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## Course Outline

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**INSTRUCTOR:** Faith Whiting

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**CLASS TIME & DATES:** January 8<sup>th</sup> – April 8<sup>th</sup>, Monday 9:00 – 11:50am

**OFFICE HOURS:** By appointment

### COURSE DESCRIPTION

With a vision for social change and moving towards truth and reconciliation, students will examine issues related to eco-justice, multilingualism, racism, sexism, heteronormativity, and ableism in ways that challenge how they have come to view the world and better equip them, as future educators, to help children and youth engage with the precarity and complexity of our shared lives.

### COURSE REQUIREMENTS

Prerequisite(s): None

### EQUIVALENCY OR TRANSFERABILITY

Receiving institutions determine course transferability. Find further information at:

<https://www.yukonu.ca/admissions/transfer-credit>

### LEARNING OUTCOMES

Students will:

- Develop personal ethical commitments to just and sustainable futures for global communities
- Examine issues related to justice, reconciliation, and an expansive view of equity
- Learn about various forms of activism involving educational communities
- Investigate socio-economic disparity, heteronormativity, racisms, colonialism, ableism in relation to schooling
- Relate the global politics of education to local contexts in ways that support social and ecological justice
- Formulate a robust ethics of difference in relation to culture, language, social location, nonhuman beings

### COURSE FORMAT

Weekly breakdown of instructional hours

There will be 3 hours of instructional time each week in this course. A further 3-6 hours will be required each week for students to engage with readings and complete coursework. This time will vary by individual learner and significantly more or less time could be required.

### Delivery format

Classes will consist of lectures, hands-on activities, class discussions, cooperative work, and student presentations. Students are expected to attend class, complete all assignments, come to class ready and prepared to learn, and participate actively in class activities.

### Classroom Climate and Community Expectations

Attendance, engagement, and participation are crucial in this course. Thoughtful, thought provoking, and respectful contributions to the class discussions are expected and will assist you in becoming intellectually and personally involved in the material covered in the course. Respectful discourse between students and the instructor is expected.

### **EVALUATION**

Critical Reflections	40%
Social Justice and Education Project	30%
Engagement/Demonstration of Skill Development	10%
Critical Autobiography	20%
<b>Total</b>	<b>100%</b>

### **NOTE**

- See the University of Regina grading description for all assignments.
- Respectful University Guidelines from the University of Regina are to be followed.

### **COURSE WITHDRAWAL INFORMATION**

Refer to the YukonU and UofR websites for important dates. Please note that if you withdraw from the course, you will need to withdraw at both institutions.

### **TEXTBOOKS & LEARNING MATERIALS**

Sensoy, Ö & DiAngelo, R, 2<sup>nd</sup> Ed. (2017) *Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education* (2<sup>nd</sup> ed.). Teacher's College, Columbia University.

Students will also be provided with web-based reading materials for this course.

### **ACADEMIC INTEGRITY**

Students are expected to contribute toward a positive and supportive environment and are required to conduct themselves in a responsible manner. Academic misconduct includes all forms of academic dishonesty such as cheating, plagiarism, fabrication, fraud, deceit, using the work of others without their permission, aiding other students in committing academic offences, misrepresenting academic assignments prepared by

others as one's own, or any other forms of academic dishonesty including falsification of any information on any Yukon University document.

Please refer to Academic Regulations & Procedures for further details about academic standing and student rights and responsibilities.

### **ACADEMIC ACCOMMODATION**

Reasonable accommodations are available for students requiring an academic accommodation to fully participate in this class. These accommodations are available for students with a documented disability, chronic condition or any other grounds specified in section 8.0 of the Yukon University Academic Regulations (available on the Yukon University website). It is the student's responsibility to seek these accommodations by contacting the Learning Assistance Centre (LAC): [LearningAssistanceCentre@yukonu.ca](mailto:LearningAssistanceCentre@yukonu.ca).

