

DRAM-2700/SJST-2700/CMAF-2700/WORK-2700. Speaking Truth to Power: Voice and Activism

Learning Outcomes

Last Updated: October 10, 2014

(PDC140916-5.6)

<p>Learning Outcomes <i>This is a sentence completion exercise.</i></p> <p><u>At the end of the course, the successful student will know and be able to:</u></p>	<p>Characteristics of a University of Windsor Graduate</p> <p><u>A U of Windsor graduate will have the ability to demonstrate:</u></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>
<p>I.</p> <ul style="list-style-type: none"> • 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. 	<p>I. the ability and desire for continuous learning</p>