equity-diversity-and-inclusion>

USE OF INTERNET AND ELECTRONIC COMMUNICATION DEVICES IN CLASS

The use of laptop and mobile devices is acceptable when used in a manner appropriate to the course and classroom activities. Students are to refrain from accessing websites that may be distracting for other learners (e.g., personal emails, Facebook, YouTube) during class time.

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	Grade Portion	Description <i>(Additional assignment details and Grading Rubrics available on course D2L)</i>	Aligned Learning Objectives
Human Development Interview & Thematic Analysis	20%	Conduct an interview and perform a thematic analysis examining the impacts of the dominant human development paradigm on the lifespan milestones (referenced paper)	2,3,4
Social Determinants of Health Critical Analysis applied to Interview	15%	Review the interview and themes in application of the social determinants of health (referenced paper)	3,4,5

Social Policy pre course activity – Political Compass	5%	Complete the online political compass activity and post results and discussion thread to Discussion Forum	2,3,5,7
Social Policy and Social Action Group Plan and Presentation	30%	Work with a small group to create and present a social action plan to respond to a social issue assigned by the Instructor. Presentation will include linkage to relevant Canadian Social Policy	1,2,4,6,7
Forum Moderation	10%	Moderate a pre-determined topic with resources on discussion forum	1,2,7
Forum participation	10%	Participate actively in pre-determined forum topic	1,3,6,7
Integrating Reflection	10%	Submit an integrating self-reflection paper answering a series of structured questions	1,2,3,4,5,6,7

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend class with both video and audio and be fully present and visibly engaged in online class activities and discussions.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective dropbox in D2L. Assignments are to be submitted in Word format unless otherwise specified. 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

Students are expected to submit all assignments by the due date indicated in the community schedule. All assignments submitted after the due date are considered late and a 25% penalty will be applied. Late assignments will be accepted for 7 days past the due date after which the assignment shall receive a grade of 0. In extraordinary circumstances extensions may be granted beyond 7 days with PRIOR approval from the instructor however a penalty shall be applied.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA format. 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 to pass the course.

The University of Calgary **Undergraduate Grading System** and Faculty of Social Work Percentage Conversion will be used.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding	95 - 100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95 – 100
A-	3.7		90 – 94
B+	3.3		85 – 89
B	3.0	Good – clearly above average performance with knowledge of subject matter generally complete	80 – 84
B-	2.7		75 – 79
C+	2.3		70 – 74
C	2.0	Satisfactory – basic understanding of subject matter	65 – 69
C-	1.7		60 – 64
D+	1.3		55 – 59
D	1.0	Minimal Pass – marginal performance	50 – 54
F	0.0	Fail – unsatisfactory performance or failure to meet course requirements	Below 50

COURSE EVALUATION

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Please refer to D2L for additional readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

PROFESSIONAL CONDUCT

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary Calendar
<http://www.ucalgary.ca/pubs/calendar/current/k.html>

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the

aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at:

<https://acsw.ab.ca/site/practice-resources?nav=sidebar>

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. 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 at <http://www.ucalgary.ca/policies/files/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://www.ucalgary.ca/policies/files/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 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**
- **Emergency Evacuation/Assembly Points**
- **Safewalk**