COURSE DESCRIPTION
As Canadian society continues to diversify its cultural, racial, linguistic and religious makeup, social workers are increasingly required to have more complex and nuanced understanding about the social construction of “difference”, including its implications on the daily lives of clients and communities. To facilitate a deeper understanding about these areas, this course will explore relevant concepts, theories, and issues related to race and culture in social work theory, policy, research, and practice. It will also examine current conceptual and theoretical debates on race, racialization, racism, culture, multiculturalism and identity. In addition, students will learn about how society’s institutions and structures are addressing some racial/cultural issues, and how social work is responding to the challenges and opportunities of an increasingly diverse population. Contemporary examples, such as the Quebec Charter, will also be incorporated into class discussions.

COURSE OBJECTIVES
Upon completing this course, students will be able to:
1. Identify and discuss concepts, theories and issues related to race and culture;
2. Become familiar with historical contexts and current issues/debates surrounding this topic;
3. Demonstrate the ability to engage in critical explorations, including self-reflection, in relation to concepts, theories, issues and experiences discussed in the course; and
4. Know, understand, and discuss the implications of these concepts, theories, issues and experiences for the field of social work.

ATTENDANCE AND PARTICIPATION
This class is organized as an interactive seminar. Students are expected to contribute to group learning by attending all classes, including arriving on time and remaining for the duration of the class; coming to class prepared by having read the assigned weekly readings; actively participating in class discussions by sharing their ideas, reflections, questions, and experiences in a manner that is respectful to others; and supporting other students by actively listening, encouraging and giving constructive feedback. Please advise the instructor in advance of the class if you will be absent. Please note that students who are absent from more than 2 classes (except in exceptional circumstances that must be communicated to the instructor) will lose 3% of their final grade for each additional class missed.

Social Media: Use of computer technologies (laptops, netbooks, smart phones) in the classroom is encouraged only if it augments academic learning. Receipt and response to text and voice electronic communication in the classroom should be restricted to family and work emergencies and not used for social purposes.
The production of recordings of classroom interactions is expressly prohibited unless authorized and approved by the instructor and by all class participants. The use of such recordings is subject to guidelines for ethical professional use.

Unauthorized web posting of such recordings constitutes a serious violation of members’ privacy and confidentiality rights. Unless given permission by the School of Social Work or the practicum supervisor, students are not authorized to speak on behalf of the School or their practicum agency. Moreover, students should not give the impression that they can speak on behalf of the School of Social Work or the practicum agency. Students must not share information that is explicitly confidential about the School or confidential information about their practicum setting, clients, colleagues or other students.

**COURSE MATERIALS**

Course materials will include weekly readings and/or videos. Most will be accessible through online journals and other open source sites on the World Wide Web. These will be identified as the course outline if finalized in the next few months.

**COURSE REQUIREMENTS**

*Attendance and Class Participation*

This course will be conducted as an interactive seminar. All students are expected to: (a) attend classes regularly; (b) complete the assigned readings prior to each class; (c) actively participate in class discussions and activities; and (d) support other students by listening, encouraging and providing constructive feedback.

The final grade for this course will be based on the following:

- Article Summary/Critique and Presentation 20%
- Book/Film Review (Due on Thursday, February 28, 2013) 30%
- Final Assignment (Due on Monday, April 4th, 2013) 50%

**Article Summary/Critique and Presentation (20%)**

Each student will prepare a critical discussion papers (6-7 pages) based on one of the assigned readings. These will be presented to the class and used to guide class discussion. A sign-up sheet will be provided on the first day for students to select these readings. In preparing their summaries/critiques, students will:

1) Discuss the purpose/intent of the reading
2) Explain the author’s main concepts, arguments, and conclusions
3) Comment on the analytical/theoretical frameworks used to support the arguments and conclusions
4) Discuss the relevance of the article and issues it raises for the social work profession
5) Critically examine the strengths and limitations of the article
6) Develop 2-3 questions or topics, based on the reading, and facilitate a class discussion

Students will submit their critical discussion papers on the date that the readings are being discussed.

