

**University of Windsor
Program Development Committee**

*5.6 **Labour Studies – New Course Proposal**

Item for: **Approval**

MOTION: That the following course addition be made:*

54-270/40-270/24-270 Speaking Truth to Power: Youth and Voice

**Subject to the approval of expenditures required.*

Rationale/Approvals:

- The proposal has been approved by the AAU Council, and the FAHSS Coordinating Council.
- *See attached.*

PROGRAM DEVELOPMENT COMMITTEE

NEW COURSE PROPOSALS

FORM "D"

TITLE OF THE PROGRAM/CERTIFICATE: Certificate in Work & Employment

DEPARTMENT/SCHOOL: Labour Studies

FACULTY: Faculty of Arts, Humanities, and Social Sciences

Proposed change(s) effective as of: Winter 2015

A. NEW COURSE PROFILE

Course # and Title: 02-54-270/40-270/24-270 Speaking Truth to Power: Voice and Activism

Calendar Description

Calendar descriptions should be written in the third person and should provide a general outline of the course material. Where appropriate, examples of topics or themes, which might be covered in the course, should also be provided.

An examination of contemporary struggles for social change with a particular focus on anti-consumerist and environmental justice campaigns. Students learn to create persuasive social justice messages. (Prerequisite: Semester 3 or above standing.)

Other Course Information

Please complete the following tables.

Credit weight	Total contact hours	Delivery format				Breakdown of contact hours/week			
		In-class	e-learning	Distance	Other flexible learning delivery <i>[please specify]</i>	Lecture	Tutorial	Lab.	Co-op/practicum
3	36	36				36			

Pre-requisites	Co-requisites	Anti-requisites	Cross-listed with:	Required course	Optional course	Replacing old course*** <i>[provide old course number]</i>
SM3 or above standing			54-270, 40-270, 24-270		X	

[*Replacing Old Course: this does not mean that the former course will be deleted from the calendar. If it is to be deleted, a Form E must be completed.]**

Will students be able to obtain credit for the new course and the course(s) that it is replacing?

n/a

B. RATIONALE

B.1 Course Goal(s)

Please provide a statement about the purpose of the course within the program of study or as an option.

This course builds students' capacity to act on social justice issues of concern to them. The skills developed complement what is learned in other social justice-oriented programs and is part of the new Certificate in Work and Employment Issues. It will also be part of the proposed Certificate in Leadership.

B.2 LEARNING OUTCOMES (QAF section 2.1.1, 2.1.3, and 2.1.6)

Please complete the following table. State the specific learning outcomes that make up the goal of the course (what will students know and be able to do at the end of this course?) and link the learning outcomes to the Characteristics of a University of Windsor Graduate outlined in "To Greater Heights" by listing them in the appropriate rows.

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Please note that a learning outcome may link to more than one of the specified Characteristics of a University of Windsor Graduate, and that a single course might not touch on each of the Characteristics. Each University of Windsor program should produce graduates that are able to demonstrate each of the nine characteristics approved in To Greater Heights.

Information on learning outcomes is appended to this form (Appendix A). Proposers are also strongly encouraged to contact the Office of the Vice-Provost, Teaching and Learning or the Centre for Teaching and Learning, for assistance with the articulation of learning outcomes.

Learning Outcomes	Characteristics of a University of Windsor Graduate
<p><i>This is a sentence completion exercise.</i></p> <p>At the end of this course, the successful student will know and be able to:</p>	<p>A U of Windsor graduate will have the ability to demonstrate:</p>
<p>A.</p> <ul style="list-style-type: none"> • Explain the goals and methods of youth-led activism, and analyze how these movements challenge institutionalized power and privilege and the popular discourse of youth alienation. • Explain how youth-led social justice movements confront the legacy of sexism and racism in their organizing and leadership strategies. • Explain how new information and communication technologies shape and enable youth-led social resistance; identify examples that illustrate this relationship. 	<p>A. the acquisition, application and integration of knowledge</p>
<p>B.</p> <ul style="list-style-type: none"> • Analyze campaigns' values, goals, strategies, and intended audience from campaign websites and other (social) media produced by or about a campaign. 	<p>B. research skills, including the ability to define problems and access, retrieve and evaluate information (information literacy)</p>
<p>C.</p> <ul style="list-style-type: none"> • Identify and evaluate the social justice claims of particular campaigns, including how the campaign addresses sexism and racism in its own ranks. • Analyze how campaigns use imagery, humour, irony, and performance to formulate effective messages. 	<p>C. critical thinking and problem-solving skills</p>
<p>D.</p> <ul style="list-style-type: none"> • Identify, rephrase, and summarize concepts and ideas regarding youth-led struggles for social change, such as discourse formation and disruption, the personal is political, and culture jamming.. • Write logically argued, well organized, and grammatically correct papers. 	<p>D. literacy and numeracy skills</p>
<p>E.</p> <ul style="list-style-type: none"> • Apply self-awareness and reflexivity when discussing and writing. 	<p>E. responsible behaviour to self, others and society</p>
<p>F.</p> <ul style="list-style-type: none"> • Engage with and respond respectfully to the ideas of others, including those with different points of view. 	<p>F. interpersonal and communications skills</p>
<p>G.</p> <ul style="list-style-type: none"> • Offer thoughtful and constructive criticism to group mates. 	<p>G. teamwork, and personal and group leadership skills</p>
<p>H.</p> <ul style="list-style-type: none"> • Create persuasive social justice messages 	<p>H. creativity and aesthetic appreciation</p>

