### Course Schedule

**IMPORTANT: ALL TIMES EASTERN** - Please see the [University Policies](#) section of your Course Outline for details

<table>
<thead>
<tr>
<th>Week</th>
<th>Module</th>
<th>Readings and Other Assigned Material</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Module 1: Meaning of Diversity</td>
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<tr>
<td>Week 2</td>
<td>Module 2: Self and Others</td>
<td>Embracing Otherness by Thandie Newton [13:55]</td>
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<tr>
<td></td>
<td></td>
<td>Duffey, T., &amp; Haberstroh, S. (2012). <em>Development</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Module 3: Diversity and Oppression</td>
<td>Kendall, F. E. (2012). <em>Understanding White Privilege</em></td>
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<tr>
<td></td>
<td></td>
<td>McIntosh, P. (1993). <em>White Privilege and Male Power</em></td>
</tr>
<tr>
<td>Week 4</td>
<td>Module 4: Social Class and Stratification</td>
<td>Poor No More Documentary [52:16]</td>
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<tr>
<td></td>
<td></td>
<td>Blackwell, J. C. (2013). <em>The welfare state rewards the few</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sorenson, J. S. (2013). <em>Idle hands are the devil’s</em></td>
</tr>
</tbody>
</table>

| Week 6 | Module 6: Indigenous Peoples of Canada | Kuper Island ~ Return to the Healing Circle [43:41]


| Week 8 | Module 8: Disabilities | Love, No Matter What [23:27]

| Week 9 | Module 9: Diversity in Gender and Sexual Orientation | Read either:
Week 10  Module 10: Diversity and Social Work Practice with Individuals, Families, and Groups

Week 11  Module 11: Social Work and Diversity Within Organizations

Week 12  Module 12: Diversity and Social Work Practice at the Macro Level

The Story of Stuff [21:24]

Final Examination
There is no final examination for this course.
Announcements

You are expected to check Announcements on the Course Home page on a regular basis. To ensure you are viewing the complete list of announcements, you may need to click Show All Announcements.

Discussions

Discussion topics can be accessed by clicking Connect and then Discussions on the course navigation bar above. A General Discussion topic has been made available to allow you to communicate with your peers in this course. Your instructor may drop in at this discussion topic.

Contact Us

<table>
<thead>
<tr>
<th>Who and Why</th>
<th>Contact Details</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructor</strong></td>
<td>Post your course-related questions to the Ask the Instructor discussion topic. This allows other students to benefit from your question as well.</td>
</tr>
<tr>
<td>* Course-related questions (e.g., course content, deadlines, assignments, etc.)</td>
<td></td>
</tr>
<tr>
<td>* Questions of a personal nature</td>
<td></td>
</tr>
<tr>
<td>Instructor: Arshi Shaikh</td>
<td><a href="mailto:arshi.shaikh@uwaterloo.ca">arshi.shaikh@uwaterloo.ca</a></td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Technical Support,</strong></td>
<td><a href="mailto:learnhelp@uwaterloo.ca">learnhelp@uwaterloo.ca</a></td>
</tr>
<tr>
<td>Centre for Extended Learning</td>
<td>Include your full name, WatIAM user ID, student number, and course name and number.</td>
</tr>
<tr>
<td>* Technical problems with Waterloo LEARN</td>
<td>Technical support is available during regular business hours, Monday to Friday, 8:30 AM to 4:30 PM (Eastern Time).</td>
</tr>
<tr>
<td><strong>Learner Support Services,</strong></td>
<td>Student Resources</td>
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<td>Centre for Extended Learning</td>
<td>SOCWK 301R Online</td>
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<tr>
<td>General inquiries</td>
<td><a href="mailto:extendedlearning@uwaterloo.ca">extendedlearning@uwaterloo.ca</a></td>
</tr>
<tr>
<td>Examination information</td>
<td>Include your full name, WatIAM user ID, student number, and course name and number.</td>
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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 communities.

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.
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 practice 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!!

Course Author — Arshi Shaikh

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:


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 for Students are used in this course. 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 students taking online courses
Grade Breakdown

The following table represents the grade breakdown of this course.

<table>
<thead>
<tr>
<th>Activities and Assignments</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Reflection Activities</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Forum Participation + Discussion Participation Self Evaluation</td>
<td>20%</td>
</tr>
<tr>
<td>Non-Comfort Zone Experience Paper</td>
<td>25%</td>
</tr>
<tr>
<td>Case Study Discussions (2 x 2.5%)</td>
<td>5%</td>
</tr>
<tr>
<td>Self-Awareness Paper</td>
<td>30%</td>
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Official Grades

Official Grades and Academic Standings are available through Quest.
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:

**SELF-DECLARED ABSENCES FOR UNDERGRADUATE STUDENTS**

Undergraduate students have the option to self-declare a short-term absence during the formal lecture period by following the Undergraduate student short-term absences process outlined by the Registrar’s Office.

**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.

**MISSED FINAL EXAMINATIONS**

Contact your instructor as soon as possible if you are unable to fulfill academic requirements due to illness or other extenuating circumstances.

Further information about Examination Accommodations is available in the Undergraduate Calendar.

**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.