



Winter 2019

Course Number: SOWK 697 S01	Classroom: Online
Course Name: Diversity, Oppressions & Social Justice (Leadership Specialization)	
Day & Time: January 10 to March 03, 2019	

Instructor: Regine U. King	Office Hours: as requested
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COURSE OUTLINE

Syllabus Statement:

A critical examination of the issues of diversity and the power relations that form common links among experiences of oppression and marginalization in Canadian society.

Course Description:

The course is offered online to students in the MSW Leadership Specialization. Experiences such as racism, colonization, classism, sexism, heterosexism, ableism, and ageism intersect at individual, interpersonal, institutional and systemic levels and create barriers to the realization of social justice. By critically analyzing social work practice and social welfare organizations in the framework of diversity, this course seeks to develop the linkages between social work practice and social justice in a holistic framework.

There is an imperative in social work practice and research to encompass the values of diversity, access and equity in our practice. This is not only a reflection of the diverse client population that we work with, but also enshrined in our Code of Ethics and ethical obligations to a standard of practice. This class will be delivered with the intention to provide an opportunity for students to “reflect-on-practice” by bringing into the class examples of their professional experiences and critically analyzing them for further professional development. This class will consider the theoretical and practice foundations of the complexity of providing a broad spectrum of interventions and social policy solutions in current times. We will cover a number of key theoretical paradigms that relate to this topic, as well as span the breadth of possible entry points of practice – individual/families, groups/communities, policy.

Course Learning Objectives

Following the course, students will be able to:

1. Develop a greater awareness of one’s identities, experiences, socialization, and patterned responses to human diversity;
2. Understand how your own views about diversity, oppression and social justice may influence your professional practice as a leader in the human services;
3. Gain knowledge in the various forms of oppression and its impact in the context of social work practice and human services organizations in Canada;
4. Define key concepts and analyze issues related to addressing diversity in organizations;
5. Develop strategies for change in addressing issues related to diversity at the individual, community, and organizational levels.

This course outline is designed to reflect and adhere to the following MSW Program Level Outcomes (PLO) as outlined by the CASWE Core Learning Objectives for Accreditation Standards as well as the Faculty of Social Work, University of Calgary:

1) Professional Identity:

- 1.1. Develop professional identities as practitioners whose professional goal is to facilitate the collective welfare and wellbeing of all people to the maximum extent possible.
- 1.2. Acquire ability for self-reflection as it relates to engaging in professional practice through a comprehensive understanding and consciousness of the complex nature of their own social locations and identities.
- 1.3. Develop an awareness of personal biases and preferences to advance social justice and the social well-being of social work service users.

2) Values and Ethics in Professional Practice:

- 2.1. Demonstrate knowledge of the relevant social work codes of ethics in various professional roles and activities and institutional contexts, with a particular emphasis on professional responsibilities towards vulnerable or disadvantaged groups
- 2.2. Demonstrate skills to monitor and evaluate their own behaviours in relation to the relevant codes of ethics.

3. Promote Human Rights and Social Justice:

- 3.1. Understand 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.

4. Diversity:

- 4.1. Recognize diversity and identify how difference acts as a crucial and valuable part of living in a society
- 4.2. Identify how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups, including Francophone, Indigenous, and newcomer populations

5. Critical Thinking in Professional Practice:

- 5.1. Demonstrate critical thinking and reasoning in analyzing complex social situations in order to make professional judgments.
- 5.2. Apply critical thinking to identify and address structural sources of injustice and inequalities in the context of a Canadian society
- 5.3. Apply knowledge of a variety of social work theories and perspectives to critically analyze professional and institutional practices.

6. Research:

- 6.1. Acquire knowledge and skills in conducting social work research and competence in evaluating professional practices.

8. Change:

- 8.3. Critically assess the social, historical, economic, legal, political, institutional and cultural contexts of social work practice at local, regional, provincial, national, and international levels.

9. Engage with Individuals, Families, Groups, and Communities Through Professional Practice

- 9.2. Actively promote empowering and anti-oppressive practice.
- 9.4. Participate effectively in interprofessional practice, community collaboration, and team work.
- 9.5. Acquire knowledge and develop skills in advanced practice, and/or in specialized practice with individuals, families, groups, and/or communities.

