UNIVERSITY OF CALGARY
FACULTY OF SOCIAL WORK

Summer 2026

Course & Session Number	**SOWK 557.49**	**In India**	June 30-July 29
Course Name	**Inter-Cultural Practices and Sustainable Development Goals**		
Day(s) & Time	**Zoom session as per schedule below**		
Instructor	**Christine Walsh, PhD, RSW** **Office Hours as indicated in the itinerary**		
U of C E-mail	cwalsh@ucalgary.ca	**U of C Phone**	**403 220-2274**

SYLLABUS STATEMENT

Examines social work practice in specific contexts.

COURSE DESCRIPTION

SOWK 557.49 fosters applied learning and inter-global practices within the contexts of Canada and India. 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 United Nations Sustainable Development Goals (SDGs).

SOWK 557.49 engages learners in an applied field study of India that begins with a critical examining of the SDGs. Taken concurrently with SOWK 557.49 or UNIV 501.81, learners will participate in pre-departure sessions via Zoom and travel to India for the field study as detailed in the itinerary. Students will acquire theoretical and applied knowledge through experiential, collaborative and reciprocal learning encounters that include Indian 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 India (Central University of Himachal Pradesh, Dharamshala [CU] and Jamia Millia Islamia [JMI]), 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.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Engage in critical reflection/analysis, group discussion and action related inter-global and cross-cultural work between (and among) Canada and India.
2. Develop their capacity to engage with participatory, popular and democratic learning processes.
3. Develop reciprocal learning and exchange methods with social work students from CU and JMI.
4. Enhance their knowledge and practice to work inter-culturally.

5. Understand tools and approaches used to address the 2030 United Nations Sustainable Development Goals (SDGs; e.g., human rights and environmental sustainability) at a local level.
6. Apply their knowledge of SDGs in relationship to Canada and India.

Research study participation: Please be advised that within this course, you will have the opportunity to volunteer as a research participant in a study that aims to examine the feasibility and effectiveness of group study programs. Further details will be provided at the start of the course.

LEARNING RESOURCES

REQUIRED TEXTBOOKS AND/OR READINGS

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

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

SOWK 557.02 is taken concurrently with SOWK 557.01 or UNIV 501.01. 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.

CLASS SCHEDULE

See itinerary.

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

EQUITY, DIVERSITY AND INCLUSION

The Faculty of Social Work acknowledges the inequities experienced by racialized people, Indigenous people, and other marginalized populations. We aim to foster an environment that recognizes and celebrates diverse perspectives. Therefore, we are committed to eradicating all forms of injustices based on race, gender, ethnicity, sexual orientation, age, socio-economic status, religion, and disability.

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

Students are expected to participate actively in all Zoom sessions. If you are unable to attend a Zoom session, please contact your instructor to arrange an alternative activity for the missed session (e.g., to review a recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their

instructor when they are expected, if they are able, to turn on their webcam (for group work, presentations, etc.). All students are expected to behave in a professional manner during the session.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING

The instructor may use media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose.

ZOOM RECORDINGS OF ONLINE CLASSES

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

ASSESSMENT COMPONENTS

Assignment 1: Foundations: Situating of Self in Context (2 D2L posts)

Course Learning Outcomes: 1, 2, 4, 5 & 6

Due before departure (July 4, 2026), the two D2L posts and responses are worth 20% of final grade.

This is not a long or intensive assignment. The intent of this two-part assignment is to lay the groundwork for your personal "lens" through which the content of this course will be examined and an introduction to a Sustainable Development Goal of interest to you. For each of these posts approximately one-page long you must respond to two other posts.

A. *My personal lens*. Write a brief post 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?

Required Readings:

Choudhury, S. (2015). *Deep diversity: Overcoming us vs them.* Between the Lines*. (Read* pp. 21-45)

DiAngelo, R. (2011). White fragility. *International Journal of Critical Pedagogy*, *3*(3), 54-70.

Gilbert, A., & Sliep Y. (2009). Reflexivity in the practice of social action: From self to inter-relational reflexivity*. South African Journal of Psychology, 39*(4), 468-479*.*

Hawken, P. (2007). *Blessed unrest. How the largest movement in the world came into being and why no one saw it coming.* Viking Press. (Read pp.11-26. Available online at the Library)

B. *My selected SDG.* Select and study one of the 14 SDGs and write a brief post 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.

Required Readings:

Cordoba, P. S & Bando, L. (2022) Social work and the Sustainable Development Goals: A student placement model, *Australian Social Work, 75*(4), 519-526, DOI: 10.1080/0312407X.2021.1947335

Global Network Compact Canada. (2018). *The sustainable development goals: The Canadian network of the UN global compact*. Retrieved from http://www.globalcompact.ca/sustainable-development-goals/

Jayasooria, D. (2016). Sustainable Development Goals and social work: Opportunities and challenges for social work practice in Malaysia. *Journal of Human Rights and Social Work 1,* 19–29. https://doi.org/10.1007/s41134-016-0007-y

Lawrence, R. J. (2020). Overcoming barriers to implementing sustainable development goals: Human eology matters. *Human Ecology Review, 26*(1), 95-115. https://press-files.anu.edu.au/downloads/press/n8114/pdf/08_lawrence.pdf

Oxfam Canada. (2015). *Wealth: Having it all and wanting more*. Retrieved from http://oxfam.ca/sites/default/files/file_attachments/wealth-having-all-wanting-more-190115-en.pdf

