



Spring 2019

Course Number: SOWK 557.44/UNIV 501.72	Classroom: in Calgary and Nepal (locations vary)
Course Name: Inter-Cultural Practices and Sustainable Development Goals	
Day & Time: April 24 to May 16th, 2021 (integrated with SOWK 300**)	

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COURSE OUTLINE

Syllabus Statement

SOWK 557.44/UNIV 501.72 fosters applied learning and inter-global practices within the contexts of Canada and Nepal Focusing on critical and anti-colonial approaches to knowledge and praxis, learners will engage with key concepts of relationality/reciprocity, experiential learning and collaboration to foster a deeper understanding of the Sustainable Development Goals (SDGs).

Course Description

SOWK 557.44/UNIV 501.72 engages learners in an applied field study of Nepal that begins with a critical examining of the Sustainable Development Goals (SDGs). Taken concurrently with SOWK 557.45/ UNIV 501.73, learners will acquire theoretical and applied knowledge through experiential, collaborative and reciprocal learning encounters that include Nepalese educators, community leaders, organizers, activists and students. A key focus of this course is fostering reciprocal learning and knowledge exchange opportunities with social work students from Nepal (South Western State College), engaged as co-learners on this course. Centralizing anti-oppressive theory and practices, learners are encouraged to participate in critical reflexivity and examine their perspectives on social justice and methods of achieving social change. Tools for issue analysis, group processes and awareness-raising will be demonstrated through participatory experiences.

Program Learning Objectives (PLOs)

1. Students will be introduced to and involved in a process of critical reflection/analysis, group discussion and action related inter-global and cross-cultural work between (and among) Canada and Nepal.
2. Students will develop their capacity to engage with participatory, popular and democratic learning processes.
3. Students will develop reciprocal learning and exchange methods with social work students from South Western State College in Nepal.
4. Students will develop their knowledge and practice to work inter-culturally.
5. Students will be introduced to a selection of tools and approaches used to address the 2030 Sustainable Development Goals (SDGs; egs.human rights and environmental sustainability) at a local level.
6. Students will apply their knowledge of SDGs in relationship to Canada and Nepal

Relationship to BSW Program Level Outcomes -required for social work, which are broad enough to pertain to all disciplines) as outlined by the CASWE Core Learning Objectives for Accreditation Standards (2013) and the Faculty of Social Work, University of Calgary (Updated 2015):

3.2 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.

4.1 Students recognize diversity and difference as a crucial and valuable part of living in a society.

4.2 Students have knowledge of how discrimination, oppression, poverty, exclusion, exploitation, and marginalization have a negative impact on particular individuals and groups and strive to end these and other forms of social injustice.

5.1 Students develop skills in critical thinking, reasoning and reflective practice, including critical analysis of assumptions, consistent with the values of the profession, which they apply in their professional practice to analyze complex social situations, make professional judgment, and continually improve practice.

7.1 Students have knowledge of social policies in relation to the wellbeing of individuals, families, groups and communities in Canadian and global contexts.

7.2 Students have knowledge and skills to identify negative or inequitable policies and their implications and outcomes, especially for disadvantaged and oppressed groups, and to participate in efforts to change these.

9.2 Students have relevant knowledge and skills to actively promote empowering and anti-oppressive practice.

10.1 Students acquire skills to incorporate critical thinking and anti-oppressive, decolonizing practice across fields and levels of professional practice.

Relationship to Other Courses

SOWK 557.44/UNIV 501.72 is taken concurrently will SOWK 557.45/ UNIV 501.73. The two courses apply a “macro” perspective that is deeply embedded in personal work and transformative learning. The content of this course is complementary to courses that focus on social policy, political anthropology, community development, international studies/relations, and social justice practice.

Course Text(s)

Readings are associated with each class. Please prepare yourself for class by completing the readings for the designated session.

