

Justice Institute of British Columbia COURSE OUTLINE

Course Code: CY272

Course Title: Art and Soul of It: Arts-Based, Anti-Oppression Training for people working with Youth and Communities

Prerequisite Courses:

Sponsoring Division: Community and Social Justice Division, Centre for Counselling and Community Safety

Previous Course Code & Title:

# of Credits:	1.0
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Course Description:

An essential training for teachers, young people, social workers, urban artists, counselors and organizers working with youth and communities. This training will provide you with experiential activities and tools immediately applicable for group facilitation rooted in arts-based (including theatre of the oppressed, writing, movement and visual arts practices), anti-oppression approaches. Through this training, you will explore the fundamentals of arts empowerment, group dynamics, and facilitation. You will develop tools for incorporating arts empowerment into your existing programs, while exploring the connection between arts empowerment and anti-oppression. Activities that strengthen self-knowledge, explore personal styles of leadership, communication, and learning edges will be used to foster the ongoing personal development as an arts empowerment facilitator. Strategies for balancing challenge, safety, and developing alliances across difference within groups will be explored. This training is particularly applicable to working with (im)migrant, refugee, Indigenous and "at-risk" communities.

Course Goal(s):

1. To support participants in exploring the fundamentals of arts empowerment, group dynamics and facilitation
2. To support the incorporation of arts empowerment into existing programs
3. To connect arts empowerment and anti-oppression
4. To develop tools for dealing with difficult situations in a group
5. To develop specific tools for working with communities facing multiple barriers due to the intersecting oppressions
6. To foster tools for ongoing personal development as an arts empowerment facilitator
7. To practice balancing challenge and safety in a group

Course Learning Objectives:

Upon successful completion of this course, the learner will be able to:

1. Effectively prepare a group to try new things
2. Identify their learning edges, triggers, and comfort zone

3. Develop personalized tools for dealing with triggers and learning edges
4. Identify personal leadership and communication styles
5. Adapt leadership and communication styles to meet the needs of any given group
6. Recognize the variety of ways that people request for their needs to be met
7. Encourage volunteering and develop a culture of encouragement within a group
8. Identify the variety of ways that power imbalances are at play in groups
9. Encourage alliance across lines of difference
10. Incorporate an arts-based practice into their current work
11. Lead games with specific learning outcomes

Course Topics/Content:

- Community Agreements
- Comfort zones, learning edges and triggers
- Effective practices for giving and receiving feedback
- Arts practices including (but not limited to):
 - Theatre of the Oppressed
 - Poetry and/or Rhyme Writing
 - Movement
 - Visual Arts
- Anti-oppression theory and practice
- Tools for group facilitation
- Games with specific learning outcomes
- Nonviolent communication
- Growth oriented personal and professional reflection

Text and Resource Materials: Use APA style; specify chapters where applicable. ([APA Style Guidelines](#))

Required:

Recommended: Anti-Oppression Principles. (2001). Peoples Conference on the G8. Calgary, Alberta.

Selections from: Adams, Maurianne. Bell, Lee Anne. Griffin, Pat. (eds). (1997) Teaching for Diversity and Social Justice. London: Routledge

Selections from: Bishop, Anne. (2002). Becoming an Ally: Breaking the Cycle of Oppression in People. Halifax, Nova Scotia: Fernwood Publishing.

Selections from: Chrystos. (1988). Not Vanishing. Vancouver, BC: Press Gang.

Selections from: hooks, bell. (2003). Teaching Community: A Pedagogy of Hope. New

York, NY: Routledge

Selections from: Marcle, Lee. (1996). I Am Woman. Vancouver, BC: Press Gang Publishers
McIntosh, Peggy. (1990). White Privilege: Unpacking the Invisible Knapsack. Independent School

Selection from: Nadeau, Denise. (1996). Counting our Victories: Popular Education and Organizing. New Westminster, BC: Repeal the Deal Productions

Pfeiffer, J. Wm. (1991). The Experiential Learning Cycle. In Pfeiffer, J. Wm. (ed) Theories and Models in Applied Behavioural Science (Vol 2) Group San Diego, CA:Pfeiffer

Selections from: Rosenberg, Marshall B. (2003). Nonviolent Communication: A Language of Life. Encinitas, California: PuddleDancer Press

Selections from: Three Rivers, Amoja. (1990-1991). Cultural Etiquette: A Guide for the Well-Intentioned. Indian Valley, Virginia: Market Wimmin

Excerpts from: Dismantling Racism Workbook. <http://www.dismantleracism.org>

Excerpts from: Power of Hope Group Facilitation Manual: <http://www.powerofhope.org>

Selection from: Hart, Roger. (1992). Ladder of Participation, from, Children's Participation: From Tokenism to Citizenship in Innocenti Essays Vol. 4. UNICEF

Conflict Style Survey & Conflict Style Description (2001) from, SHRA's Grassroots Facilitation Training Workshops Manuals

Course Level:

	First Year		Second Year		Third Year		Fourth Year
X	Other (describe): All ages and experience welcome						

Equivalent Course(s) within the JIBC:

Class Delivery Methods:

Some courses are delivered using a range of methods within one class (course section) or alternative methods in different classes. Please outline the most common delivery options used for this course. The total class hours should be the same for each option.

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion	14.0			
Simulation/Lab	N/A			
Practicum/Fieldwork	N/A			
Online	N/A			
Correspondence	N/A			
Total Class Hours	14.0			

Comments on Delivery Methods:

This training is based on participatory and experiential learning models, which immediately apply theory to practice.

Related Program(s): (where applicable)

Credit Transfer exists at: (List Institutions with official transfer agreements and name equivalent courses)

Course Grading System:

Check the system that applies to this course:

<input type="checkbox"/>	Letter Grades	<input type="checkbox"/>	Percentage	<input type="checkbox"/>	Pass/Fail	<input checked="" type="checkbox"/>	Credit/No Credit
<input type="checkbox"/>	Complete/Incomplete	<input type="checkbox"/>	Attendance Only	<input type="checkbox"/>	Not Applicable		

Passing Grade:	Credit Granted
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JIBC Standard Grading Scale for Letter, Grade Point and % Grades:

Letter Grade	Grade Points	% Range
A+	4.33	90-100
A	4.00	85-89
A-	3.67	80-84
B+	3.33	76-79
B	3.00	72-75
B-	2.67	68-71

Letter Grade	Grade Points	% Range
C+	2.33	64-67
C	2.00	60-63
C-	1.67	56-59
D	1.00	50-55
F	0.00	0-49

Evaluation Activities and Weighing: (complete the %'s which apply – total must equal 100%)

Final Exam	%	Assignments	%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	100%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

Comments on Evaluation:

Process for self-evaluation provided.

Other Course Guidelines, Procedures and Comments:

Procedures are mostly experiential.

View the Justice Institute of BC Policies listed below at:

<http://www.jibc.bc.ca/studentServices/main/AcademicServices/policies.htm>



Access Policy
Harassment Policy
Prior Learning Assessment Policy
Student Code of Conduct

Academic Appeals Policy
Intellectual Property Rights Policy
Research on Human Subjects: Ethics
Student Records