Fleming College

LEARN | BELONG | BECOME

Course Outline

Course Title:	Power, Privilege and Oppression		
Course Number:	SOCI165	Approval Date:	2018/9/13
Course Hours:	45 hours	Academic Year:	2018
Academic School:	School of Justice and Community	y Development	
Faculty:	Cristine Rego - Cristine.Rego@fl	emingcollege.ca	
	Peter Haastrup - Peter.Haastrup	@flemingcollege.ca	
Program Co-ordinator or	Cristine Rego - Cristine.Rego@flemingcollege.ca		
Equivalent:			
Dean (or Chair):	Martha Jansenberger - Martha.Ja	ansenberger@fleming	gcollege.ca

Course Description

This course will provide the foundation for understanding social, economic, cultural, spiritual, racial and political issues within the context of social justice and diversity. Students will be introduced to theories and practical applications that affirm the value and worth of all individuals, families, groups and communities by applying practical skills to enhance cultural safety in service delivery. Students will critically analyze the various forms of oppression, discrimination, power and privilege, and how to apply anti-oppressive practices in the field of human services.

Prerequisites: None.

Corequisites: None.

Learning Outcomes

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

- 1. Identify biological, sociological, economic, political, environmental, spiritual, cultural and psychosocial variables that shape an individual's life experience.
- 2. Apply anti-oppressive practice as it relates to the field of human services for working with individuals, families, groups and communities.
- 3. Self evaluate one's own culture, values, biases, and privilege.
- 4. Identify practical skills for enhancing cultural competence and cultural safety.

5. Apply an intersectional approach that is grounded in evidence based research, for the pursuit of social justice using European and Indigenous constructs.

It is crucial that students participate in designing guidelines for how to create an environment which is conducive to learning. This will involve not using technology during class except for purposes of learning as well as a mutually created "map" for encouraging respectful behaviours including confidentiality.

Learning Resources

Mullaly, Bob, (2018). Challenging oppression and confronting privilege: A Critical Social Work Approach. 3rd Edition. Toronto: Oxford.

Additional Readings

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

A variety of current Internet sources and articles that are relevant to the practice activities for each week.

Assessment Summary

Assessment Task	Percentage
In-class activities	15%
Assignments	50%
Tests	35%

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:

- <u>Academic Integrity (2-201A)</u> (https://department.flemingcollege.ca/hr/attachment/7750/download)
- <u>Accessibility for Persons with Disabilities (3-341)</u> (https://department.flemingcollege.ca/hr/attachment/5619/download)
- <u>Grading and Academic Standing (2-201C)</u> (https://department.flemingcollege.ca/hr/attachment/7752/download)

- <u>Guidelines for Professional Practice: Students and Faculty</u>
 (https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
- <u>Student Rights and Responsibilities (5-506)</u> (https://department.flemingcollege.ca/hr/attachment/269/download)

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 <u>Ministry of Training, Colleges and</u> <u>Universities</u> (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:	2018 Fall
Faculty:	Cristine Rego - Cristine.Rego@flemingcollege.ca Peter Haastrup - Peter.Haastrup@flemingcollege.ca
Program Co-ordinator or Equivalent:	Cristine Rego - Cristine.Rego@flemingcollege.ca
Dean (or Chair):	Martha Jansenberger - Martha.Jansenberger@flemingcollege.ca

Learning	Plan
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Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week One	Lecture: An overview of the course. Mullaly: Chapter 1 Oppression an Overview	3	Practice application Read Chapter 2 from Mullaly text.
Week Two	Lecture: Privilege: An Overview	1, 3	Practice application Read chapter 3 from Mullaly for next week.
Week Three	Lecture: Theoretical and Conceptual Considerations	3	Practice application Read chapter four from Mullaly for next week.
Week Four	Lecture: Oppression and Privilege at the Personal level. The personal is political!	1, 3	Practice application Read chapter five for next week.
Week Five	Lecture: Oppression and Privilege at the Cultural Level	2, 3, 4	Practice Application Read Chapter 6 (Mullaly) for next week.
Week Six	Lecture: Oppression and Privilege at the Structural Level.	2, 3	Practice Application Read chapter 7 for next week. (Mullaly)
Week Seven	Lecture: Internalized Oppression and Domination	2, 3, 4.	Seminar: Test Read Chapter 8 for Week 9
Week 8	Independent Study Week	1,2,3,4, 5	
Week 9	Lecture: The Web, chapter 8	1,2,3,4, 5	Practice Application activity
Week 10	Lecture: Understanding Ally Work.	1,2,3,4, 5	Practice Application activity Read Becoming An Ally, Anne Bishop
Week 11	Lecture: Anti-Oppressive and Anti-Privilege Social work at the Structural level Becoming an ally	1,2,3,4, 5	Practice Application activity
Week 12	Lecture: Understanding Ally work Getting Comfortable with Privilege, Indigenous Lens	1,2,3,4,5	Practice Application activity
	Lecture: Becoming an ally and Getting Comfortable with Privilege	1, 2 3, 4, 5	Ally Group Enactments with written submission
	Lecture: Through an Indigenous Lens	1,2,3,4,5	Ally Group Enactments with written submission
week 13	Lecture: Seminar: Final test.	1,2,3,4,5	Final test

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Each student is to hand in two Reflection Sheets during the the semester, (Weeks 3. 5 & 7). Each Reflection is worth 10%. The Reflections are to be handed in at the beginning of the seminar. You must submit your own reflection in a journal, no one else can submit it. No single pages accepted.	Weeks 3, 5 & 7	1,2,3,4, 5	20%
Each student will hand in two reflections during the second half of the semester, (weeks 9 & 11). See previous assignment description for details.	Weeks 11, 13	1,2,3,4, 5	30%
You will complete a simulation exercise where you will respond as an Ally. A scenario will be selected, your group will develop a script (you will be participating in oppressive behaviour and demonstrating an appropriate ally response based on Bishop's work) which you will act out, with one or more people taking on the ally role. As a group, you will demonstrate how to respond constructively to remarks and situations of racism, discrimination and disrespect in diverse settings and with different marginalized groups represented. Your group is to submit a written component of your dialogue and response to questions.	Week 13 and 14 Ally Skill development Enactment	1, 2, 3, 4, 5	20%
Final test will cover content from the beginning of the course.	Week 15 Final test	1,2,3,4,5	30%

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.

Reflections will only be accepted at the beginning of seminar, and will be returned the following week.

Exemption Contact

cristine.rego@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: <u>http://flemingcollege.ca/admissions/prior-learning-assessment-and-recognition</u>

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.

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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