This course outline is also designed to reflect and adhere to the following Specific MSW (Leadership) Program Learning Outcomes:

Leadership & Management: Students will examine and define the role of supervisor and provide leadership and management excellence in a human services organization. In addition, students will apply their knowledge and skills to contribute to the development and effectiveness of the organization within a changing environment.

Organizational Dynamics: Students will critically examine an organization's dynamics including the culture of an organization and apply their knowledge to make the culture conducive to the growth and development of an organization and the staff members.

Diversity within an organization: Students will critically examine the diversity within an organization and will apply their knowledge to facilitate the development of an inclusive organization.

Data-informed/Evidence-based decision making: Students will make leadership and management decisions informed by consultations, the literature and evidenced based data.

Relationship to Other Courses

Diversity and social justice issues form a crucial foundation for our professional mandate and values, and for the MSW program. As such, this course can relate to all other MSW courses, and you are expected to apply knowledge, skills and values learned in other MSW courses.

Course Text(s)

Required:

Adams, M., Blumenfeld, W. J., Chase, D., Catalano, J., DeJong, K. S., Hackman, H. W., Hopkins, L. E., Love, B. J., Peters, M. L., Shlasko, D., & Zúñiga, X. (Eds.). (2018). *Readings for diversity and social justice* (4th ed.). New York, NY: Routledge.

Please note that additional readings particularly relevant to leadership and diversity issues will be assigned during the course.

Recommended Readings

Adamowich, T., Kumsa, M. K., Rego, C., Stoddart, J., & Vito, R. (2014). Playing hide-and-seek: Searching for the use of self in reflective social work practice. *Reflective Practice, 15*(2), 131-143.

Chambon, A. (2013). Recognizing the other, understanding the other: A brief history of social work and otherness. *Nordic Social Work Research, 3*(2), 120-129.

Lee, E., & Bhuyan, R. (2013). Negotiating within Whiteness in cross-cultural clinical encounters. *Social Service Review, 87*(1), 98-103.

Mullaly, B., & West, J. (2017). *Challenging oppression and confronting privilege: A critical approach to anti-oppression and anti-privilege theory and practice* (3rd ed.). New York, NY: Oxford.

Rossiter, A. (2011). Unsettled social work: The challenge of Levinas's ethics. *British Journal of Social Work, 41*(5), 980-995.

Instructor's Teaching Philosophy

Positive working environment: Both the instructor and students are expected to create a positive working environment. As your instructor, I will treat you with respect and conduct myself professionally. I would appreciate the same courtesy in return. As a class, we must agree to disagree by respecting others' views even if we do not agree with their viewpoint.

As adult learners with experience and knowledge, you are responsible for your own learning. In this course, you are expected to actively engage with the readings and other materials before coming to Adobe Connect sessions, participate actively during class discussions, and complete your assignments on time.

As students, you must recognize that the lectures or classroom discussions may be an unsettling experience because of different core-values, belief systems, identities, and backgrounds. This is an inevitable aspect of learning. I expect you to be mindful of mutual respect when you feel challenged and when challenging others. You must challenge the ideas people present rather than attack the person who presents an idea. The voices of all students should be heard in an atmosphere of respect, and thus while I encourage you to discuss and debate issues freely Adobe Connect sessions and online discussions.

As your instructor, I will apply the principles of adult learning in my teaching and will draw from a wide variety of instructional methods including lectures, group facilitation and discussions, and course assignments. I expect each student to think critically, be self-reflexive and engage actively in all course activities.

Class Schedule

On-line delivery

This course is delivered entirely online and it is divided into three learning units that will help guide students through a reflective and reflexive, experiential, and theoretical journey into the class content (see Cramer et al, 2012).¹ The course will use a variety of learning activities, readings and resources including Adobe Connect, online discussion, individual, group activities and assignments such as web links, films to view, and exercises to complete. All activities and assignments will be posted on D2L.