Class Schedule

<p>To be completed prior to departure on Saturday May 1, 2021</p>	<p>Foundations: Situating of Self in Local and Global Context (online work to be completed using Voicethread and on the D2L Discussion Board)</p> <p><i>Key Learning Topics</i></p> <ul style="list-style-type: none"> • Locating Ourselves in the work of social justice • Opening thread connector and rivers personal journey exercise • Understanding power and positioning ourselves in solidarity <p><i>Readings to complete:</i></p> <p>Introduction to the course: Voicethread link to be provided.</p> <p>Choudhury, S. (2015). <i>Deep diversity: Overcoming us vs them</i>. Toronto, ON: Between the Lines. (Read pp. 21-45)</p> <p>DiAngelo, R. (2011). White fragility. <i>International Journal of Critical Pedagogy</i>, 3(3), 54-70.</p> <p>Gilbert, A., & Slipe Y. (2009). Reflexivity in the practice of social</p>	<p>Calgary</p>
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	<p>action: From self to inter-relational reflexivity. <i>South African Journal of Psychology</i>, 39(4), 468-479.</p> <p>Hawken, P. (2007). <i>Blessed unrest. How the largest movement in the world came into being and why no one saw it coming</i>. New York, NY: Viking Press. (Read pp.11-26. Available online at the Library)</p> <p>Assignment: 1A. Journal entry</p>	
To be completed prior to departure on Saturday May 1, 2021	<p>Introduction to the Sustainable Development Goals (SDG) in the Canadian context (online work to be completed using the D2L Discussion Board)</p> <p><i>Key Learning Topics</i></p> <ul style="list-style-type: none"> • Introduction to sustainable development • What are the SDGs? • Exploring the Canadian Context <p><i>Readings to complete prior to class</i></p> <p>Global Network Compact Canada. (2018). <i>The sustainable development goals: The Canadian network of the UN global compact</i>. Retrieve from http://www.globalcompact.ca/sustainable-development-goals/</p> <p>Oxfam Canada. (2015). <i>Wealth: Having it all and wanting more</i>. Retrieved from http://oxfam.ca/sites/default/files/file_attachments/wealth-having-all-wanting-more-190115-en.pdf</p> <p>United Nations Development Program. <i>Sustainable development goals</i>. Retrieve from http://www.undp.org/content/undp/en/home/sustainable-development-goals.html</p> <p>Jayasooria, D. (2016). Sustainable Development Goals and social work: Opportunities and challenges for social work practice in Malaysia. <i>Journal of Human Rights and Social Work</i> 1, 19–29. https://doi.org/10.1007/s41134-016-0007-y</p> <p>Assignment 1B. Journal entry</p>	Calgary
Saturday March 24 9:30AM–12:30PM	<p><i>Discuss Course Outline</i></p> <p><i>Introduction to Nepal (Rita)</i></p> <p><i>Community Development Theory/Practice (Rita)</i></p> <p><i>Assign Groups</i></p>	Calgary
Saturday March 24 1:30PM–4:30 PM	<p>Cultural Briefing with UC International</p> <p><i>Key Learning Topics</i></p> <ul style="list-style-type: none"> • Cultural briefing by UC International and Q&A <p><i>Readings to complete prior to class</i></p> <p>Danso, R. (2006). Cultural competence and cultural humility: A critical reflection on key cultural diversity concepts. <i>Journal of Social Work</i>, 0(0), 1-21. DOI: 10.1177/1468017316654341</p> <p>Government of Canada. (2018, May). Canada-Nepal relations. Retrieved from https://www.international.gc.ca/country-</p>	Calgary

	pays/nepal/relation.aspx?lang=eng (Read the Development Relations and CanadNepal Fact Sheet) Momin (2004). Multi-communitarianism in a fragmented world. <i>Asia Europe Journal</i> , 2(3), 445-459.	
Saturday May 1- May 16	Travel to Kathmandu Nepal and field study as per itinerary	
See detailed itinerary		

Selected readings from the advice of local educators

Institute of Development Studies. (n.d.). *Participatory methods*. (review all tabs). Retrieved from <http://www.participatorymethods.org>

Center for Community Health and Development. (2018). *Community toolbox*. Retrieved from (<http://ctb.ku.edu/en/help-taking-action>)

Midgley, J. (2007). Global inequality, power & unipolar world: Implications for social work. *International Social Work*, 50(5)613-626.

Samuel, J. (2002). What is people-centered advocacy? *PLA Notes*, 43, 9-12. Retrieved from <http://pubs.iied.org/pdfs/G01974.pdf>

SDG Knowledge Hub. (n.d.) Retrieved from: <http://sdg.iisd.org>

Sultana, F. (2007). Reflexivity, positionality, and participatory ethics: Negotiating fieldwork dilemmas in international research. *ACME: An International E-Journal for Critical Geographies*, 6(3), 374-385.

Sustainable Development Goals Nepal. Retrieved from: <https://www.greengrowthknowledge.org/sites/default/files/downloads/policy-database/NEPAL%29%20SDG%20-%20Status%20and%20Roadmap%202016-2030.pdf>

Assignments

Assignment 1: Foundations: Situating of Self in Context (2 journal submissions) (Due April 25, each worth 10% - 20% of final grade)

This is not a long or intensive assignment. The equivalent of 2 pages (double spaced) is sufficient for each journal. The intent of this assignment is to lay the groundwork or “lens” through which the content of this course will be examined.

