

Power to the People

2023-24 Academic Year

Program Title	Ministry Title	Major	Year	Semester
LS-General Education elective to be delivered across all programs	--	--	N/A	N/A

Course Code: GNED 1330	Course Equiv. Code(s): N/A
Course Hours: 42	Course GPA Weighting: 3
Prerequisite: N/A	
Corequisite: N/A	
Laptop Course: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Delivery Mode(s): In class <input type="checkbox"/> Online <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Flexible <input type="checkbox"/> HyFlex <input type="checkbox"/>	
Remote proctoring required Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Authorized by (Dean or Director): Jean Choi	Date: August 2023

Prepared by		
First Name	Last Name	Email
Morgan	Chapman	morgan.chapman@durhamcollege.ca

Course Description:

Protests. Petitions. Hashtags. Strikes. Power to the people! In this GNED course, students will explore collective action and how it leads to concrete social and political change. Inspired by the many ways people and groups have made their voices heard to achieve important civil and human rights, this course aims to address “how we got here.” Students will use multi-disciplinary theories and key concepts to embark on a chronological journey from the 19th century until today, as they explore the many challenges and achievements related to women, LGBTQ+, race, and work. The use of technology and deviance in collective action will also be explored. This course will use music, videos, documentaries, newspaper articles, and scholarly sources to examine the complexity of social and political progress, including Canadian and cross-cultural comparisons. Students will be encouraged to make connections between course content and their lived experiences and will be evaluated using a variety of assignments where they will have considerable freedom to choose meaningful topics and forms of submission.

Campus Closure Notice

In the event of a campus closure during which time classes cannot be conducted or attended in person, course delivery will be conducted remotely where possible. Should teaching and learning resume on campus, students may be organized into smaller groups for classroom delivery, in accordance with directions from public health authorities. In either situation, the learning plan sequence and/or evaluation methods may be adjusted to address topics requiring hands-on, practical learning activities.

Subject Eligibility for Prior Learning Assessment & Recognition (PLAR):

Prior Learning Assessment and Recognition (PLAR) is a process a student can use to gain college credit(s) for learning and skills acquired through previous life and work experiences. Candidates who successfully meet the course learning outcomes of a specific course may be granted credit based on the successful assessment of their prior learning. The type of assessment method (s) used will be determined by subject matter experts. Grades received for the PLAR challenge will be included in the calculation of a student's grade point average.

The PLAR application process is outlined in <http://www.durhamcollege.ca/plar>. Full-time and part-time students must adhere to all deadline dates. Please email: PLAR@durhamcollege.ca for details.

PLAR Eligibility

Yes No

PLAR Assessment (if eligible):

- Assignment
- Exam
- Portfolio
- Other

Course Learning Outcomes

Course Learning Outcomes contribute to the achievement of Program Learning Outcomes for courses that lead to a credential (e.g. diploma). A complete list of Vocational/Program Learning Outcomes and Essential Employability Skill Outcomes are located in each Program Guide.

Course Specific Learning Outcomes (CLO)

Student receiving a credit for this course will have reliably demonstrated their ability to:

- CLO1 Compare multidisciplinary theories and apply them to examples of collective action throughout the 20th century and today.
- CLO2 Describe key historical and current events related to movements involving women, LGBTQ+, race, labour, and technology.
- CLO3 Explain how social and political issues are relevant to your life, local communities and current events.
- CLO4 Explain how groups utilize collective action techniques that lead to concrete social and political change.
- CLO5 Discuss the meaning of collective action and its value to the world around us.

Essential Employability Skill Outcomes (ESSO)

This course will contribute to the achievement of the following Essential Employability Skills:

- EES 1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
- EES 2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.
- EES 3. Execute mathematical operations accurately.
- EES 4. Apply a systematic approach to solve problems.
- EES 5. Use a variety of thinking skills to anticipate and solve problems.
- EES 6. Locate, select, organize, and document information using appropriate technology and information systems.
- EES 7. Analyze, evaluate, and apply relevant information from a variety of sources.
- EES 8. Show respect for the diverse opinions, values, belief systems, and contribution of others.
- EES 9. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
- EES 10. Manage the use of time and other resources to complete projects.
- EES 11. Take responsibility for one's own actions, decisions, and consequences.

