



Course Outline – Diversity and the Canadian Family

Note: This is a provisional syllabus. Please check the course website for the final syllabus.

General Information

Course #: 3325A
Section #: 002
Term: Fall
Year: 2024-25
Delivery: *Blended*
Course Day & Time: Weekly on Thursdays, from 10:30 am to 12:30 pm
Course Location: TBD

Instructor Information

Name: Dr. Roula Hawa
E-mail: roula.hawa@uwo.ca
Telephone number for office appointments: TBD
Office hours: *In-person, Thursdays from 1:00 – 3:00 or virtually by appointment*
Office location: TBD

Course Description

This course examines contemporary diversity as it impacts individuals and families. Its psychosocial approach enables students to think through their own perspectives on race, ethnicity, religion, sexual identity, and more in preparation for working with people from diverse backgrounds.

Prerequisite(s):

1.0 Family Studies and Human Development Courses at the 2000 level, or 1.0 former Family Studies courses at the 2000 level, or permission of instructor.

Additional Course Information Description

By the end of this course, you will gain knowledge about issues that impact individuals and families in the Canadian society and globally as well as transferrable skills that are relevant to your lives today and as you transition into your future careers working with families. In addition to the required textbooks, there are required readings that are critical for setting the stage for your group project.

Required Course Materials

Anzovino, T., Oresar, J., Boutilier, D. (2019). *Walk a Mile: A Journey Towards Justice and Equity in Canadian Society (2nd edition)*: Nelson.

To order the e-textbook, please check Western's bookstore. You can also get a used hard copy of the textbook as well.

Additional Course Materials (additional materials may be assigned- check course platform)

Anderson, C. (2019). Indigenous People in Canada: Sixties Scoop.

Hawa, R., Dunn, J., Coulter, S.L., Goldsmith, W., Chopra, R. (2022). *Forging Critical Connections through Community-University Partnership: Addressing Housing Issues for Women Experiencing Violence in London, Ontario*. In R. Kteily-Hawa (Ed.), [Proceedings of the 40th Canadian Association for the Study of Adult Education \(CASAE/ACÉÉA\) Annual Conference](#), (pp. 192-199), Congress of the Humanities and Social Sciences, May 14-17.

Kteily-Hawa, R. (2024). HIV Prevention and Community Engagement. In: The Palgrave Encyclopedia of Sexuality Education (pp. 1-13). Palgrave Macmillan, Cham.
https://doi.org/10.1007/978-3-030-95352-2_48-1.

Leung, H. H. (2011). Canadian multiculturalism in the 21st century: Emerging challenges and debates. *Canadian Ethnic Studies*, 43(3), 19-33.

Smith-Carrier, T., Kerr, D., Wang, J., Tam, D. M., & Ming Kwok, S. (2017). Vestiges of the medical model: a critical exploration of the Ontario Disability Support Program in Ontario, Canada. *Disability & Society*, 32(10), 1570-1591.

Statistics Canada, The Daily (2022, Nov 8). More than half of women provide care to children and care-dependent adults in Canada, 2022.

Statistics Canada, The Daily (2022, Nov 14). "I don't": Historic decline in new marriages during the first year of the pandemic.

Statistics Canada, The Daily (2022, July 13). Home alone: More persons living solo than ever before, but roomies the fastest growing household type.

Statistics Canada, The Daily (2022, July 13). State of the union: Canada leads the G7 with nearly one-quarter of couples living common law, driven by Quebec.

Optional Course Materials

The course requires all assignments to be in the APA style 7th edition. Please use: American Psychological Association (2020). *Publication Manual of the American Psychological Association (7th ed.)*. Author.

Learning Outcomes

By the end of this course, students will:

1. Define diversity as a framework and acknowledge difference, power, and privilege using principles of social equity, social justice, and anti-oppression.
2. Understand diversity through greater self-awareness, knowledge, and empathy for those who experience prejudice and discrimination.
3. Actively engage in examining issues of diversity, including social inequality, race, ethnicity, immigration, religion, gender, sexuality, ability, age, and family in ways that are relevant to their lives today.
4. Critically analyze roots of oppression and inequality for historically disadvantaged and underrepresented communities, including women, Indigenous people, immigrants and refugees, racialized people, LGBTQ2+, people with diverse abilities, and other marginalized groups, and make connections with systemic discrimination experienced by these communities in contemporary society.
5. Demonstrate their ability to effectively communicate about ways of being in the world that help to promote awareness, respect, and inclusiveness in building positive relationships with diverse communities.
6. Learn how to generate sustainable and inclusive strategies to eliminate barriers to full participation of diverse communities.