- A. *Journal 1*: Write a brief submission that presents an integration of your thoughts and experiences in relation to the following questions: (1) Who am I (my identity and experiences)? (2) What would I consider as my core values? (3) What are two or three experiences that have shaped my thinking? (4) What are my goals and aspirations related to this course? (5) How do I plan to implement my learnings after completing this course?

- B. *Journal 2 - my selected SDG*. Select and study one of the 14 SDGs and write a brief submission that provides an overview of the SDG you have selected (the focus, intent and goals the rationale for selecting this SDG (self), and the context and implications of this SDG in the Canadian context.

Assignment 2: Participation Self-Evaluation (30% of final grade) Due May 19.

Participation is a key aspect of this course. Each student will share a two-minute “Summary Reflection” of their participation in this course. Students are asked to assess their learnings, the quality of their participation and experiences in this course. This informal brief presentation (2-3 minutes) will occur in the form of a sharing circle on May 19th during final round of Reflections.

Assignment 4: Visual Research Project (50%) The Visual Research Project is comprised of: 1. Group Research Presentation (worth 20%) and 2. Individual Written Report (worth 30%)

1. The Visual Research Project is a group presentation that invites students to incorporate primary research, field experiences and visual material to depict their chosen topic of the social issue and sustainable development in Nepal. Each group will provide a 15 minute presentation (maximum 20 slides) on a chosen area of sustainable development that they experienced in Nepal. The project should link a key social issue in Nepal with one of the Sustainable Development Goals as defined by the United Nations. Integrate theoretical, experiential and reflective learnings within this presentation. The presentation should identify why the social issue and goal is important in Nepal and lessons learned during the exchange that could be applicable to Canada. The presentation should make explicit reference implications for social work practice in Nepal, Canada or globally. Due

1. Written Research Project

Students will provide the following content in their written component of the assignment (one document per team, max 30 pages (not including appendices, references, and cover page), in Word format – not PDF – double spaced, 12-point font. Students will need to clearly outline the social issue they were interested in and the community development approaches used in Nepal to address the issue and the relevant sustainable development challenge in relation to social work. How are they being addressed in Nepal, what is working, what is not working, how it could be applied in Canada, and its impact for social work practice. **Due June 15, 2021**

Recommended Readings (not required)

- Adams, M, Blumenfeld, W.J, Castaneda, C., Hackman, H.W., Peters, M.L, & Zuniga, X. (2010). *Readings for Diversity and Social Justice* (Second Ed). New York, NY: Routledge.
- Agger, B. (2006). *Critical social theories: An introduction*. New York, NY: Paradigm Publishers.
- Bishop, A. (2002). *Becoming An Ally. Breaking the Cycle of Oppression in People*. Black Point, NS: Fernwood. (pp.16-58)
- Brydon-Miller, M. (2004). The terrifying truth: Interrogating systems of power and privilege and choosing to act. In M. Brydon-Miller, P. Maguire & A. McIntyre (Eds.), *Traveling companions: Feminism, teaching, and action research*. London, UK: Praeger Publishers.
- Kabeer, N. (2005). *Inclusive citizenship: Meanings and expressions*. London, ENG: Zed Books.
- Klein, N. (2007). *The shock doctrine: The rise of disaster capitalism*. Toronto, ON: Knopf Canada.
- Leondar-Wright, B. (2005). *Class matters: Cross-class alliance building for middle-class activists*. Vancouver, BC: New Society Publishers.
- Loeb, P.R. (2005). *The real Rosa Parks*. Retrieve from www.commondreams.org
- Rebick, J. (2009). *Transforming power from the personal to the political*. London, ENG: Penguin Books (pp. 98-114)
- Tuhiwai Smith, L. (1999). *Decolonizing methodologies: Research and Indigenous peoples*. Dundin, New Zealand: University of Otago Press.

Will add further local recommended readings on the advice of Mexican educators.

Grading

The University of Calgary Undergraduate Grading System and the standard 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. Ongoing feedback on this course will be sought throughout. Students are welcome to discuss the process and content of the course at any time with the instructor.

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/p8lgb1nucdh/>

A number of programs and services, including online writing tutors, are available through the Student Success Centre (SSC) to assist 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://www.ucalgary.ca/ssc/>

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

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.

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.

The Social Work representative to the Students Union is to be determined (swsa@ucalgary.ca).

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 in the Calendar. <http://www.ucalgary.ca/pubs/calendar/current/i.html>

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).

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

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 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>

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>