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Learning Outcomes	Characteristics of a University of Windsor Graduate
<i>This is a sentence completion exercise.</i> At the end of this course, the successful student will know and be able to:	A U of Windsor graduate will have the ability to demonstrate:
I. • Relate concepts and ideas regarding youth-led struggles for social change – discourse formation and disruption, the personal is political, and culture jamming -- to life outside the classroom.	I. the ability and desire for continuous learning

B.3 Demand for Course

Please provide as much information on projected enrolment as possible.

Projected enrolment levels for the first 5 years of the new course.	Year 1	Year 2	Year 3	Year 4	Year 5
	25-30	45	45	45	45

What will be the impact of offering the new course on enrolments in existing courses in the program or Department?

N/A

B.4 Student Workload

*Provide information on the expected workload per week of a student enrolled in this course.
NOTE: Student workload should be consistent with the credit weight assigned to the course.*

Average number of hours per week that the student will be expected to devote to:	
3	Lectures
	Tutorials
	Labs
	Practical experience
	Independent Study
2	Reading for the course
1-2	Work for assessment (essays, papers, projects, laboratory work)
0.5	Meeting with others for group work/project assignments
2	Studying for tests/examinations
	Other: <i>[specify]</i>

How does the student workload for this course compare with other similar courses in the department/program area? The ratio of time in class to time outside of class is 1.5: 1, which is realistic for a 200-level course that is not a major requirement.

C. RESOURCES

C.1 Available Faculty and Staff Resources (QAF sections 2.1.7, 2.1.8, 2.1.9 and 2.1.10)

Describe all faculty and staff resources (e.g., administrative, teaching, supervision) from all affected areas/departments currently available and actively committed to support the new course.

This course will be offered by a sessional instructor in rotation with other 54-xxx courses, as funded by the Dean's office.

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C.1.1

Provide an assessment of faculty expertise available and committed to actively support the new course.

The instructor selected for this course will have social movements knowledge and, ideally, experience, and demonstrate the capacity for active learning.

C.1.2

Describe the area's expected reliance on, and the role of adjunct, limited-term, and sessional faculty in delivering the new course.

This course will be taught by a part-time instructor.

C.2 Resource Implications for Other Campus Units (MTCU sections 3 and 4)

Describe the reliance of the proposed new course on existing resources from other campus units, including for example:

- *faculty teaching,*
- *equipment or facilities outside the proposer's control,*
- *external resources requiring maintenance or upgrading using external resources*

Provide relevant details.

N/A

C.3 Anticipated New Resources (QAF sections 2.1.7, 2.1.8 and 2.1.9; MTCU section 4)

*List all **anticipated new resources** originating from within the area, department or faculty (external grants, donations, government grants, etc.) and committed to supporting the revisions to this program.*

N/A

C.4 Planned Reallocation of Resources and Cost-Savings (QAF section 2.1.7 and 2.1.9; MTCU section 4)

Identify all opportunities for

- *internal reallocation of resources and*
- *cost savings*

identified and pursued by the area/department in support of the new course. (e.g., streamlining existing programs and courses, deleting courses, etc.)?

N/A

C.5 Additional Resources Required – Resources Requested (QAF section 2.1.7 and 2.1.9)

*Describe all **additional faculty, staff and GA/TA resources** (in all affected areas and departments) required to offer the new course.*

Faculty: 1 sessional instructor

Staff: N/A

GA/TAs: N/A (so long as enrolment remains below 45).

C.5.1

*Describe all **additional institutional resources and services** required by all affected areas or departments to offer the new course, including library, teaching and learning support services, student support services, space and facilities, and equipment and its maintenance.*

Library Resources and Services:N/A

Teaching and Learning Support:N/A

Student Support Services:N/A

Space and Facilities:N/A

Equipment (and Maintenance):N/A