Evaluation Criteria:

The Course Learning Outcomes and Essential Employability Skills Outcomes are evaluated by the following evaluation criterion.

Evaluation Description	Course Learning Outcomes	EESOs	Weighting
Assignment: Progress Activities - ongoing	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7, EES8	15
Assignment: Assignment #1	CLO1, CLO3, CLO5	EES1, EES2, EES7, EES8	15
Assignment: Assignment #2 - 6 x 2.5	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7, EES8	15
Assignment: Assignment #3	CLO1, CLO2, CLO3, CLO4, CLO5	EES1, EES2, EES7, EES8	30
Quiz: Quizzes - 5 x 5	CLO1, CLO2, CLO4	EES1, EES7	25
Total			100%

Notes:

1. Progress Activities: The 'Progress Activities' grade consists of scheduled and random participation, potentially both in-class and online discussions/assignments, depending on the course format. These activities will consist of a mix of both individual and collaborative tasks. As each activity is worth a small % and they occur on an ongoing basis throughout the semester these cannot be handed in late and will be graded as a 0, unless an extension has been arranged in advance.
2. Assignments #1, #2, & #3: Criteria, including outline/rubric and specific due dates, for Assignments #1, #2, and #3 will be posted in a DC Connect 'Content' page called 'Assignments: Outlines & Rubrics.' These assignments will allow students to demonstrate course learning, make connections to the real world, and provide personal reflections. Assessment options may be given to students in order to best represent what they know. Late policies will be provided by the professor.
3. Quizzes: Students will complete 5 quizzes throughout the term worth 5% each for a total of 25%. Each quiz will cover 1 course topic. Quizzes will be completed online via the DC Connect "Quizzes" tool, consisting of multiple choice and true/false questions. Time limits, due dates, and number of attempts will be flexible; exact details will be provided by the professor.
4. Late policies vary by evaluation and will be clearly posted on DC Connect, reviewed in-class and included in due date reminders. Any individual extensions must be negotiated before the due date. Students are encouraged to keep their professors afloat of any challenges that may impede their work throughout the term.
5. Group work: Since this is a class about collective action and community, students will be expected to participate in some low-pressure, collaborative group work. This may involve in-class discussions, and potentially, certain aspects of assignments. The professor acknowledges the emotions and challenges that accompany group work and in-class participation, and students will be granted extensive freedom to choose how this works best for them, within certain parameters.
6. Students have agency regarding the format to submit their assignments: written, recorded video/audio, presentation, etc. Students should discuss other, preferred alternatives with their professor before completing the assignment. Specific parameters will be indicated on any relevant instructions/outlines.
7. No make-up assignments are available for any reason. Similarly, there are no extra assignments to "raise a student's grade" at the end of the term.
8. Any written submissions must be completed in full sentences and abide by the principles of academic integrity; students should follow APA formatting - in the student's own words, cited, and referenced when applicable. According to course and Durham College policy, to neglect to do so will result in the issuance of an Academic Alert and/or other action decided by the professor and/or Associate Dean.
9. In order to complete evaluations appropriately, students are expected to check DC Mail and DC Connect Announcements on a regular basis. Students will find the most up-to-date details about due dates and expectations for weekly evaluations in this location. In addition, all scheduled classes, topics, and established due dates will be posted and remain updated in DC Connect by the professor beginning in Week 1.

10. A midterm grade will provide students with a report on their progress up to and including Week 7. The specific submissions/grades contributing to the midterm grade will be listed by the professor on DC Connect.

