

Course Outline

Course Title:	Power, Privilege and Oppression	Approval Date:	2025/9/2
Course Number:	SOCI165	Academic Year:	2025
Course Hours:	45 hours		
Academic School:	Health and Community Services		

Program Co-ordinator or Equivalent:	Kirstin Parry - kirstin.parry@flemingcollege.ca
	Jenny Andrus - Jenny.Andrus@flemingcollege.ca
Dean (or Chair):	Lisa Fenn - Lisa.Fenn@flemingcollege.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.

Experiential Learning: Interactive Simulations

Course Delivery Type

Hybrid Synchronous.

Some course hours are delivered online synchronously with specified meeting times and some hours will be delivered in person. Delivery locations and times are specified on the academic timetable.

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.

Costs for learning resources can be found on the Campus Store website, using the links below, or by visiting the Campus Store location at your campus.

- Sutherland: <https://www.bkstr.com/sfleming-sutherlandstore/home>
- Frost: <https://www.bkstr.com/sfleming-froststore/home>

Assessment Summary

Assessment Task	Percentage
In-class activities	35%
Assignments	65%

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:

- [Academic Integrity \(2-201A\)](https://department.flemingcollege.ca/hr/attachment/7750/download)
(<https://department.flemingcollege.ca/hr/attachment/7750/download>)
- [Accessibility for Persons with Disabilities \(3-341\)](https://department.flemingcollege.ca/hr/attachment/5619/download)
(<https://department.flemingcollege.ca/hr/attachment/5619/download>)
- [Grading and Academic Standing \(2-201C\)](https://department.flemingcollege.ca/hr/attachment/7752/download)
(<https://department.flemingcollege.ca/hr/attachment/7752/download>)
- [Guidelines for Professional Practice: Students and Faculty](https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf)
(<https://flemingcollege.ca/PDF/guidelines-for-professional-practice-students-faculty.pdf>)
- [Student Rights and Responsibilities \(5-506\)](https://department.flemingcollege.ca/hr/attachment/269/download)
(<https://department.flemingcollege.ca/hr/attachment/269/download>)

If you will need academic accommodations (for example if you have a learning disability, mental health condition such as anxiety or depression or if you had an IEP in high school), please contact the [Accessible Education Services \(AES\)](https://department.flemingcollege.ca/aes/) department (<https://department.flemingcollege.ca/aes/>) to meet with a counsellor.

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

Program Standards

The **Ministry of Colleges and Universities** oversees the development and the review of standards for programs of instruction. The **Ministry of Labour Training and Skills Development** oversees the development and the review of standards for programs of instruction for Apprenticeship training in the province of Ontario. 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 Colleges and Universities](#) (MCU). 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 MCU link (www.tcu.gov.on.ca/pepg/audiences/colleges/progstan/).

Detail Plan

Term: 2025 Fall

Program Co-ordinator or Equivalent: Jenny Andrus - Jenny.Andrus@flemingcollege.ca
 Kirstin Parry - kirstin.parry@flemingcollege.ca

Dean (or Chair): Lisa Fenn - Lisa.Fenn@flemingcollege.ca

Learning Plan

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 1/3hrs	Lecture: An overview of the course. Read Chapter 1 and 2 from Mullaly text Oppression an Overview Lecture is Synchronous Seminar is face to face	3	Practice application activity
Week 2/3hrs	Lecture: Privilege: An Overview Read chapter 3 for next week (Mullaly) Lecture is Synchronous Seminar is face to face	1, 3	Practice application activity
Week 3/3hrs	Lecture: Theoretical and Conceptual Considerations Read chapter 4 for next week (Mullaly) Lecture is Synchronous Seminar is face to face	3	Practice application activity Reflection Journal 1 due Friday 11:59pm
Week 4/3hrs	Lecture: Oppression and Privilege at the Personal level. The personal is political! Read chapter 5 for next week (Mullaly) Lecture is Synchronous Seminar is face to face	1, 3	Practice application activity Ted-Ed video #1 - In Class
Week 5/3hrs	Lecture: Oppression and Privilege at the Cultural Level Read Chapter 6 for next week (Mullaly) Lecture is Synchronous Seminar is face to face	2, 3, 4	Practice Application activity
Week 6/3hrs	Lecture: Oppression and Privilege at the Structural Level Read chapter 7 for next week (Mullaly) Lecture is Synchronous Seminar is face to face	2, 3	Practice Application activity Reflection Journal 2 due Friday 11:59pm
Week 7/3hrs	Lecture: Internalized Oppression and Domination Read Chapter 8 for next week (Mullaly) Lecture is Synchronous Seminar is face to face	2, 3, 4.	Mid Term Test (Chapters 1-7)
Week 8	Independent Learning Week - No Classes		
Week 9/3hrs	Lecture: The Web, chapter 8 Lecture is Synchronous Seminar is face to face	1,2,3,4, 5	Practice Application activity Ted-Ed Video #2 - In Class

Wks/Hrs Units	Topics, Resources, Learning, Activities	Learning Outcomes	Assessment
Week 10/3hrs	Lecture: Understanding Ally Work Read Becoming An Ally, Anne Bishop Lecture is Synchronous Seminar is face to face	1,2,3,4, 5	Practice Application activity Reflection Journal 3 due Friday 11:59pm
Week 11/3hrs	Lecture: Anti-Oppressive and Anti-Privilege Social work at the Structural level Becoming an ally Lecture is Synchronous Seminar is face to face	1,2,3,4, 5	Practice Application activity
Week 12/3hrs	Lecture: Understanding Ally work Getting Comfortable with Privilege, Indigenous Lens Lecture is Synchronous Seminar is face to face	1,2,3,4,5	Practice Application activity
Week 13/3hrs	Lecture: Becoming an ally and Getting Comfortable with Privilege Lecture is Synchronous Seminar is face to face	1, 2 3, 4, 5	Practice Application activity
Week 14/3hrs	Lecture: Through an Indigenous Lens Lecture is Synchronous Seminar is face to face	1,2,3,4,5	Final test
Week 15/3hrs	Lecture: Discussion Board Lecture is Synchronous Seminar is face to face	1,2,3,4,5	Practice Activity

