



Course Schedule

Important: ALL TIMES EASTERN- Please see the [University Policies](#) section of your Syllabus for details

Week	Module	Readings and Other Assigned Material	Activities and Assignments	Due Dates
Week 1	Module 1: Meaning of Diversity	Embracing Otherness by Thandie Newton [13:55] Yan, M. C., & Wong, Y-L. R. (2005). <i>Rethinking self-awareness in cultural competence: Toward dialogic self in cross-cultural social work.</i>	Discussion Activity 1: Introduce Yourself Choose Your Colour Group: Module 1 Colour Group Discussion	Friday, May 14, 2021 at 12:01 PM Friday, May 14, 2021 at 12:01 PM
Week 2	Module 2: Self and Others	Duffey, T., & Haberstroh, S. (2012). <i>Developmental relational counseling: A model of self-understanding in relation to others.</i> Fox, R. (2013). <i>Elements of the helping process.</i>	Discussion Activity 1: Embracing Otherness Reflection Activity 1: Multidimensionality Discussion Activity 2: Self-Awareness in Social Work	Friday, May 21, 2021 at 12:01 PM
Week 3	Module 3: Diversity and Oppression	Kendall, F. E. (2012). <i>Understanding White Privilege: Creating Pathways to Authentic Relationships Across Race.</i> McIntosh, P. (1993). <i>White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies.</i>	Reflection Activity 1: Privilege Reflection Activity 2: Stereotypes about Mental Illness Discussion Activity 1: Prejudice in the Workplace	Friday, May 28, 2021 at 12:01 PM
		Poor No More Documentary [52:16] Blackwell, J. C. (2013). <i>The welfare state rewards</i>	Begin work on your Non-Comfort Zone Experience Paper Discussion Activity 1: Poverty Discussion Activity 2: Poverty, Homelessness, and	Friday, June 4,

Week 4	Module 4: Social Class and Stratification	<p><i>laziness.</i></p> <p>Sorenson, J. S. (2013). <i>Idle hands are the devil's workshop.</i></p> <p>Smith, M. E. G. (2013). <i>When corporations win, everyone wins.</i></p>	<p>Large Corporations 2021 at 12:01 PM</p> <p>Discussion Activity 3: "White" Poverty and Racialization of Poverty</p> <p>Continue work on your Non-Comfort Zone Experience Paper</p>
Week 5	Module 5: "Race," Ethnicity and Multiculturalism	<p>Coates, T. (2013). <i>What We Mean When We Say 'Race Is a Social Construct'.</i></p> <p>Wente, M. (2014). <i>What if race is more than a social construct?</i></p> <p>Sorensen, S. (2003). <i>Everybody is a racist, it's part of human nature.</i></p> <p>Blackwell, J., Smith M. E. G., & Sorenson, S. (2003). <i>Immigrants are threatening our way of life.</i></p>	<p>Discussion Activity 1: Is "Race" a Social Construct or Biological Fact?</p> <p>Reflection Activity 1: Racism in Canada Friday, June 11, 2021 at 12:01 PM</p> <p>Discussion Activity 2: "Race," Racism, and Intersectionality</p> <p>Continue work on your Non-Comfort Zone Experience Paper</p> <p>Submit Non-Comfort Zone Experience Paper Friday, June 18, 2021 at 12:01 PM</p>
Week 6	Module 6: Indigenous Peoples of Canada	Kuper Island ~ Return to the Healing Circle [43:40]	<p>Discussion Activity 1: Residential Schools Friday, June 18, 2021 at 12:01 PM</p> <p>Reflection Activity 1: Assimilation</p> <p>Reflection Activity 1: A Private Matter?</p>
Week 7	Module 7: Religious Diversity	<p>Patriquin, M. (2013). <i>Quebec's War On Religion.</i></p> <p>Séguin, R. (2014). <i>Seven Battles to Watch in Quebec's War over Religious Freedoms.</i></p>	<p>Reflection Activity 2: Religious Freedom and the Educational Sector Friday, June 25, 2021 at 12:01 PM</p> <p>Discussion Activity</p>

Monday,
 July 5,
 2021 at
 12:01 PM

Love, No Matter What [23:27]

Anastasiou, D., & Kauffman, J. M. (2012). *Disability as cultural difference: Implications for special education.*