Required Text(s) and Supplies:

1. Readings will be provided by the professor on DC Connect.

Recommended Resources (purchase is optional):

1. It is suggested that students stay informed of current events by reading credible sources of news on a weekly basis.

Policies and Expectations for the Learning Environment:

General Policies and Expectations:

<p>General College policies related to</p> <ul style="list-style-type: none"> + Acceptable Use of Information Technology + Academic Policies + Academic Integrity + Standards for Student Conduct for all Learning Environments can be found at https://durhamcollege.ca/wp-content/uploads/Standards-of-Student-Conduct-for-all-Learning-Environments.pdf + Information about academic policies and procedures can be found on-line at https://durhamcollege.ca/about/governance/policies 	<p>General policies related to</p> <ul style="list-style-type: none"> + attendance + absence related to tests or assignment due dates + excused absences + writing tests and assignments + classroom management can be found in the Program Guide (full time programs only) in MyDC https://durhamcollege.ca/mydc/
<p>All students at Durham College have the responsibility to familiarize themselves with and abide by the college's Academic Integrity Policy. Students are expected to complete and submit their own work in an honest manner, in accordance with the policy. Durham College has zero tolerance for breaches of academic integrity. All suspected breaches of academic integrity will be investigated and documented following procedures outlined in the policy, and should a breach be confirmed, appropriate penalties will be levied. Breaches of academic integrity refer to a variety of practices including, but not limited to:</p> <ul style="list-style-type: none"> • copying another person's work; • using unauthorized materials or resources during an evaluation; • obtaining unauthorized copies of evaluations in advance; • collaborating without permission; • colluding or providing unauthorized assistance; • falsifying academic documents or records; • misrepresenting academic credentials; • buying, selling, stealing, soliciting, exchanging or transacting materials or information for the purpose of academic gain; • bribing or attempting to bribe personnel; • impersonation; • submitting the same work in more than one course without authorization; • improper use of computer technology and the internet; • depriving others of academic resources; • misrepresenting reasons for special consideration of academic work; • plagiarizing or failing to acknowledge ideas, data, graphics or other content without proper and full acknowledgement; • any unauthorized use of generative or other artificial intelligence. <p>If you have questions or concerns about what constitutes appropriate academic conduct or research and citation methods, and what your responsibilities are towards academic integrity, please visit the Academic Integrity website on MyDC, reach out to Student Academic Learning Services (SALS), or speak with your professor or Student Advisor.</p>	

Course Specific Policies and Expectations:

POLICIES AND EXPECTATIONS FOR THE LEARNING ENVIRONMENT - In order to ensure a quality learning environment for all students, the following policies have been established. Any behaviour that disrupts the learning environment will be dealt with according to the Durham College Academic Policies and Procedures.

LEARNING EXPECTATIONS: In addition to lecture materials, student learning will be supported by some or all of the following: in class or online exercises, homework readings, questions, tutorial exercises, self and collaborative study and assignments to be completed during class and outside of class time.

DC CONNECT: Students are expected to check DC Connect daily for both college-wide and course/program specific information. It is the student's responsibility to be aware of all course announcements made in DC Connect. Students needing support with DC Connect/technical skills may contact their professor, SALS and/or IT Services.

EMAIL: In preparation for the workplace, professional email etiquette is expected; students should watch the following video for more information - https://www.youtube.com/watch?v=SMnjShkHCug&feature=emb_logo. Communication between students and faculty via e-mail is limited to the DC Mail system; students should only use their "@dcmail.ca" addresses - faculty will not reply to personal email addresses (ie. "@gmail.com"). Students can expect a reply from their professor within 48 business hours maximum. Please include your course name and CRN# in the subject line of your emails to allow for the quickest and most accurate reply to your queries.

PARTICIPATION: Attendance has been shown to be the best predictor of student success. Students are expected to attend classes (depending on method of delivery), and other forms of evaluation. It is also expected that students will actively participate in class activities and discussions. Students are responsible for any missed materials and instruction as a result of an absence from class. In the event that students miss an in-class evaluation, they are encouraged to review 'evaluation notes' regarding specific assignments (see above) and/or contact their professor if applicable.

CONDUCT: Both in-class and online, students are expected to respect that other students have the right to a distraction-free learning environment. As such, it is expected that all members of the class, including the faculty, will treat one another with courtesy and respect. If individual behaviours interfere with the rights of others to teach or to learn in an emotionally and physically safe environment, the faculty has the right to apply the necessary consequences in accordance with Durham College's Academic Policies and Procedures. Students are expected to read the college's Student Rights and Responsibilities policy to ensure they understand the guiding principles of expected student behaviour while a student at Durham College.