Teaching Methodology and Expectations of Students

This course will include online asynchronous lectures. Additionally, there will be group presentations, lab or seminar activities, debates, and guest speakers. Students are required to attend classes or in-person activities to be successful in this course. During in-person activities, students are required to use electronic devices only for engagement in class-related tasks.

We may follow a “flipped” classroom model for a particular class, where I will post a video lecture recording along with relevant resources in our course in Brightspace and you are expected to complete it before you come to class and bring your questions for an engaged discussion. I will use a PPT to support your learning in class for most classes. Be prepared to attend class, take notes and actively participate. When we have a guest speaker, you are expected to read any assigned reading before class, prepare questions, and be engaged in the presentation.

Brightspace will be used for posting marks and turning in assignments. Tests, assignments, and tasks must be handed in by their due date unless there is academic accommodation. **Late penalties are 5 points per day, with the day ending and re-setting at 4 pm.**

When sending an email to me, please use your UWO account and put something in the subject line like "FSDH 3325A." Please sign your name to your email with your student ID.

Because of the interactions with other people particularly around group work (in-person and online), it is important to consider the following:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. "Flaming" is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Copyright and Intellectual Property

PowerPoint lecture slides and notes, lists of readings, in-class activities, assignment guidelines, and other components of the course materials are the intellectual property of the instructor. Unauthorized reproduction through audio-recording, video-recording, photographing, sharing on social media, or posting on course-sharing websites is an infringement of copyright and is prohibited. Such action may be considered a Code of Conduct violation and lead to sanctions.

Use of Generative AI

AI is allowed for the diversity project. You may choose to use generative AI tools on the project; this use must be documented in an appendix for the assignment. The documentation should include what tool(s) were used (Grammarly, ChatGPT, etc.), how they were used, and how they were incorporated into the submitted work. You are ultimately accountable for the work you submit.

Evaluation

Students will be evaluated based on their achievement of the outcomes as reflected in:

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory
C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

EDI Awareness Week: Critical Reflection Sheet. You are expected to watch a presentation during EDID week and complete a reflection sheet.

Diversity Assignment. In this assignment, you will work in small groups to develop a lesson plan in an EDID topic or area and then teach your classmates a small segment of your lesson in an engaging and critical fashion, in addition to providing resources.

Midterm and Final Exams. Exams may cover material in the text, PPTs, any notes I present in class, videos, weblinks, and class activities. They may include multiple choice, fill in the blank, or short answer. Mid-term exam is timed and you will have 2 hours to complete the Exam once you start it. The Final Exam is 3 hrs long and the date will be set by the Registrar’s Office. Final Exam is cumulative.

Evaluation Breakdown:

Component	Weight	Date/Deadline	Learning Outcomes
Midterm Exam	25%	October 10	1,2,3,4,5
EDI Awareness Week: Critical Reflection Sheet	10%	October 24	2,5
Diversity Assignment	30%	Nov 14-Dec. 5	1,2,3,4,5,6,
Final Exam	35%	TBD	1,2,3,4,5,6

Course Content

For individual and detailed questions, please book a meeting via Zoom. Make sure to use your UWO credentials when attending a Zoom meeting.

Weekly Organizer:

Class/Date	Topic	Description	Weight/ Due Date
Week 1 Sept. 5	Introduction	Read the course syllabus posted in Brightspace in the introduction section. Community Building. Familiarize yourself with classroom norms, cultural safety and pathways towards cultural safety.	
Week 2 Sept. 12	Anti-oppression and critical theory; intersectionality; knowing your own story; examining our biases & worldviews.	Read Chapter 1: Diversity, Oppression & Privilege, <i>Walk a Mile: A Journey Towards Justice and Equity in Canadian Society</i> (Anzovino, et al., 2019). When we engage at the personal and professional level with diverse individuals and families, we	