Green, S., Davis, C., Karshmet, E., Marsh, P., & Straight, B. (2005). *Living stigma: The impact of labelling, stereotyping, separation, status loss, and discrimination in the lives of individuals with disabilities and their families.*

Begin work on your [Discussion Summary Paper](#)

Groups for [Case Study Discussions](#) will be created by Technical Support

Check after **Monday,** July 5, 2021 at 4:30 PM

Friday,
 July 9,
 2021 at
 12:01 PM

Read either:

Lucas Waldron (2013). *A Critical Response to 'Faggot'- Calling Culture.*

Angelini, J. R., MacArthur, P. J., & Billings, A. C. (2012). *Spiraling into or out of stereotypes? NBC's primetime coverage of male figure skaters at the 2010 Olympic Games.*

Continue work on your [Discussion Summary Paper](#)

Begin work on your [Self-Awareness Paper](#)

Friday,
 July 16,
 2021 at
 12:01 PM

Friday,
 July 16,

Week 8 [Module 8: Disabilities](#)

Week 9 [Module 9: Diversity in Gender and Sexual Orientation](#) or

Week 10 [Module 10: Diversity and Social Work Practice with](#)

Week
11 [Module 11: Social
Work and Diversity
Within Organizations](#)

Continue work on
your [Discussion
Summary Paper](#)

Continue work on
your [Self-
Awareness Paper](#)

Submit your [Discussion
Summary Paper](#) Friday,
July 23,
2021 at
12:01 PM

[Discussion Activity
1: Diversity Climate
of Social Service
Organizations](#) Friday,
July 23,
2021 at
12:01 PM

[Module 11 Case
Study Discussions](#) due Friday,
July 23,
2021 at
12:01 PM

Continue work on
your [Self-
Awareness Paper](#)

Week
12 [Module 12: Diversity
and Social Work
Practice at the Macro
Level](#) The Story of Stuff [21:24]

[Discussion Activity
1: The Story of
Stuff](#) Friday,
July 30,
2021 at
12:01 PM

Submit your [Self-
Awareness Paper](#) Friday,
July 30,
2021 at
12:01 PM

Final Examination

There is no final examination for this course.

Official Grades and Course Access

Official Grades and Academic Standings are available through [Quest](#).

Your access to this course will continue for the duration of the current term. You will not have access to this course once the next term begins.



Contact Information

Announcements

Your instructor uses the **Announcements** widget on the **Course Home** page during the term to communicate new or changing information regarding due dates, instructor absence, etc., as needed.

To ensure you are viewing the complete list of announcements, you may need to click **Show All Announcements**.

Discussions

A **General Discussion** topic* has also been made available to allow students to communicate with peers in the course. Your instructor may drop in at this discussion topic.

Contact Us

Who and Why

Contact Details

Instructor

- Course-related questions (e.g., course content, deadlines, assignments, etc.)
- Questions of a personal nature

Post your course-related questions to the **Ask the Instructor** discussion topic*. This allows other students to benefit from your question as well.

Questions of a personal nature can be directed to your instructor.

Instructor: FUNKE Oba
ooba@uwaterloo.ca

Your instructor checks email and the **Ask the Instructor** discussion topic* frequently and will make every effort to reply to your questions within 24–48 hours, Monday to Friday.

learnhelp@uwaterloo.ca

Technical Support, Centre for Extended Learning

- Technical problems with Waterloo LEARN

Include your full name, WatIAM user ID, student number, and course name and number.

Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).

[LEARN Help Student Documentation](#)

[Student Resources](#)

Learner Support Services, Centre for Extended Learning

- General inquiries

extendedlearning@uwaterloo.ca

+1 519-888-4002

- Examination information Include your full name, WatIAM user ID, student number, and course name and number.
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*Discussion topics can be accessed by clicking **Connect** and then **Discussions** on the course navigation bar above.



Course Description and Learning Outcomes

Course Description

This course explores the meaning of diversity from social work and social justice perspectives. The notions of “self” and “others” are at the core of understanding diversity, as are the concepts of

- power,
- privilege,
- oppression,
- discrimination,
- stereotypes,
- prejudice,
- multidimensionality, and
- intersectionality.

The course provides grounding in the meaning of various forms of diversity found in the contemporary Canadian society, and links them with theoretical frameworks and approaches relevant to social work practice at micro, mezzo, and macro levels. The course requires students to engage in deep and critical reflection as well as to participate actively in the discussion forums.

