

Course Outline

Course Title:	Power, Privilege and Oppression		
Course Number:	SOCI165	Approval Date:	2016/5/16
Course Hours:	45 hours	Academic Year:	2015
Academic School:	School of Justice and Community Development		
Faculty:	Trish Graham - trish.graham@flemingcollege.ca		
Program Co-ordinator or Equivalent:	Sara Mormul - sara.mormul@flemingcollege.ca		
Dean (or Chair):	Linda Poirier - linda.poirier@flemingcollege.ca Molly Westland - molly.westland@flemingcollege.ca		

Course Description

This course is designed to create a learning opportunity for students to increase their awareness and capacity to critically analyze the various forms of oppression. Students will be introduced to theory and practical applications, this course will provide the foundation for understanding how to work successfully with marginalized populations.

Prerequisites: None.

Corequisites: None.

Learning Outcomes

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

1. Recognize, identify and explain the various categories of Oppression.
2. Recognize and articulate when oppression occurs at micro and macro levels.
3. Identify and examine anti oppression work in front line practice.
4. Recognize the effects of class, gender, race, age and both privilege and oppression through your personal narrative.

Learning Resources

Bishop, Anne, (2015). *Becoming an ally*. 3rd Edition. Halifax: Fernwood Publishing.

Mullaly, Bob, (2009). *Challenging oppression and confronting privilege*. Toronto: Oxford.

A variety of Internet sources such as Tedx, Rabble.ca plus the use of film

Assessment Summary

Assessment Task	Percentage
In-class activities	10%
Assignments	75%
Tests	15%

Student Success: Policies and Procedures

Mutually, faculty and learners will support and adhere to college Academic Regulations, and Student Rights and Responsibilities. The following policies and guidelines have been developed to support the learning process.

Please click on the link for information about:

- [Student Rights and Responsibilities](http://flemingcollege.ca/PDF/Student-Rights-And-Responsibilities.pdf)
(flemingcollege.ca/PDF/Student-Rights-And-Responsibilities.pdf)
- [Academic Regulations](http://flemingcollege.ca/PDF/Fleming-College-Academic-Regulations.pdf)
(flemingcollege.ca/PDF/Fleming-College-Academic-Regulations.pdf)
- [Guidelines for Professional Practice: Students and Faculty](http://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)

Alternate accessible formats of learning resources and materials will be provided, on request.

Program Standards

The Ministry of Training, Colleges and Universities oversees the development and the review of standards for programs of instruction. Each college is required to ensure that its programs and program delivery are consistent with these standards, and must assist students to achieve these essential outcomes.

This course contributes to Program Standards as defined by the [Ministry of Training, Colleges and Universities](#) (MTCU). Program standards apply to all similar programs of instruction offered by colleges across the province. Each program standard for a postsecondary program includes the following elements:

- **Vocational standards** (the vocationally specific learning outcomes which apply to the program of instruction in question);
- **Essential employability skills** (the essential employability skills learning outcomes which apply to all programs of instruction); and
- **General education requirement** (the requirement for general education in postsecondary programs of instruction that contribute to the development of citizens who are conscious of the diversity, complexity and richness of the human experience; and, the society in which they live and work).

Collectively, these elements outline the essential skills and knowledge that a student must reliably demonstrate in order to graduate from the program. For further information on the standards for your program, follow the MTCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/)

Detail Plan

Term:	2016 Winter
Faculty:	Trish Graham - trish.graham@flemingcollege.ca
Program Co-ordinator or Equivalent:	Sara Mormul - sara.mormul@flemingcollege.ca
Dean (or Chair):	Linda Poirier - linda.poirier@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week One	Lecture: An overview of the course. Seminar: Create class guidelines. Overview of course assignments and expectations.	1	Collaborate to create respectful classroom behavior guidelines. Read Chapters one and two for next week.
Week Two	Lecture: Where did oppression come from? Seminar: Experiential learning focusing on our own privilege and oppressions.	1	The WEB: what's on yours? Read chapter three for next week.
Week Three	Lecture: How is oppression held in place? Seminar: Experiential learning.	1, 4	Experiential group process and reflection. Read chapter four for next week.
Week Four	Lecture: Oppression at a Personal Level plus internalized oppression. Seminar: Hearing the many influences in our lives around oppression and privilege.	2,4	The Spiral: what is your journey? Read chapter five for next week.