Date	Topic	Suggested Readings	Class Activities and assignments
Jan 10 - 24	<p>Unit 1: Conceptual Frameworks</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ The complexity of identity: Who am I? ▪ Looking inward: Identity and socialization ▪ Discrimination and oppression ▪ Theoretical frameworks 	<p>- Adams, Blumenfeld, Chase, Catalano, DeJong, Hackman, Hopkins, Love, Peters, Shlasko, & Zúñiga, (2018)—Section 1 (Chap.1-8)</p> <p>Adamowich et al. (2014); Chambon (2013); Lee & Bhuyan (2013); Rossiter (2011)</p>	<ul style="list-style-type: none"> ▪ Session 1: <p>Thursday, Jan. 10, 6-8pm MST</p> <ul style="list-style-type: none"> ▪ Other learning activities to be posted on d2l <p>**First reflection paper due on January 24th</p>
Jan 25 - Feb 7	<p>Unit 2: The Intersections of Diversity and Oppression – Contexts, personal voices and professional implications</p> <p>Topics include racism, classism, sexism, heterosexism, ableism, classism, ageism, etc.</p>	<p>Adams, Blumenfeld, Chase, Catalano, DeJong, Hackman, Hopkins, Love, Peters, Shlasko, & Zúñiga (2018)—Section 2 (by all)</p> <p>A section of your selected small group assignment</p> <p>Other readings TBD</p>	<ul style="list-style-type: none"> ▪ Session 2: <p>Thursday, Jan. 31, 6-8pm MST</p> <ul style="list-style-type: none"> ▪ Group presentations <p>**Presentations due on January 31</p> <p>**Summaries of the presentations due January 29</p>
Feb 8- Mar 1	<p>Unit 3: Diversity Issues in Human Services Organizations</p> <p>Topics include:</p> <ul style="list-style-type: none"> ▪ Understanding people from diverse backgrounds ▪ Effective communication in a diverse organization ▪ Diversity and team-building ▪ Managing conflict ▪ Leading change 	<p>Adams, Blumenfeld, Chase, Catalano, DeJong, Hackman, Hopkins, Love, Peters, Shlasko, & Zúñiga (2018)—Section 8</p> <p>Other readings TBD</p>	<ul style="list-style-type: none"> ▪ Session 3: <p>Thursday, Feb 28, 6-8pm MST</p> <ul style="list-style-type: none"> ▪ Other learning activities to be posted on d2l <p>**Second reflection paper due February 22</p> <p>**Individual project paper due March 03</p>

Assignments

There are three types of assignments for the class

Assignment 1: Participation – (30%): 15% (5% each Adobe Connect Session) + 15% group work

PLOs: 1.2, 1.3, 2.2, 4.1, 5.1, 9.4

MSW Leadership PLO: Leadership & Management.

Course Learning Objective: 3

Level of participation will be noted through engagement with class activities, ability to contribute to discussions, respectful attention to others, and willingness to show leadership/initiative.

The grades for participation in Adobe Connect session will be allotted based on your ongoing and active participation in the activities of each session, defined as bringing new insights, content and critique, relevant to each topic of the course. You are expected to be prepared in advance and contributing to all Adobe Connect activities.

The grade for group work will be allotted based on a) a written summary (7.5%) of the section of the textbook you signed up to prepare due January 29th; b) the facilitation of activities during session 2 of the Adobe Connect and teamwork (7.5%)

Assignment 2: Critical reflections, two in total (30% – 15% each) - Due January 24 & Feb 22

PLOs: 1.1, 1.2, 1.3, 2.1, 2.2, 4.2, 5.1, 5.2, 5.3, 8.3, 9.4.

MSW leadership PLO: Data-informed/Evidence-based decision making.

Course Learning Objectives: 1, 2 and 5.

A major objective of the course is to increase your own self-awareness about diversity, oppression and social justice issues, including their role in your personal life and how they impact your professional work. The critical reflection gives you an opportunity to examine your thoughts, feelings, attitudes, experiences and observations in relation to issues such as racism, sexism, ageism, heterosexism, ableism, classism, and anti-Semitism; and to reflect on class readings, discussions and resources.

Unlike the class discussions, the critical reflections are of a more personal nature as they allow you to be more frank, insightful, and to reflect on a topic of the course that intrigues you or creates a level of discomfort that necessitates further exploration on a deeper level.

The critical reflections should be written keeping in mind the different social locations you occupy (i.e., gender, age, race, culture, sexual orientation, geographical location) and your prior or evolving understanding of issues related to diversity, oppression, and social justice.