STUDENT SUCCESS: It is the student's responsibility to keep the faculty informed about any circumstances which may be interfering with the student's success in that course; faculty want to be able to support students as best as possible and work together on mutually agreed upon solutions. The student may also be advised to make an appointment with SALS, Coaching, Access & Support Centre, and/or the Student Advisor in the Faculty of Liberal Studies or their home program.

MIDTERM MEETINGS: Students whose midterm grade is <60% will be contacted via DC Mail by their professor issuing an informal "Academic Alert." This measure is supportive, not punitive, and will invite students to meet with their professor, either online or on campus depending on the course format, in order to discuss strategies to improve the student's performance and ensure a passing grade at term's end. All students, regardless of grade, are welcome and encouraged to make an appointment with their professor to discuss their midterm performance.

FEEDBACK: Faculty shall return assessments to students within an appropriate time-frame for the assessment type. Evaluations shall be assigned a grade and, where appropriate, faculty may provide feedback to assist students in improving academic performance. Students may request an interview with a faculty member for further clarification of evaluation results.

MENTAL HEALTH: Student mental health is a top priority. Students are encouraged to use the following mental health resources proactively and as needed - Access & Support Centre, IM WELL, Campus Health & Wellness Centre, Good 2 Talk. Students should reach out to their professors for more guidance regarding available supports and accommodations.

INCLUSION: This course acknowledges pluralism and that through distinctions in race, ethnicity, place of origin, creed, ability, gender identity and/or sexual orientation, there are many ways of making meaning in this world. This course specifically endorses, where possible, the use of readings, discussions and case studies that enable students to expand their current perspectives and challenge biases.

PLAGIARISM: Plagiarism is a serious breach of the College's Academic Integrity policy. That policy, defined in ACAD- 101 and the accompanying procedure, defined in ACAD-101-1 will be enforced on any students involved in incidents of plagiarism, of any type. This could include any or all of the following: a mark of zero on an evaluation, a mark of zero in the course, non-admittance to a course or program, withdrawal from a course, or dismissal from the college. In all cases, a formal Academic Alert will be issued that will document the infraction that has taken place, notification will be given to the Dean/Associate Dean and a record will be placed in the student's file. Professors may request electronic files of written submissions. Plagiarism detection software may be used during the marking process. The use of AI to support student submissions should be discussed openly with the instructor; unauthorized use may be sanctioned if used improperly. Any work that has been plagiarized will receive a mark of zero. If it is determined that a student has shared any work with or copied from another student, ALL STUDENTS INVOLVED will receive a mark of zero for the entire assignment or test. This includes sending files to other students for review of concepts. A first breach of academic integrity shall result in one or more of the following penalties, at the discretion of the appropriate dean or designate:

- A referral to Student Academic Learning Services (SALS) to complete the Academic Integrity modules;
- Repeat the original assessment or alternative assessment;

- A deduction of the assessment by a portion of the grade;
- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or F; - Removal from a program.

A second breach of academic integrity shall be referred to the Associate Dean and will result in one or more of the following penalties:

- A referral to Student Academic Learning Services (SALS) to complete the Academic Integrity modules;
- Repeat the original assessment or alternative assessment; - A deduction of the assessment by a portion of the grade;
- A zero on the assessment;
- An academic performance contract;
- Removal from a course with a grade of "0" or F; - Removal from a program.

A third breach of academic integrity will be referred to the Vice-President, Academic and may result in dismissal from the college for two academic years. If the student is dismissed from the college the Office of the President will be notified.