**Book or Film Review (30%) – Due on February 26, 2014**

Each student will submit a critical analysis and review of a book or film focusing on a topic
related to this course (8-10 pages). Books must be works of non-fiction. Some suggestions include:

**Suggested Books**


Suggested Films

Film reviews should address and analyze the following:
• what is the story about? Present a brief outline of the story
• how does it represent racial/cultural/ethnic diversity?
• how does it negotiate the influence of the broader social context in shaping and structuring race/culture/ethnicity?
• how does it take up various issues discussed in class and/or in the readings?
• how did you feel while watching the film? What emotions were evoked and why? What values or ways of thinking underlie your emotional response? Did the film challenge your notions of racial/cultural/ethnic diversity?
• what do you consider to be some critical policy or practice issues raised in the film?

Final Assignment (50%) – Due on last day of class

Option 1
For the final assignment, students have the option of writing a final paper (15-18 pages), due on the last day of class. The purpose of this assignment is to integrate the theories and concepts discussed in the course. Final papers are expected to reflect the student’s ability to offer a critical analysis of issues related to race, culture, and social work. Students are encouraged to use the final paper as an opportunity to explore their own interests related to race/culture and their implications for social work. Some suggestions include:

• Do racial/cultural diversity threaten national unity?
• what are some social and psychological implications of thinking in terms of self/other, white/black, and similarity/difference?
• why are people invested in the idea of racial/cultural difference?
• Do men and women have similar or different views on race/culture and racism?
• is being “colour-blind” the same as being “anti-racist”?

Option 2
For the final assignment, students may complete an art project, drama project, or short
documentary film on an issue in the area of race, culture, and social work. This project must be accompanied by a 5-page reflection on the process of creating your work, including an analysis of how it fits with and/or challenges concepts discussed in the course.

This is a small paper, but should be considered a proper piece of academic work with appropriate referencing. Opinions should be substantiated by research.

**Option 3**
Undertake some small research activities for an OLIP (Ottawa Local Immigrant Partnership) project on equity and inclusion based organizational change for social service and public institutions in Ottawa. Examples include: research on frameworks and models for organizational change; development of annotated bibliographies on available literature; identification of tools and resources for organizational change; etc. A 5-page reflection paper must also be included, commenting on your learning in undertaking the project.

For options 2 and 3, please discuss your ideas with me before finalizing your decision.

**Expectations for Length, Deadlines and References**
All written assignments are to be typed, double-spaced, using a standard 12-point font. The title page, endnotes and bibliography are considered additional to the required length. Correct spelling, grammar and clarity of thought are expected. Consistency in using either an MLA or APA referencing style is expected.

Students are expected to use a minimum of 8-10 scholarly sources in writing the term paper. All written assignments must include a title page with all relevant course information. You are encouraged to print your assignments double-sided and to refrain from using plastic bindings. If you require information or support related to writing papers and referencing, please contact the Academic Writing Centre on campus.

Papers are due at the beginning of the class the day that they are assigned. If they are handed in later that day, they will already be considered late and will be penalized as such.

Handing in assignments late is unfair both to other students who hand them in on time and the instructor who must submit grades on time. In exceptional circumstances such as illness or family emergency, it may be difficult to meet the deadline. In such cases, you must contact the instructor before the paper is due. Extensions to the due date will only occur with appropriate documentation.

Work submitted after the final date, without prior discussion and approval of the instructor, will be deducted 5% for each day the paper is overdue (including weekends).

Please have your paper date stamped at the main office if you are handing it in outside of class hours. Please do not slip it under my office door. E-mail copied of papers will only be accepted in extenuating circumstances.

Please remember to keep an extra copy of your term papers in the event that the originals get lost or misplaced.