Learning Outcomes

By the end of this course, students will be able to

- understand the meaning of diversity from social work and social justice perspectives;
- deeply reflect upon the notions of “self” and “others;”
- develop an awareness of personal beliefs and attitudes regarding diversity and how these are shaped;
- critically examine the concepts of power, privilege, oppression, discrimination, prejudice, stereotypes, pluralism, multiculturalism, multidimensionality, and intersectionality;
- understand various forms of diversity and “isms” found in Canadian society and their relevance to social work practice;
- critically examine theoretical frameworks and social work practice approaches as they relate to diversity within Canadian society; and
- conduct culturally sensitive, inclusive, and egalitarian social work practice with individuals, families, groups and

This online course was developed by Arshi Shaikh, with instructional design and multimedia development support provided by the Centre for Extended Learning. Further media production was provided by Instructional Technologies and Multimedia Services.



About the Course Instructor and Author

Course Instructor — Funke Oba



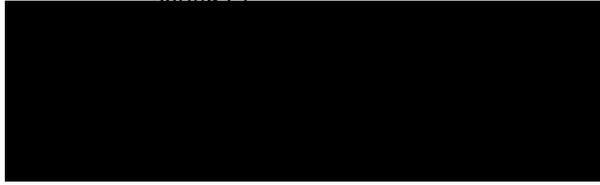
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Hi, I am Funke Oba and I am the course instructor for the course: **Understanding Diversity**. I look forward to stimulating discussions as the topics in this course are very practical and I am sure you will enjoy the journey of critical thinking and self-discovery. I have taught this course for three years and this year the content has been revamped, thanks to Arshi, Melanie, and the Center for Extended Learning team. It is now up to us what we make of our course. Although you will hear the pre-recorded voice of somebody else (Arshi) you are in the right course. As the course goes on you and I will get to know each other. Although it is an online course we can engage effectively through the introductions (where you get to rave about yourself) and the discussion forum. Another helpful tool is the “Ask the Instructor” option. It enables you to have your voice heard and your questions answered. The only wrong question is the one that is not asked. We are all at different stages of the journey and those who make great leaps are not always those who already know. All opinions are welcome, so jump in; it’s all about diversity after all.

To start the introductions off, let me tell you about myself. I teach social work courses in the areas of social justice, social change, macro practice, epistemology, diversity, and group work. My background is in sociology and anthropology; I obtained MSc Sociology before immigrating to Canada and Wilfrid Laurier University for MSW followed by doctoral studies. In between, I practiced in the areas of child welfare, domestic violence and field education (practicum) coordination. My doctoral research is in the area of trans-nationalism, Afrocentric epistemology, culturally validating practise and use of emergent qualitative methodologies.

My teaching philosophy is that everyone in the learning encounter grows through the journey – including the teacher. You all bring valuable lived and professional experiences that can contribute to our mutual transformation. The academy and the field, the personal and political, the global and the local (glocal) are all intertwined. That is why it’s exciting to return to teach this diversity course as it touches us and experiential learning, critical thinking, and social justice are integral to social work. I look forward to meeting you all and learning about you. My hobbies are reading, journaling, poetry, walking, drama and public speaking, now it’s your turn to tell me about yourself and make it funky!!





[Transcript](#)

Course Author — Arshi Shaikh



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Arshi Shaikh is an Associate Professor in the Department of Social Development Studies at Renison University College-University of Waterloo.

Dr. Shaikh is a Registered Social Worker in the province of Ontario. Dr. Shaikh's recent research activities pertain to the areas of resilience and mental health, family homelessness, international community development, sustainable food systems and their connections with health outcomes, food insecurity and poverty, and supportive housing for older adults.

Dr. Shaikh has authored and co-authored research reports, peer-reviewed journal articles, book chapters and conference presentations on the topics of resilience, postpartum depression, homelessness, and supportive housing for older adults.



Materials and Resources

Textbook

There is no required textbook. However, there are optional weekly readings from the book:

Anzovino, T., Oresar, J., & Boutillier, D. (2019). *Walk a mile: A journey towards justice and equity in Canadian Society* (2nd edition). Toronto, Ontario: Nelson Education Ltd.

For textbook ordering information, please contact the [W Store | Course Materials + Supplies](#).