General Course Outline Notes:

1. Students should use the course outline as a learning tool to guide their achievement of the learning outcomes for this course. Specific questions should be directed to their individual professor.
2. The college considers the electronic communication methods (i.e. DC Mail or DC Connect) as the primary channel of communication. Students should check the sources regularly for current course information.
3. Professors are responsible for following this outline and facilitating the learning as detailed in this outline.
4. Course outlines should be retained for future needs (i.e. university credits, transfer of credits etc.)
5. A full description of the Academic Appeals Process can be found at <https://durhamcollege.ca/about/governance/policies/academic-policies> .
6. Faculty are committed to ensuring accessible learning for all students. Students who would like assistance with academic access and accommodations in accordance with the Ontario Human Rights Code should register with the Access and Support Centre (ASC). ASC is located in room SW116, Oshawa Campus and in room 180 at the Whitby Campus. Contact ASC at 905-721-3123 for more information.
7. Durham College is committed to the fundamental values of preserving academic integrity. Durham College and faculty members reserve the right to use electronic means to detect and help prevent plagiarism. Students agree that by taking this course all assignments could be subject to submission either by themselves or by the faculty member for a review of textual similarity to Turnitin.com. Further information about Turnitin can be found on the Turnitin.com Web site.

Learning Plan

The Learning Plan is a planning guideline. Actual delivery of content may vary with circumstances.

Students will be notified in writing of changes that involve the addition or deletion of learning outcomes or evaluations, prior to changes being implemented, as specified in the Course Outline Policy and Procedure at Durham College.

Week/ Module	Hours:	2	Delivery:	In Class
1	Course Learning Outcomes			
	CLO3, CLO5			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics			
	Course Introduction: - Review of course outline, topics, schedule, policies, and professor expectations - Identify the goals of General Education and the connection of course learning outcomes to relevant careers			
	Intended Learning Activities			
	- Icebreaker and course introduction material - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets			
	Resources and References			
	Course Outline DC Connect			
	Evaluation			

Week/ Module	Hours:	1	Delivery:	Online
1	Course Learning Outcomes	CLO3, CLO5		
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics	Course Introduction: - Review of course outline, topics, schedule, policies, and professor expectations - Identify the goals of General Education and the connection of course learning outcomes to relevant careers		
	Intended Learning Activities	- Online icebreaker and course introduction material - Online activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets		
	Resources and References	Course Outline DC Connect		
	Evaluation			
Week/ Module	Hours:	2	Delivery:	In Class
2	Course Learning Outcomes	CLO1, CLO3, CLO4, CLO5		
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics	Theory & Concepts - Introduce various theories and key concepts to guide learning throughout the semester. These will be applied to all upcoming class topics (women, LGBTQ+, race, technology, labour, deviants) - Theories of social and political behaviour will be introduced (for example: Power Elite Theory, Contagion Theory...) - Key terms and concepts will be introduced (for example: society, politics, types and stages of social movements...)		
	Intended Learning Activities	- Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.		
	Resources and References	DC Connect		
	Evaluation	Assignment: Progress Activities - ongoing	Weighting	15

Week/ Module	Hours:	1	Delivery:	Online
2	Course Learning Outcomes			
	CLO1, CLO3, CLO4, CLO5			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics			
	<p>Theory & Concepts</p> <ul style="list-style-type: none"> - Introduce various theories and key concepts to guide learning throughout the semester. These will be applied to all upcoming class topics (women, LGBTQ+, race, technology, labour, deviants) - Theories of social and political behaviour will be introduced (for example: Power Elite Theory, Contagion Theory...) - Key terms and concepts will be introduced (for example: society, politics, types and stages of social movements...) 			
Intended Learning Activities				
<ul style="list-style-type: none"> - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets. 				
Resources and References				
DC Connect				
Evaluation			Weighting	
Assignment: Progress Activities - ongoing			15	

Week/ Module	Hours:	2	Delivery:	In Class
3	Course Learning Outcomes			
	CLO1, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics			
	<p>Theory & Concepts</p> <ul style="list-style-type: none"> - Introduce various theories and key concepts to guide learning throughout the semester. These will be applied to all upcoming class topics (women, LGBTQ+, race, technology, labour, deviants) - Theories of social and political behaviour will be introduced (for example: Power Elite Theory, Contagion Theory...) - Key terms and concepts will be introduced (for example: society, politics, types and stages of social movements...) 			
Intended Learning Activities				
<ul style="list-style-type: none"> - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets. 				
Resources and References				
DC Connect				
Evaluation			Weighting	
Assignment: Assignment #2 - 6 x 2.5			7.5	
Quiz: Quizzes - 5 x 5%				