Please submit your final written assignment with a stamped and self-addressed envelope, if you would like it returned to you. Alternatively, an appointment can be made to pick it up from my office. Papers not claimed by the end of the academic term will be destroyed.
Grading Criteria
Analysis of subject (80%)
- Does the assignment have a strong introduction, rationale and a clearly articulated focus?
- Are the arguments developed in a logical and thoughtful manner?
- Is the assignment relevant to the course and does it adequately integrate course materials, discussions and debates in framing its arguments?
- Is the assignment well researched?
- Are data sources accurate and comprehensive?
- Is there a consistent theoretical framework that guides the analysis?
- Does it present a strong critical analysis of the subject matter?
- Does it have a strong concluding statement that addresses the arguments raised in the assignment?
- Is the assignment well organized with subheadings where appropriate?

Style (20%)
- Fluent expression and clear organizational structure
- Correct punctuation, sentence structure and grammar
- Complete and proper referencing and use of footnotes/endnotes
- Appropriate and adequate bibliography (consistent referencing style i.e. APA or MLA)
- Absence of typing and spelling errors
- Inclusion of appropriate title page (name, course, title, date, professor’s name, etc.)
- Pages appropriately numbered
- Proper margins and layout
- Conforms with required length

Student Conduct
Students at Carleton University have a clear set of rights and responsibilities that can be found at http://www6.carleton.ca/secretariat/policies/student-rights-and-responsibilities-policy/. Students in the school of social work are expected to behave in accordance with this document.

In addition, social work is a profession, meaning that social workers are educated to exercise judgment in the face of complex and competing interests and claims (CASW, 2005). The educational programs of the School of Social Work at Carleton University have been developed to prepare students to become members of the social work profession. As such, students must conduct themselves in a professional manner both in class and in the community. This means that students must be familiar with and adhere to the CASW Code of Ethics. They must also treat everyone in the school including staff, professors, field supervisors, and each other professionally.

The rights and responsibilities document and the code of ethics outline, among other things, the foundation upon which we have developed processes to deal with conflict. If conflicts arise, it is expected that people will address their concerns or complaints directly with the people involved in a constructive and respectful manner. If the conflict cannot be resolved at this level, only then would it be appropriate to involve the graduate supervisor who will either deal with the situation or refer it on to the most appropriate person in the university. At no time would it be acceptable to post details of the concerns on-line or on a social media website.

Accommodation
You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:
Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website http://www.carleton.ca/equity/accommodation/student_guide.htm

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details visit the Equity Services website http://www.carleton.ca/equity/accommodation/student_guide.htm

Students with disabilities requiring academic accommodations in this course must register with the Paul Menton Centre for Students with Disabilities (PMC) for a formal evaluation of disability-related needs. Documented disabilities could include but are not limited to mobility/physical impairments, specific Learning Disabilities (LD), psychiatric/psychological disabilities, sensory disabilities, Attention Deficit Hyperactivity Disorder (ADHD), and chronic medical conditions. Registered PMC students are required to contact the PMC, 613-520-6608, every term to ensure that I receive your Letter of Accommodation, no later than two weeks before the first assignment is due or the first in-class test/midterm requiring accommodations. If you only require accommodations for your formally scheduled exam(s) in this course, please submit your request for accommodations to PMC by the deadlines published on the PMC website: http://www2.carleton.ca/pmc/new-and-current-students/dates-and-deadlines/

Plagiarism
Plagiarism is a serious offence. It occurs when: (1) you directly copy another’s work without acknowledging it; (2) you closely paraphrase the equivalent of a short paragraph or more without acknowledging it; (3) you borrow without acknowledgment, any ideas in clear and recognizable form in such a way as to present them as your own thoughts, where if they were your ideas they would contribute to the merit of your work; (4) when you use direct quotations without quotation marks (or indenting and single-spacing) and references. For more information, please consult the graduate calendar.