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week Five	Lecture: Oppression at a Cultural level Seminar: How does the media construct "BEAUTY" and "SUCCESS"? Practice Narrative Interview	2,4	Large and small group discussion. Review material provided for next week.
Week Six	Lecture: Oppression at Cultural Level Seminar: Cultural Oppression and the media Practice for Narrative paper.	1, 2,4	Read class notes provided for next week. Discussion pertaining to Residential schools, the legal system and the Welfare State.
Week Seven	Lecture: Structural Oppression Seminar: Test and review of Narrative paper.	1,2,4.	Seminar: Test. Read chapters six, seven and eight for week nine.
Week Eight	Study Week		Read all of the class notes provided in class.
Week Nine	Lecture: More Structural Oppression Seminar: discussion about Structural Oppression.	1,2,4	Read class notes for next week. Class discussions about Structural Oppression.
Week Ten	Lecture: Anti Oppressive Work at a Personal Level. Seminar: Personal oppression at the movies!	1,2,3,4	Movie review and oppression. Read class notes on cultural oppression for next week.
Week Eleven	Lecture: Anti-Oppressive SSW practice at a Cultural Level. Seminar: Social Justice through the movies!	1,2,3,4	Movie review and Justice application. Review class notes on Structural Oppression. Narrative paper is due.
Week Twelve	Lecture: Anti Oppression Work at a Structural level. Seminar: The movies and Oppression.	1,2,3,4	Movie review with oppression critique.
Week Thirteen	Lecture: Test Seminar: Two small group Presentations.	1,2,3,4	Read Bishop, chapters 6 and 7 for next week.
Week Fourteen	The Workers Healing and Liberation	1,2,3,4	Healing and liberation experiential learning.
Week Fifteen	Lecture: Pulling it altogether. Seminar: Feedback about this course and what we have all learned.	1,2,3,4	What have we learned? How did we do?

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Each student is to hand in five Reflection Sheets during the first half of the semester. Each Reflection is worth 5%. The only time the Reflection may be handed into the Instructor, for a possible passing grade, is at the beginning of the seminar which follows the reflection question. No one else may hand it in for you. You may not pass this course unless each of these reflections are completed, whether or not a passing grade is obtained.	Weeks 1-7 Reflections as provided in D2L: and in lectures.	1,2,3,4	25%
Each student will hand in five reflections during the second half of the semester, (weeks 9-15). See previous assignment description for details.	Weeks 9-15 See previous description.	1,2,3,4	25%
Students will be given three short questions to review. Each of these questions are from course content. Before the test, one of these questions will be selected. The first one will be in week seven.	Week 7 Short Answer Test	1,2,3	10%
The above process will be repeated in the second half of the semester. This test will be in week 13.	Week 13 Short Answer Test	1,2,3,4	10%
You will select an Interviewee and you will participate with this person in an anti oppression discourse. This will be due week 11.	Week 11 Narrative Paper on Oppression: mandatory assignment.	2,3,4	25%
In order to successfully complete this course, you must demonstrate that you have reviewed at least three articles within this social media network. This will be further discussed in class. Evidence of this assignment will be demonstrated by copying the topic you have selected on the AVVAZ network and, through class discussion.	Avaaz Network: this is a mandatory assignment.	1,2	5%

Please note that assignments are expected to be handed in on time. There will be 10% taken off for each day late, up until three days. After that, the assignment will be marked 0.