The grade for the critical reflections will be allotted based on the critical exploration and self-understanding expressed in the submitted paper. You are encouraged to choose one intriguing or unsettling issue in order to remain focused. The following questions may be useful to guide your thoughts.

1. What is the issue that intrigued you? Specifically, name the issue.
2. What was the source of the presented issue? The source can be a read document, discussions on a given topic, or an outside event, such as news, a movie, a conversation, etc.
3. How does this issue relate to your prior understanding of it or lack thereof?
4. How does the presenting intrigue speak to you personally and professionally? Be specific about the lessons taken away.
5. What action might you take in response of the developed understanding? Keep it simple and feasible.

Each critical reflection should be no less than 500 words and no more than 600 words, double-spaced. Be concise in your critical reflection. This assignment does not require references unless you are citing the source of your intrigue.

Assignment 3: Individual Project (40%) – Due March 03, 2019

PLOs: 3.1, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 8.3, 9.2, 9.5.

SW leadership PLOs: Leadership & Management, Organizational Dynamics, Diversity within an organization, and Data-informed/Evidence-based decision making.

Course Learning Objectives: 3, 4 and 5.

This assignment will provide you the opportunity for in-depth study in an area of diversity, oppression and social justice that is of interest or relevance to you and your practice. Your topic may relate to issues such as racism, sexism, ageism, heterosexism, ableism, classism; theories, models, strategies and practice of diversity, oppression and social justice; or related self-awareness and identity issues. The specific content and form of the project is up to you. For example, you could develop a diversity training website, a framework, or module for your practicum placement or workplace organization, or analyze and suggest changes for their diversity-related policies and procedures. These are just a couple of many possibilities. The goal is for you to have an opportunity to focus on an issue in a way that will be useful and meaningful for you as you integrate theories or concepts, research, practice, and your critical reflections.

Written projects should be between 15-18 double-spaced pages in length and using APA format. If you choose to use other creative means in your projects (e.g., presentations, portfolios, websites, etc.) you are required to include an addendum or supplement (about 6-8 double-spaced pages) which provides a literature-based theoretical framework, rationale, objectives, and overview of the project.

The individual project will be graded based on the following general criteria:

Incorporation of related literature – the extent to which reference material is incorporated (at least 10 sources) and relevant to your topic (10%)

Content – the extent to which relevant material is covered by your project, including integration of theory, research and practice, and self-reflection on your own attitudes/thoughts on the topic and relevance to practice (10%)

Concept mastery – the extent to which knowledge, application, critical analysis and evaluation of relevant issues is demonstrated (15%)

Clarity and organization – of the overall project, including writing style, grammar and spelling, and the extent to which APA style is adhered to in the references section (5%)

There is no final exam in this course.

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 Graduate Grading System will be used.

Grade	Grade Point	Description	Percentage
A+	4.0	Outstanding	95-100
A	4.0	Excellent – superior performance, showing comprehensive understanding of subject matter	95-100
A-	3.7	Very Good Performance	90-94
B+	3.3	Good Performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme as computed at the end of each year of their program.	80-84
B-	2.7	Minimum pass for students in Graduate Studies. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades below “B-” are indicative of failure at the graduate level and cannot be counted towards Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50

Course Evaluation

Student feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Formative evaluation of the course will also occur on an informal basis. Students' feedback, questions or comments are welcome anytime

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-2.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, all students and staff are also expected to respect, appreciate, and encourage expression of diverse world views and perspectives. The University of Calgary also expects all to respect, appreciate, and encourage diversity.

All members of the University community participating in the Social Work Program are expected to offer their fellow community members unconditional respect and constructive feedback. While critical thought, and debate, is valued in response to concepts and opinions shared in class, feedback must at all times be focused on the ideas or opinions shared and not on the person who has stated them. Where a breach of an above mentioned expectation occurs in class, the incident should be reported immediately to the Associate Dean or his/her designate. As stated in the University Calendar, students who seriously breach these guidelines may be subject to a range of penalties ranging from receiving a failing grade in an assignment to expulsion from the University.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics. Students are expected to comply with professional standards for the Social Work profession as outlined by the Canadian Association for Social Workers, Code of Ethics (2005): <https://casw-acts.ca/en/Code-of-Ethics> and the Alberta College of Social Work Standards of Practice (2013): http://www.acsw.ab.ca/document/1327/final_standardsofpractice_20131104.pdf

Students are expected to ensure they are both familiar with, and comply with these standards.