Week/ Module	Hours: 1	Delivery: Online
3	Course Learning Outcomes CLO1, CLO3, CLO4	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7, EES8	Practiced: EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Theory & Concepts - Introduce various theories and key concepts to guide learning throughout the semester. These will be applied to all upcoming class topics (women, LGBTQ+, race, technology, labour, deviants) - Theories of social and political behaviour will be introduced (for example: Power Elite Theory, Contagion Theory...) - Key terms and concepts will be introduced (for example: society, politics, types and stages of social movements...)	
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.	
	Resources and References DC Connect	
Evaluation Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%		Weighting 7.5

Week/ Module	Hours:	2	Delivery:	In Class
4	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Women & LGBTQ+: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to women's issues - Introduce and contextualize historical developments related to LGBTQ+ issues - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation				
Week/ Module	Hours:	1	Delivery:	Online
4	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Women & LGBTQ+: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to women's issues - Introduce and contextualize historical developments related to LGBTQ+ issues - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation				

Week/ Module	Hours:	2	Delivery:	In Class
5	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Women & LGBTQ+: Now (approx. 2000-today) - Introduce and contextualize modern movements related to women's issues - Introduce and contextualize modern movements related to LGBTQ+ issues - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%			Weighting 7.5	

Week/ Module	Hours:	1	Delivery:	Online
5	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught: EES1, EES2, EES7, EES8		Practiced: EES1, EES2, EES7, EES8	
	Intended Learning Objectives/Topics Women & LGBTQ+: Now (approx. 2000-today) - Introduce and contextualize modern movements related to women's issues - Introduce and contextualize modern movements related to LGBTQ+ issues - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
	Evaluation Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%			Weighting 7.5
Week/ Module	Hours:	2	Delivery:	In Class
6	Course Learning Outcomes CLO1, CLO3, CLO5			
	Essential Employability Skills			
	Taught: EES1, EES2, EES7, EES8		Practiced: EES1, EES2, EES7, EES8	
	Intended Learning Objectives/Topics Work Period: Assignment #1			
	Intended Learning Activities - catch up on reading - review assignment requirements; individual consultation with professor is encouraged			
	Resources and References DC Connect			
	Evaluation Assignment: Assignment #1			Weighting 15

Week/ Module	Hours:	1	Delivery:	In Class
6	Course Learning Outcomes CLO1, CLO3, CLO5			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Work Period: Assignment #1			
	Intended Learning Activities - catch up on reading - review assignment requirements; individual consultation with professor is encouraged			
	Resources and References DC Connect			
	Evaluation Assignment: Assignment #1			Weighting 15
Week/ Module	Hours:	2	Delivery:	In Class
7	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Race: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to race - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
	Evaluation			

Week/ Module	Hours:	1	Delivery:	Online
7	Course Learning Outcomes	CLO1, CLO2, CLO3, CLO4		
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics	Race: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to race - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples		
	Intended Learning Activities	- Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.		
	Resources and References	DC Connect		
	Evaluation			
Week/ Module	Hours:	2	Delivery:	In Class
8	Course Learning Outcomes	CLO1, CLO2, CLO3, CLO4		
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics	Race: Now (approx. 2000-today) - Introduce and contextualize modern developments related to race - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples		
	Intended Learning Activities	- Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.		
	Resources and References	DC Connect		
	Evaluation	Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%	Weighting	7.5

Week/ Module	Hours:	1	Delivery:	Online
8	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Race: Now (approx. 2000-today) - Introduce and contextualize modern developments related to race - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
	Evaluation Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%			Weighting 7.5
Week/ Module	Hours:	2	Delivery:	In Class
9	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Work & Labour: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to work - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation				