Exemption Contact

Trish Graham, (RN, Retired), MA, faculty, SSW, SSFC

trish.graham@flemingcollege.ca

Prior Learning and Assessment and Recognition (PLAR)

PLAR uses tools to help learners reflect on, identify, articulate, and demonstrate past learning which has been acquired through study, work and other life experiences and which is not recognized through formal transfer of credit mechanisms. PLAR options include authentic assessment activities designed by faculty that may include challenge exams, portfolio presentations, interviews, and written assignments. Learners may also be encouraged and supported to design an individual documentation package that would meet the learning requirements of the course. Any student who wishes to have any prior learning acquired through life and work experience assessed, so as to translate it into a college credit, may initiate the process by applying through the Registrar's office. For more information please click on the following link: <http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition>

Course Specific Policies and Procedures

It is the responsibility of the student to retain this course outline for future reference. Course outlines may be required to support applications for advanced standing and credit transfer to other educational institutions, portfolio development, PLAR and accreditation with professional associations.

Evaluation Components: (assignments, quizzes, tests, presentation, labs, and reports)

All evaluation components are due on the date and time stated on this course outline.

- All tests and assignment results will be recorded in the D2L grade book and released to the students within two weeks after the assignment/test due date. Test questions may or may not be returned to the students, however, faculty will take up the test materials/concepts highlighting areas of strengths and weakness identified in the student responses. This can be done online or in class.
- If there is a concern or question about the marking of a test or assignment, the student must contact the faculty within one week of the release of the grade with evidence (textbook, reputable website, lecture notes) to provide rationale for their position.
- Make-up arrangements for tests/assignments are not normally allowed, however, in the event of a documented illness, emergency or death of an immediate family member, which prohibits the student from writing the test, make-up provisions may be provided. Allowances will only be considered if the communication (email or voicemail) to the faculty occurs before the scheduled test/assignment. In the case of a missed test, failure to inform faculty before the test will result in a mark of 0. Rescheduled test must be written within three school days from the originally scheduled date. When long term illness or other extreme circumstance makes it impossible for the test to be taken within three days, the situation will be dealt with on an individual basis.
- Late assignments will be penalized 10% a day for the first three days. After the fourth day, the assignment will be graded as a zero.

- Courses may contain specific assessments that require successful completion in order to demonstrate accomplishment of the learning outcomes for the course. These will be specifically detailed on each course outline.
- Final grades are based on the level of academic achievement according to the evaluation plan stated in the course outline. Faculty will not offer additional assignments or credit recovery to individual students beyond those cited in this course outline.

Student Engagement

- Students and faculty are expected to interact in a professional and positive manner. This includes: being respectful, setting high expectations and standards, demonstrating professionalism, being engaged, staying connected and communicating effectively and being consistent. See the Student Rights and Responsibilities Policy for further clarity.
- For adult learners in post-secondary education, the college cannot stipulate that attendance is mandatory (except for testing purposes), however, research has shown that attendance contributes significantly to success in the classroom, lab or field. Some courses however, focus almost exclusively on demonstrated skill based applied learning practice. Attendance in these classes is therefore highly recommended. Early in the semester, individual faculty will provide specific attendance expectations for these courses. If classes/labs are missed, for these courses, the learner will be in jeopardy of failing the course, semester and/or program. Students are solely responsible for acquiring missed classroom work including handouts and assignments.
- Students who are late for class are a disruption to their classmates and have a negative impact on the learning environment. Your faculty will share his/her late policies early in the semester. For reasons relating to classroom management and or laboratory safety, late students may be refused entry.
- In an effort to promote optimal engagement, electronic communication devices, except those approved by Learning Support Services and the professor must be turned off/silenced for the duration of the class. Electronic communication devices may be utilized for the purposes of classroom based work such as note-taking and research only. The use of ear buds connected to a source of music is similarly prohibited during class.
- The faculty reserves the right to modify the course sequence in this outline to better meet the needs of the student group and to facilitate learning.
- Students are encouraged to keep the course outline and marked materials until the final course mark is received at the end of the semester and/or for the purposes of portfolio building.

Students have a responsibility to support academic honesty and integrity. Please refer to the Academic Regulations (section 6.0) for further description of these policies.