RESEARCH ETHICS

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, he or she 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."

WRITING EXPECTATIONS

It is expected that all work submitted in assignments should be the student's own work, written expressly by the student for this particular course. You are reminded that academic misconduct, including plagiarism, has extremely serious consequences, as set out in the University Calendar <http://www.ucalgary.ca/pubs/calendar/current/k-2.html>

All social work students are expected to review the Academic Integrity Module before beginning their program: <https://connect.ucalgary.ca/p8lqb1nucdh/>

A number of programs and services, including writing tutors, are available through the Student Success Centre (SSC) to assist graduate students increase productivity and overcome certain difficulties they may encounter. Additional information and the links for either appointment booking or event registration are available at: <http://ucalgary.ca/ssc/graduatestudent>

IMPORTANT INFORMATION

A number of services are available through the Wellness Centre to support students in distress or those needing wellness supports: <http://www.ucalgary.ca/wellnesscentre/resources>

Wellness Centre 24 hours/day Phone Support (403) 210-9355

If a student requires immediate or crisis support, they can also call the Mental Health Help Line 1-877-303-2642 (toll free within Alberta for mental health advice).

Each individual is responsible to ensure compliance with the University of Calgary copyright policy. Individual questions and concerns should be directed to copyright@ucalgary.ca.

Any research in which students are invited to participate will be explained in class and approved by the appropriate University Research Ethics Board.

Students must use their ucalgary email address as the preferred email for university communications.

Cell phones must be turned off in class unless otherwise arranged with the instructor.

The Social Work representative to the Students Union is to be determined (swsacalgary@gmail.com).

Appeals: If there is a concern with the course, academic matter or a grade, first communicate with the instructor. If these concerns cannot be resolved, students can proceed with an academic appeal, and must follow the process of the Faculty of Graduate Studies Calendar.

The Student Ombudsman's Office can be reached at <http://www.ucalgary.ca/ombuds/> for assistance with any academic and non-academic misconduct concerns.

The Freedom of Information and Protection of Privacy (FOIP) Act indicates that assignments given by you to your course instructor will remain confidential unless otherwise stated before submission. The assignment cannot be returned to anyone else without your express permission. Similarly, any information about yourself that you share with your course instructor will not be given to anyone else without your permission.

STUDENTS WITH DISABILITIES

It is the student's responsibility to request academic accommodations. Discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

If you are a student with a documented disability who may require academic accommodation, please register with the Student Accessibility Services <http://www.ucalgary.ca/access/> (403) 220-8237 or email: access@ucalgary.ca. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or to the Faculty of Social Work's Associate Dean (Teaching & Learning).

Building Evacuations

When the building evacuation alarm sounds, please take your personal belongings, if readily available, leave the building quickly and safely using the stairs and proceed to our primary Assembly Point – the Werklund School of Education Building. Wait there until you have received clearance from the Emergency Wardens to re-enter the building. You are encouraged to download the UofC Emergency App: <http://www.ucalgary.ca/emergencyplan/emergency-instructions/uc-emergency-app>

Assembly points for emergencies have been identified across campus. The primary assembly point for the Professional Faculties building is the Education Block Food Court. The alternate assembly point is Scurfield Hall Atrium.

SAFEWALK (403) 220-5333

Campus security will escort individuals, day or night. Call (403) 220-5333. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.

Supports for Mental Health

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness and academic success, and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We

encourage you to explore the excellent mental health resources available throughout the university community, such as counselling, self-help resources, peer support or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, ucalgary.ca/wellnesscentre/counselling/personal/) and the Campus Mental Health Strategy website (ucalgary.ca/mentalhealth).

Sexual Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/policies/files/policies/sexual-violence-policy.pdf>

ⁱ Cramer, E., Ryosho, N., & Nguyen, P. (2012). Using experiential exercises to teach about diversity, oppression and social justice. *Journal of Teaching in Social Work*, 32(1), 1-13.