Assessment Requirements

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Each student will respond to questions for their journal 1 activity.	Weeks 3	1,2,3,4, 5	10%
Each student will respond to questions for their journal 2 activity.	Week 6	1, 2, 3, 4, 5	10%
In class activity - Each student will watch a short Ted-Ed video in relating to class concepts and answer the short questions that follow immediately. You have to be in class to complete this activity.	Weeks 4	1,2,3,4, 5	5%
Final test covering content for last half of semester including Chapters 8 - 10.	Week 14	1, 2, 3, 4, 5	25%
Mid Term, covering Chapters 1-7 in text	Week 7	Each student will respond to questions for their journal 2 activity.	25%
In class activity - Each student will watch a short Ted-Ed video in relating to class concepts and answer the short questions that follow immediately.	Week 9	Each student will respond to questions for their journal 2 activity.	5%

Assessment Task	Date/Weeks	Course Learning Outcome	Percentage
Each student will respond to questions for their journal 3 activity.	Week 10	Each student will respond to questions for their journal 2 activity.	20%

Please read the following carefully regarding Academic Integrity and use of Artificial Intelligence:

- Plagiarism and Duplication: This assignment must consist of original work. Any cases of plagiarism or duplication may result in a grade of zero (0) on the assignment, as well as a permanent record of academic misconduct being placed on the student's transcript.
- Submitting content in your assignment that closely resembles another student's work with only minor alterations in wording (paraphrasing) can still be considered a form of plagiarism.
- Incorporating content in your assignment that seems to come from an external source, especially when the assignment explicitly mandates the submission of your own original work, expressed in your own words, can be a breach of academic integrity.
- Utilizing artificial intelligence in assignments is regarded as a violation of academic integrity, as it undermines the principle of individual effort, original thought, and independent learning that academic assessments are designed to uphold.
- Students must use APA 7 style referencing for all sources.

Artificial Intelligence (AI) Statement

NO USE. Use of generative AI tools (like ChatGPT) is not permitted in this course.

It is the responsibility of students to maintain a history of records and supporting documentation to demonstrate their efforts in all academic submissions, even if submission of these is not part of the final academic deliverable.

Turnitin Statement

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com in support of academic integrity. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

If students choose to opt out of using the software, they must inform their faculty member at the time of the assignment, of their refusal and meet with the faculty to discuss their options. For further information on the use of Turnitin, please refer to the [Operating Procedure 2-201E](https://department.flemingcollege.ca/hr/attachment/10233/download) (https://department.flemingcollege.ca/hr/attachment/10233/download)

Exemption Contact

kirstin.parry@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.

Synchronous sessions may be recorded. As a result, your image, voice, name, personal views and opinions, and course work may be collected under legal authority of section 2 of the Ontario Colleges of Applied Arts and Technology Act, 2002. This information will be used for the purpose of supporting student learning. Any questions about this collection can be directed to the Privacy and Policy Officer at freedomofinformation@flemingcollege.ca or by mail to 599 Brealey Drive, Peterborough, ON K9J 7B1.

- Please review the Class Absence Operating Procedure (2-205) relating to missed assessments. The procedure can be found at <https://mycampus.flemingcollege.ca/group/portal/resources>
- All tests (and assignments) will be marked and mark earned will be returned to the student within two weeks of writing unless otherwise specified by the professor. Multiple choice questions may not be returned to the student. Feedback from the tests may be given in class. The mark achieved will be recorded in GradeBook in Desire2Learn.
- If the student has any questions or concerns about the grading of any evaluation method, the student must make an appointment with the professor within one week of the evaluation method being returned, and bring with them appropriate references from textbooks or notes. (Returned is defined as when the evaluation method is returned to the class)
- All assessments (assignments, quizzes, tests, presentations, labs, reports, etc.) are due on their stated due date and time unless the student has made specific arrangements with the professor. Make-up arrangements for missed assessments are normally not allowed. However, in the event of documented illness or personal circumstances, which prohibit the student from completing the assessment, make-up

provisions may be provided as per the Class Absence Operating Procedure (2-205). Otherwise, late assignments will be penalized 10% a day for the first 3 days. After that, assignments will receive a grade of zero.

- Final grades in this course are assigned based on the level of academic achievement which corresponds to all of the assessment components as cited in this course outline. This course may contain assessments that require successful completion in order for a pass to be obtained in the course. These assessments will be outlined in the course outline. Faculty members will not offer additional assessments or credit recovery to individual students beyond those cited in this course outline.
- Students who are late for class/lecture/lab are a disruption to their classmates and have a negative impact on the learning environment. Your instructor 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. Lateness in general is unacceptable and will be dealt with on an individual basis.
- Students have the responsibility to support academic honesty and integrity. Please see the Academic Integrity Policy & Procedure (2-201A). This document can be found on the student portal in the resources section.
- Electronic communication devices may be utilized for the purposes of classroom based work such as note-taking and research only.
- The teaching staff reserves the right to modify the course sequence to better meet the needs of the student group and to facilitate student learning.
- Students are encouraged to keep the course outline and marked materials until a final course grade is received at the end of the semester, or for the purposes of portfolio building and transfer credits.

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.

- 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.