		<p>need to reflect on our own worldviews and examine our biases. The activities for this week will help you clarify your own cultural lens and reflect on your own social biography. Watch Chimamanda Ngozi Adichie’s Ted Talk: “The danger of a single story” (2009). https://www.youtube.com/watch?v=D9Ihs241zeg</p> <ol style="list-style-type: none"> 1. What is your worldview? 2. Why is your worldview the way it is? 3. What are the factors that affect and shape your values and your current belief system? Think about: <ul style="list-style-type: none"> ○ your life experiences; ○ culture; ○ social relationships; ○ historical events; ○ the environment + any other factors. 	
<p>Week 3 Sept. 19</p>	<p>Defining the family; diversity in families; family violence in Canada.</p>	<p>Read Chapter 13: Diversity in Families, <i>Walk a Mile</i>. Visit https://vanierinstitute.ca/family-definition-diversity/</p> <p>Read: “What’s in a Name? Defining families in a Diverse Society”. While on the website, read “a Snapshot of Family Diversity in Canada”.</p> <p>There is a group activity. Using concepts learned from chapter 13 and the readings on the Vanier Institute of the Family website, create a short educational bulletin (3-5 minutes) about an interesting fact pertinent to diversity in Canadian families.</p>	
<p>Week 4 September 26</p>	<p>“Can’t we all get along?”; visible and invisible disabilities; mental health and stigma; the generational divide: age stratification in Canada; COVID-19 and ageism.</p>	<p>Guest Speaker</p> <p>Read Chapter 11: Ability , <i>Walk a Mile</i>. Read Chapter 12: Age, <i>Walk a Mile</i>.</p>	

Week 5 October 3rd	Exploitation, marginalization, cultural imperialism & violence; poverty, homelessness, global inequality; poverty in FNIM families.	Read Chapter 2: Forms of Oppression, <i>Walk a Mile</i> . Read Chapter 3, Social Inequality, <i>Walk a Mile</i> . Listen to an audio on News talk 1010: <i>The Exponential</i> with <i>Amanda Lang</i> showcasing an interview with: Dr. Cindy Blackstock discussing poverty in Indigenous children: “Spotlight and case studies on children poverty”. Group work.	
Week 6 October 10	Midterm Exam	Chapters 1,2,3,11,12,13, all class notes, video clips, and readings (2-hour timed test), 10:30 am – 12:30 am	Mid-term Exam (25%)
October 12-20 Reading Week			
Week 7 October 24	Acknowledging racism in Canada; “Us” vs “Them”; colour of poverty; forms of racism; colourblindness; race and law enforcement	Read Chapter 6: Race and Racialization, <i>Walk a Mile</i> .	Critical Reflection Sheet due October 24 (10%)
Week 8 October 31	Agents of gender socialization; gender expression; sexual identities; intimate relationships; current issues.	Read Chapter 4: Gender, <i>Walk a Mile</i> . Read Chapter 5: Sexuality, <i>Walk a Mile</i> . Listen to a podcast on TVO: <i>Word Bomb: Episode 6</i> “The Singular ‘They’: Busting open the binary” https://www.tvo.org/podcasts/word-bomb/ep-6-singular-they-busting-open-the-binary	
Week 9 November 7	In our own backyard; intergenerational trauma; the language: using the right words; role of storytelling in Indigenous communities.	Guest Speaker Read Chapter 7: Indigenous People, <i>Walk a Mile</i> . Watch: Phases of mass removal of Aboriginal children from their families: residential schools; the Sixties Scoop; the Millennial Scoop. https://www.youtube.com/watch?v=2RZ1yIOFnMs Watch <i>Birth of a Family</i> : CBC Documentary (45 min) https://gem.cbc.ca/media/cbc-docs-pov/season-1/episode-8/38e815a-00d30a8d6e1 “Say Something”. <ul style="list-style-type: none"> ○ Make a connection. ○ Make a prediction. ○ Discuss an image you have in your mind. ○ How are you feeling? ○ Do you have a question? ○ Listen to others and respond to what they say. 	