### **TOPIC OUTLINE**

<b>Topics</b>
Introduction to the Course
Critical Thinking & Critical Theory
Culture & Socialization
Prejudice & Discrimination
Oppression and Power
Understanding the Structural Nature of Oppression Through Racism
Understanding the Global Organization of Racism Through White Supremacy
Exploring Colonization and its Impacts on Indigenous Peoples
Understanding Privilege Through Ableism
Understanding Intersectionality Through Classism
Understanding the Invisibility of Oppression Through Sexism
Environmentalism and Eco-Justice
Critical Autobiography Presentations
Review and Reflect

## **6.2 Code of Professional Ethics**

These are the ethical ideals for Saskatchewan teachers, expressed as commitments made by assuming the duties of a professional teacher within Saskatchewan's publicly funded public education system:

### **Commitments to the Profession**

6.2.1 To act at all times in a way that maintains the honour and dignity of the individual teacher and the teaching profession.

6.2.2 To strive to make the teaching profession attractive and respected in ideals and practices.

6.2.3 To act in a manner that respects the collective interests of the profession.

6.2.4 To perform teaching duties competently in accordance with the profession's standards of practice and taking into consideration the given context and circumstances for teaching. Commitments to Teaching and Learning.

6.2.5 To provide professional service to the best of one's ability.

6.2.6 To treat each student justly, considerately and appropriately in accordance with the beliefs of the profession.

6.2.7 To respect the right of students to form their own judgments based upon knowledge.

6.2.8 To support each student in reaching their highest levels of individual growth across intellectual, social-emotional, spiritual and physical domains.

6.2.9 To respond generously and appropriately to colleagues seeking professional assistance.

6.2.10 To evaluate the work of another teacher only at the request of the other teacher or when required by role as a supervisor.

6.2.11 To protect the educational program from exploitation. Commitments to the Community

6.2.12 To model the fulfilment of social and political responsibilities associated with membership in the community.

6.2.13 To respect the various roles and responsibilities of individuals involved in the educational community.

6.2.14 To keep the trust under which confidential information is exchanged.

6.2.15 To keep parents and the school community informed of and appropriately involved in decisions about educational programs.

6.2.16 To inform an associate before making valid criticism and to inform the associate of the nature of the criticism before referring the criticism to appropriate officials.

6.2.17 To strive for the appropriate implementation and enforcement of legislation, regulations, bylaws and policies enacted by the Ministry responsible for PreK-12 education, school divisions and schools.

6.2.18 To maintain awareness of the need for changes in the public education system and advocate appropriately for such changes through individual or collective action.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017

## **6.3 Standards of Practice**

These are the core principles of competent teaching practice for Saskatchewan teachers, expressed as commitments to standards of practice, each of which teachers may demonstrate in various ways throughout their careers:

### **Commitments to Standards of Practice**

- 6.3.1 To create and maintain a learning environment that encourages and supports the growth of the whole student.
- 6.3.2 To strive to meet the diverse needs of students by designing the most appropriate learning experiences for them.
- 6.3.3 To demonstrate and support a repertoire of instructional strategies and methods that are applied in teaching activities.
- 6.3.4 To develop teaching practices that recognize and accommodate diversity within the classroom, the school and the community.
- 6.3.5 To carry out professional responsibilities for student assessment and evaluation.
- 6.3.6 To demonstrate a professional level of knowledge about the curriculum and the skills and judgment required to apply this knowledge effectively.
- 6.3.7 To implement the provincial curriculum conscientiously and diligently, taking into account the context for teaching and learning provided by students, the school and the community.
- 6.3.8 To reflect upon the goals and experience of professional practice and adapt one's teaching accordingly.
- 6.3.9 To work with colleagues in mutually supportive ways and develop effective professional relationships with members of the educational community.
- 6.3.10 To conduct all professional relationships in ways that are consistent with principles of equity, fairness and respect for others in accordance with the beliefs of the profession.

Source: STF Bylaw 6 (Professional Ethics and Practice) Approved by Council, April 2017