United Nations Development Program. *Sustainable development goals*. Retrieved from http://www.undp.org/content/undp/en/home/sustainable-development-goals.html

United Nations India (2023). *Our work on the Sustainable Development Goals in India.* https://india.un.org/en/sdgs

Yesudhas, R., (February 21, 2020). Social work and sustainable development: Review of field action projects initiated by college of social work, Nirmala Niketan National Conference on Contemporary Indian Society and Social Work Practice. University of Mumbai, 20th and 21st February 2020, https://ssrn.com/abstract=3824732 or http://dx.doi.org/10.2139/ssrn.3824732

Assignment 2: Multisensory Research Project Group Presentation

Course Learning Outcomes: 3, 5 & 6

Due: July 15, 2026 Worth 40% of the final grade

The Multisensory Research Group Presentation is a group presentation (3-4 students) 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 India. Each group will provide a 15-minute presentation (maximum 20 slides) on a chosen area of sustainable development that they experienced in India. The project should link a key social issue in India with one of the UN SDG. Integrate theoretical, experiential and reflective learnings within this presentation. The presentation should identify why the social issue and goal is important in India and lessons learned during the exchange that could be

applicable to Canada. The presentation should make explicit reference implications for social work or community practice in India, Canada or globally.

Assignment 3: Multisensory Research Project Individual Report

Course Learning Outcomes: 5 & 6

Due: July 29, 2026, worth 40% of the final grade

Individual Report: Students will provide the following content in the assignment (can be written max 10 pages, not including appendices, references, and cover page), in Word format – not PDF – double spaced, 12-point font) or other format with permission (i.e., PowerPoint, movie, etc.,). Students will need to clearly outline the social issue they were interested in and the relevant sustainable development challenge in relation to social work or community development. How are they being addressed in India, what is working, what is not working, how it could be applied in Canada, and its impact for social work or community development practice.

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to attend the orientation sessions and be fully present and engaged in class activities and discussions in the field. Make-up options are available and must be determined in consultation with the instructor.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox in D2L. Assignments may be submitted in Word or PDF format, or format agreed with the instructor. Assignments should have a file name as follows: "Full name and assignment number" (e.g., Jane Smith Assignment 2). Assignments are due by 11:59pm on their due date. Please note that it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the proper version is submitted.

LATE ASSIGNMENTS

Students should get in touch with the instructor if they require an extension.

EXPECTATIONS FOR WRITING

All assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: https://www.ucalgary.ca/student-services/student-success/writing-support

ACADEMIC MISCONDUCT

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

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 Undergraduate Grading System and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	85-94
A-	3.7	Approaching excellent performance	80-84
B+	3.3	Exceeding good performance	77-79
B	3.0	Good performance	73-76
B-	2.7	Approaching good performance	70-72
C+	2.3	Exceeding satisfactory performance	67-69
C	2.00	Satisfactory performance	63-66
C-	1.70	Approaching satisfactory performance	60-62
D+	1.30	Marginal pass. Insufficient preparation for subsequent courses in the same subject	57-59
D	1.00	Minimal pass. Insufficient preparation for subsequent courses in the same subject.	50-56
F	0.00	Failure. Did not meet course requirements.	Below 50
CG		Credit Granted. Not included in the GPA calculation. See section F.1.3 for additional detail.	
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as "Not Included in GPA" where applicable.	

COURSE EVALUATION

Feedback will be sought at the end of the course through the standard University and Faculty of Social Work course evaluation forms. Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Adams. M, Blumenfeld, W.J, Castaneda, C., Hackman, H.W., Peters, M.L, & Zuniga, X. (2010). *Readings for diversity and social Justice* (2nd. ed.). Routledge.

Agger, B. (2006). *Critical social theories: An introduction*. Paradigm Publishers.

Bishop, A. (2002). Becoming an ally. *Breaking the cycle of oppression in people*. 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*. Praeger Publishers.

Kabeer, N. (2005). *Inclusive citizenship: Meanings and expressions.* Zed Books.

Klein, N. (2007). *The shock doctrine: The rise of disaster capitalism*. Knopf Canada.

Leondar-Wright, B. (2005). *Class matters: Cross-class alliance building for middle-class activists*. 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.* Penguin Books (pp. 98-114).

Tuhiwai Smith, L. (2021). *Decolonizing methodologies: Research and Indigenous peoples.* 3rd Ed. University of Otago Press.

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

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

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.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 and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the Canadian Association for Social Workers, Code of Ethics (2005) and the Alberta College of Social Work Standards of Practice (2019). Both can be found online at: https://acsw.ab.ca/site/practice-resources?nav=sidebar

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS). SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/ . Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Student-Accommodation-Policy.pdf

RESEARCH ETHICS

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

ACADEMIC MISCONDUCT

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is

prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

COPYRIGHT LEGISLATION

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (https://ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Acceptable-Use-of-Material-Protected-by-Copyright-Policy.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

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/legal-services/sites/default/files/teams/1/Policies-Sexual-Violence-Policy.pdf

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: https://www.ucalgary.ca/registrar/registration/course-outlines for additional important information on the following:

- **Wellness and Mental Health Resources**
- **Student Success**
- **Student Ombuds Office**
- **Student Union (SU) Information**
- **Graduate Students' Association (GSA) Information**