Week/ Module	Hours:	1	Delivery:	Online
9	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Work & Labour: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to work - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation				
Week/ Module	Hours:	2	Delivery:	In Class
10	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Work & Labour: Now (approx. 2000 - today) - Introduce and contextualize modern developments related to work - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%				Weighting 7.5

Week/ Module	Hours:	1	Delivery:	Online
10	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Work & Labour: Now (approx. 2000 - today) - Introduce and contextualize modern developments related to work - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
	Evaluation Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%			Weighting 7.5
Week/ Module	Hours:	2	Delivery:	In Class
11	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Technology & Collective Action: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to how technological developments correlated to collective action - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
	Evaluation			

Week/ Module	Hours:	1	Delivery:	Online
11	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Technology & Collective Action: Then (approx. 1800-2000) - Introduce and contextualize historical developments related to how technological developments correlated to collective action - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation				
Week/ Module	Hours:	2	Delivery:	In Class
12	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Technology & Collective Action: Now (approx. 2000 - today) - Introduce and contextualize modern developments related to how technological developments correlate to collective action - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
Evaluation Assignment: Assignment #2 - 6 x 2.5 Quiz: Quizzes - 5 x 5%			Weighting 7.5	

Week/ Module	Hours:	1	Delivery:	Online	
12	Course Learning Outcomes				
	CLO1, CLO2, CLO3, CLO4				
	Essential Employability Skills				
	Taught:		EES1, EES2, EES7, EES8	Practiced:	
				EES1, EES2, EES7, EES8	
	Intended Learning Objectives/Topics				
	<p>Technology & Collective Action: Now (approx. 2000 - today)</p> <ul style="list-style-type: none"> - Introduce and contextualize modern developments related to how technological developments correlate to collective action - Consider how social movements and collective behaviour lead to key civil rights and other achievements - Use theories and key concepts to analyze examples 				
Intended Learning Activities					
<ul style="list-style-type: none"> - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets. 					
Resources and References					
DC Connect					
Evaluation				Weighting	
Assignment: Assignment #2 - 6 x 2.5				7.5	
Quiz: Quizzes - 5 x 5%					
Week/ Module	Hours:	2	Delivery:	In Class	
13	Course Learning Outcomes				
	CLO1, CLO2, CLO3, CLO4, CLO5				
	Essential Employability Skills				
	Taught:		EES1, EES2, EES7, EES8	Practiced:	
				EES1, EES2, EES7, EES8	
	Intended Learning Objectives/Topics				
	Work Period: Assignment #3				
Intended Learning Activities					
<ul style="list-style-type: none"> - catch up on reading - review final assignment requirements; individual consultation with professor is encouraged 					
Resources and References					
DC Connect					
Evaluation				Weighting	
Assignment: Assignment #3				30	

Week/ Module	Hours:	1	Delivery:	Online
13	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Work Period: Assignment #3			
	Intended Learning Activities - catch up on reading - review final assignment requirements; individual consultation with professor is encouraged			
	Resources and References DC Connect			
	Evaluation Assignment: Assignment #3			Weighting 30
Week/ Module	Hours:	2	Delivery:	In Class
14	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5			
	Essential Employability Skills			
	Taught:	EES1, EES2, EES7, EES8	Practiced:	EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Reflect, review, wrap-up			
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.			
	Resources and References DC Connect			
	Evaluation Assignment: Assignment #2 - 6 x 2.5			Weighting 2.5

Week/ Module	Hours: 1	Delivery: Online
14	Course Learning Outcomes CLO1, CLO2, CLO3, CLO4, CLO5	
	Essential Employability Skills	
	Taught: EES1, EES2, EES7, EES8	Practiced: EES1, EES2, EES7, EES8
	Intended Learning Objectives/Topics Reflect, review, wrap-up	
	Intended Learning Activities - Powerpoint/lesson presentation. - Practice activities may include: guided group discussion, video or article analysis, quiz or surveys, reflections, games or worksheets.	
	Resources and References DC Connect	
	Evaluation Assignment: Assignment #2 - 6 x 2.5	Weighting 2.5