Instructional Offences: Regulations
The Senate of the University has enacted the following regulations for instructional offences: Any student commits an instructional offence who:

1. cheats on an examination, test, or graded assignment by obtaining or producing an answer by deceit, fraud or trickery, or by some act contrary to the rules of the examination;
2. submits substantially the same piece of work to two or more courses without the prior written permission of the instructors from all courses involved. Minor modifications and amendments, such as changes of phraseology in an essay or paper, do not constitute a significant and acceptable reworking of an assignment;
3. contravenes the regulations published at an examination or which are displayed on the reverse side of a properly authorized examination booklet;
4. commits an act of plagiarism (which for the purpose of this regulation shall mean to use and pass off as one's own idea or product work of another without expressly giving credit to another);
5. disrupts a class or other period of instruction if he or she: a) is a registered member of the class or period of instruction; b) is warned to discontinue any act or behaviour reasonably judged by the instructor of the course or period of instruction to be detrimental to the class, and having ignored such warning is ordered by the instructor to leave and refuses to leave.
Any student found in violation of these regulations may be:

a. expelled;
b. suspended from all studies at the University;
c. suspended from full-time studies; and/or:
d. awarded a reprimand;
e. refused permission to continue or to register in a specific degree program but subject to having met all academic requirements shall be permitted to register and continue in some other program;
f. placed on Academic Warning;
g. awarded an F or Abs in a course or examination.

Allegations of instructional offence may be investigated by instructors and/or departmental chairs and, in all cases, will be reported to the faculty Dean. The Dean will promptly advise, in writing, the student and the University Ombudsperson of the allegation and of the student's rights. The Dean will review the allegation and, if not resolved at that level, the allegation becomes subject to final disposition by a tribunal appointed by the Senate. Information about procedure governing tribunals is available from the Clerk of Senate, 607 Robertson Hall.

WEEKLY THEMES & READINGS

January 8 – Class 1: Course Overview, Expectations and Introduction to Key Concepts

January 15 – Class 2: Concepts, Theories, and Frameworks


AND


Recommended

January 22 – Class 3: Historical Contexts and Current Debates


**Recommended**


**January 29 – Class 4: Problematizing Identities and the Construction of “Difference”**


**Recommended**


**February 5 – Class 5: Everyday Racism: The Lived Experience of Stereotypes, Racism and Discrimination**


Wortley, Scot. (2006). Police Use of Force in Ontario: An Examination of Data from the Special Investigations Unit. 2-3, 13-27, and 53-59. Download from:

Recommended


February 12 – Class 6: Embracing Intersectionality: Moving Beyond Simplicities and Binaries

*Brah, Avtar and Ann Phoenix. (May 2004). Ain’t I A Woman? Revisiting Intersectionality. Journal of International Women’s Studies, Vol. 5 (3), 75-86. Download from: http://vc.bridgew.edu/cgi/viewcontent.cgi?article=1543&context=jiws&sei-redir=1&referer=http%3A%2F%2Fscholar.google.ca%2Fscholar%3Fq%3Dintersectionality%2Brace%2Bclass%2Bgender%2Bsexuality%26hl%3Den%26as_sdt%3D0%26as_vis%3Dscholart%26ei%3DzqKUs_mEYXr2AXx_IBo%26ved%3D0CCoQgQMwAA#search=%22intersectionality%20race%20class%20gender%20sexuality%22.


Recommended


February 19 – Reading Week: No Class

February 26 – Class 7: Examining the Mainstream Media  (Film/Book Reviews Due)


Recommended


March 5 – Class 8: Some Critical Issues in Education and Employment


Recommended


March 12 – Class 9: Additional Considerations for Social Work and Social Welfare


**Recommended**

**March 19 – Class 10: Challenges in Addressing and Resisting Racial/Cultural Inequities**


**Recommended**


**March 26 – Class 11:**
**Topic: Tools and Resources for Inclusive and Anti-Discriminatory Practice**

**Recommended**

**April 2 – Class 12:**
**Topic: Course Wrap-Up, Evaluation and Celebration!!!! (*Final Papers due.*)**