Week 10 November 14	Diversity Assignment	Presentations Groups: 1,2,3,4	Diversity Assignment (30%) Nov 14-Dec 5
Week 11 Nov 21	Deciding who gets in; contemporary migration issues in Canada; Canada's future multiculturalism: does it exist?	Guest Speaker Read Chapter 8: Immigration, <i>Walk a Mile</i> . Read Chapter 9: Multiculturalism, <i>Walk a Mile</i> . Task 8: Is multiculturalism in Canada a failure? "Splitting Hairs" Activity.	
Week 12 Nov 28	Diversity Assignment	Presentations Groups: 5,6,7,8	Diversity Assignment (30%) Nov 14-Dec 5
Week 13 December 5	Putting all the pieces together	Diversity Assignment Presentations Groups: 9, 10 Next steps... Congratulations on finishing FSHD 3325A! Good luck on your final exam. Have a well-deserved winter break!	Diversity Assignment (30%) Nov 14-Dec 5 Final Exam (35%): Date TBD

FHS Common Course Outline Attachment

Statement on Prerequisite Checking

Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites

Statement on Gender-Based and Sexual Violence

Western [is committed to reducing incidents of gender-based and sexual violence](#) (GBSV) and providing compassionate support to anyone who is going through or has gone through these traumatic events. If you are experiencing or have experienced GBSV (either recently or in the past), you will find information about support services for survivors, including emergency contacts, [here](#). To connect with a case manager or set up an appointment, please contact support@uwo.ca.

Support Services

There are various support services around campus and these include, but are not limited to:

1. Academic Support and Engagement - <http://academicsupport.uwo.ca>
2. Wellness and Well-being - <https://www.uwo.ca/health/>
3. Registrar's Office -- <http://www.registrar.uwo.ca/>
4. Ombuds Office -- <http://www.uwo.ca/ombuds/>

In accordance with [policy](#), the centrally administered e-mail account provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner.

Health and Wellness

As part of a successful undergraduate experience at Western, we encourage you to make your health and wellness a priority. Western provides several on-campus health-related services to help you achieve optimum health and engage in healthy living while pursuing your degree. For example, to support physical activity, all students receive membership in Western's Campus Recreation Centre as part of their registration fees. Numerous cultural events are offered throughout the year. Please check out the Faculty of Music web page (<http://www.music.uwo.ca/>), or the McIntosh Gallery (<http://mcintoshgallery.ca/>). Further information regarding health and wellness-related services available to students may be found at <https://www.uwo.ca/health/>.

If you are in emotional or mental distress, please visit Western Psychological Services (<https://www.uwo.ca/health/psych>) for a list of options for obtaining help.

Use of Electronic Devices

During Exams: Unless you have medical accommodations that require you to do so, or explicit permission from the instructor of the course, you may not use any electronic devices during ANY tests, quizzes, midterms, examinations, or other in-class evaluations.

During Lectures and Tutorials: Although you are welcome to use a computer during lecture and tutorial periods, you are expected to use the computer for scholastic purposes only, and refrain from engaging in any activities that may distract other students from learning. From time to time, your professor may ask the class to turn off all computers, to facilitate learning or discussion of the material presented in a particular class.

Unless explicitly noted otherwise, you may not make audio or video recordings of lectures – nor may you edit, re-use, distribute, or re-broadcast any of the material posted to the course website.

Personal Response Systems (“clickers”) may be used in some classes. For those classes in which we use this technology, it is your responsibility to ensure that the device is activated and functional. You must speak with the course instructor immediately, if you have any concerns about whether or not your clicker is malfunctioning.

You must use only your own clicker. For all components of this course in which clicker records are used to compute a portion of the grade:

- The use of somebody else’s clicker in class constitutes a scholastic offence;
- The possession of a clicker belonging to another student will be interpreted as an attempt to commit a scholastic offense

Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, in the [Academic Calendar \(westerncalendar.uwo.ca\)](http://westerncalendar.uwo.ca).

Plagiarism

Student work is expected to be original. Plagiarism is a serious academic offence and could lead to a zero on the assignment in question, a zero in this course, or your expulsion from the university. You are plagiarizing if you insert a phrase, sentence or paragraph taken directly from another author without acknowledging that the work belongs to him/her. Similarly, you are plagiarizing if you paraphrase or summarize another author’s ideas without acknowledging that the ideas belong to someone else. All papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between Western University and Turnitin.com (www.turnitin.com).

Re-submission of Previously Graded Material

Without the explicit written permission of the instructor, you may not submit any academic work for which credit has been obtained previously, or for which credit is being sought, in another course or program of study in the University or elsewhere.