For your convenience, you can compile a list of required and optional course materials through [BookLook](#) using your Quest userID and password. If you are having difficulties ordering online and wish to call the Waterloo Bookstore, their phone number is +1 519 888 4673 or toll-free at +1 866 330 7933. Please be aware that textbook orders **CANNOT** be taken over the phone.

Course Reserves

Course Reserves can be accessed using the **Library Resources** widget on the **Course Home** page.

Resources

- Library services for [Co-op students on work term and Extended Learning students](#)



Grade Breakdown

The following table represents the grade breakdown of this course.

Activities and Assignments	Weight
Reflection Activities	20%
Discussion Forum Participation + Discussion Summary Paper	20%
Non-Comfort Zone Experience Paper	25%
Case Study Discussions (2 x 2.5%)	5%
Self-Awareness Paper	30%



Course Policies

Course Policies

Late Policy

Let the instructor know by email prior to the due date if an assignment will be late and arrangements can be made on a

case-by-case basis. However, medical documentation will need to be provided to submit an assignment after the due date if arrangements were not made prior to the due date.



University Policies

Submission Times

Please be aware that the University of Waterloo is located in the **Eastern Time Zone** (GMT or UTC-5 during standard time and UTC-4 during daylight saving time) and, as such, the time that your activities and/or assignments are due is based on this zone. If you are outside the Eastern Time Zone and require assistance with converting your time, please try the [Ontario, Canada Time Converter](#).

Accommodation Due to Illness

If your instructor has provided specific procedures for you to follow if you miss assignment due dates, term tests, or a final examination, adhere to those instructions. Otherwise:

Missed Assignments/Tests/Quizzes

Contact the instructor as soon as you realize there will be a problem, and preferably within 48 hours, but no more than 72 hours, have a medical practitioner complete a [Verification of Illness Form](#).

Email a scanned copy of the Verification of Illness Form to your instructor. In your email to the instructor, provide your name, student ID number, and exactly what course activity you missed.

Further information regarding Management of Requests for Accommodation Due to Illness can be found on the [Accommodation due to illness](#) page.

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. **If you have not already completed the online tutorial regarding academic integrity you should do so as soon as possible.** Undergraduate students should see the [Academic Integrity Tutorial](#) and graduate students should see the [Graduate Students and Academic Integrity](#) website.

Proper citations are part of academic integrity. Citations in CEL course materials usually follow CEL style, which is based on APA style. Your course may follow a different style. If you are uncertain which style to use for an assignment, please confirm with your instructor or TA.

For further information on academic integrity, please visit the [Office of Academic Integrity](#).

Turnitin

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

[Turnitin® at Waterloo](#)

Discipline

A student is expected to know what constitutes [academic integrity](#) to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration, should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties, check [Guidelines for the Assessment of Penalties](#).

Appeals

A decision made or penalty imposed under [Policy 70 - Student Petitions and Grievances](#), (other than a petition) or [Policy 71 - Student Discipline](#), may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to [Policy 72 - Student Appeals](#).

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70 - Student Petitions and Grievances](#), Section 4. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Final Grades

In accordance with [Policy 46 - Information Management](#), Appendix A - Access to and Release of Student Information, the Centre for Extended Learning does not release final examination grades or final course grades to students. Students must go to [Quest](#) to see all final grades. Any grades posted in Waterloo LEARN are unofficial.

AccessAbility Services

[AccessAbility Services](#), located in Needles Hall, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodation to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term and for each course.

Accessibility Statement

The Centre for Extended Learning strives to meet the needs of all our online learners. Our ongoing efforts to become aligned with the [Accessibility for Ontarians with Disabilities Act \(AODA\)](#) are guided by University of Waterloo

accessibility [Legislation](#) and policy and the [World Wide Web Consortium's \(W3C\) Web Content Accessibility Guidelines \(WCAG\) 2.0](#). The majority of our online courses are currently delivered via the Desire2Learn Learning Environment. Learn more about [Desire2Learn's Accessibility Standards Compliance](#).

Use of Computing and Network Resources

Please see the [Guidelines on Use of Waterloo Computing and Network Resources](#).

Copyright Information

UWaterloo's Web Pages

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If there are any questions about this notice, please contact the University of Waterloo, Centre for Extended Learning, Waterloo, Ontario, Canada, N2L 3G1 or extendedlearning@uwaterloo.ca.