Use of Statistical Pattern Recognition on Multiple Choice Exams

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Academic Considerations and Absences from Lectures and Assessments

Religious Accommodation

When a course requirement conflicts with a religious holiday that requires an absence from the University or prohibits certain activities, students should request (in writing) any necessary academic considerations at least two weeks prior to the holiday to the academic advisors in their Home Department. Additional information is provided in the [Western Multicultural Calendar](#).

Academic Accommodation

Please contact the course instructor if you require lecture or printed material in an alternate format or if any other arrangements can make this course more accessible to you. Students with ongoing accommodation needs within this course are also encouraged to contact [Accessible Education](#), which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The policy on Academic Accommodation for Students with Disabilities can be found [here](#).

Academic Consideration

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by extenuating circumstances that are medical or compassionate in nature. These extenuating circumstances may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. In all cases, students are advised to consult with the academic advisors in their home units, at their earliest opportunity. Academic advisors may refer students to [Accessible Education](#) for ongoing academic accommodations.

Most forms of academic consideration require documentation, and this documentation is to be submitted to academic advisors within five (5) business days of their return to academic responsibilities. Any such documents will be retained in the student's file, and will be held in confidence in accordance with the University's [Official Student Record Information Privacy Policy](#). Once the petition and supporting documents have been received and assessed, appropriate academic considerations shall be determined by academic advising, in consultation with the student's instructor(s). Academic considerations may include extension of deadlines, waiver of attendance requirements for classes/labs/tutorials, arranging Special Exams or Incompletes, re-weighting course

requirements, or granting late withdrawals without academic penalty. Academic considerations shall be granted only where the documentation indicates that the onset, duration and severity of the illness are such that the student could not reasonably be expected to complete their academic responsibilities. (Note – it will not be sufficient to provide documentation indicating simply that the student “was seen for a medical reason” or “was ill.”).

Whenever possible, students who require academic considerations should provide notification and documentation in advance of due dates, examinations, etc. Under no circumstances are students expected to submit rationales for (or documentation of) any absences, to course instructors. Students are, however, required to follow-up with course instructors, in a timely fashion, to identify the ways in which the academic consideration will be implemented.

Examination Conflicts

A student completing tests or examinations with flexible submission times (e.g., where one or more evaluation is a take-home assessment) cannot request alternative arrangements unless a conflict cannot be avoided by rescheduling writing the exam to a different time within the window specified by the instructor. This applies to direct conflicts as well as “heavy load” conflicts (e.g., three exams within a 23-hour period). The student should discuss any concerns about a potential conflict and/or request academic considerations with their academic advising unit prior to the deadline to drop a course without academic penalty

In the case of online tests and examinations, use of a “Conflict Room,” wherein student can write two proctored exams concurrently, will be interpreted as arrangements for continuous proctoring.

Contingency Plan for an In-Person Class Pivoting to 100% Online Learning

In the event of an event that requires this course to pivot to online content delivery, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on Brightspace for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

Online Proctoring

Tests and examinations in this course may be conducted using a remote proctoring service. By taking this course, you are consenting to the use of this software and acknowledge that you will be required to provide **personal information** (including some biometric data) and the session will be **recorded**. Completion of this course will require you to have a reliable internet connection and a device that meets the technical requirements for this service. More information about this remote proctoring service, including technical requirements, is available on Western’s Remote Proctoring website at: <https://remoteproctoring.uwo.ca>.

Appealing a Grade Within this Course

You have the right to appeal any grade within this course. The grounds for a grade appeal may be one or more of: medical or compassionate circumstances, extenuating circumstances beyond the student's control, bias, inaccuracy, or unfairness.

A request for relief against a mark or grade must be initiated with the instructor as soon as possible after the mark is issued. This appeal need not be in writing. If the matter is not resolved satisfactorily with the instructor, a written request for relief must be submitted to the Chair of the Department within three weeks of the date that the mark was issued. In the case of a final grade in a course, the written request for relief must be submitted to the Chair of the department by January 31st (for first-term half courses) or June 30th (for second-term half courses or full-year courses).

Your appeal letter does not need to be lengthy, but it should clearly indicate the detailed reason(s) for your request, any circumstances that impacted your ability to perform successfully, and the relief you are requesting. You are encouraged to provide supporting documentation if you identify extenuating circumstances that contributed to your situation. The Office of the Ombudsperson has extensive information available on their website (<https://uwo.ca/ombuds/get-help.html>) related to academic appeals.