

SOCIAL JUSTICE LEADERSHIP
FCSC 297b-Section 2 (2 credits/graded)
Course Syllabus
Mondays 2:00–3:50
Presidio Room-Student Union Memorial Center

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Course Description

The purpose of this course is to introduce students to a number of theoretical frameworks in the field of social justice. Through these theories, the notions of oppression, activism, advocacy, and image will be explored. Attention will be given to specific issues related to social justice such as gender, sexual orientation, race, religion, ability, and class. Moreover, the course will provide students with opportunities to engage in outreach projects that focus on establishing connections between leadership and issues of social justice.

The course will initially focus on a number of theories that aim at defining social justice/injustice. Students will be encouraged to explore the potential implications of each theory. Consequently, more specific issues related to social justice will be explored through the use of reading assignments and multi-media applications. Throughout the course, students will be prepared to engage in a social justice leadership project through which students can put in use some of theoretical aspects that will be explored and discussed in class. This course goes beyond 'talking about social justice' to exploring the potentials of 'doing something about social justice.'

Course Objectives:

Students will be able to:

- Identify at least 2 theoretical frameworks within which notions of social justice are being defined
- Characterize some of the social and historical roots of certain social justice issues such as gender, sexual orientation, race, religion, ability, and class
- Discuss and implement a number of social justice leadership models related to social change, advocacy, and activism
- Recognize and Identify images of social injustice that exist in society
- Develop an outreach social justice leadership project that focuses on at least one issue/phenomenon related to social justice

Notes

- 1- Throughout this course, participants are encouraged to keep an open-mind, take risks, and be reflective. In order to ensure all that, we all need to challenge ourselves, be supportive of each other, and be willing not only to tolerate, but rather celebrate all opinions and perspectives.
- 2- The information contained in the syllabus, other than grade and absence policies, is subject to change with advanced notice as deemed appropriate by, and at the discretion of, the instructors.
- 3- Although the instructors have made every reasonable effort, students should inform them (in private and confidentially) of any content deemed (or potentially deemed) offensive or objectionable. THIS DOES NOT *NECESSARILY* MEAN THAT SUCH CONTENT WILL BE REMOVED FROM THE SYLLABUS!
- 4- The instructors are fully and firmly committed to the goals of diversity, anti-discrimination, and justice relative to race, ethnicity, culture, nationality, age, gender, sexuality, religion, language, socioeconomic status, and ability/disability (etc.).

Course Policies

A key-learning tool for this class is weekly participation in discussions and exercises. It is not only important to attend class but students will also be expected to actively participate in all class discussions, activities, and projects. Because of the importance attached to regular class attendance,

- Each student is allowed one (1) absence from class. Any other absences must be excused by the instructors or they will result in the deduction of 10 points for each absence.
- Excused absences are defined as **prior notice** to your instructors regarding your absence. Each student is allowed a maximum of one (1) excused absence.
- Students must notify the instructors personally.
- Students are responsible for making sure they are counted in special outside activities.
- Students with excused absences are still required to complete and submit course assignments on or before their due date.
- Excused absence approval is at the discretion of the instructors.
- Students may have an excused absence from class for a religious practice or observance of a religious holiday but must give **2 weeks** prior notice to the instructors.
- There will be no make-ups for the mid-term and final examinations/presentations.

Instructors' Expectations

- We expect students to be respectful of the instructors and other class members by turning off all cell phones prior to class.
- We expect students to attend every class period and arrive to class on time. Lateness will result in an unexcused absence.
- We expect students to be respectful of class members' viewpoints and that the content of class discussions remains within the classroom.

Assignments

- Assignments are due on the date listed on the syllabus. A maximum of half credit will be given to assignments submitted after the listed due date. Unless otherwise instructed, all assignments must be typed, double-spaced, on 8.5 x 11-inch paper, with 1-inch margins, using 12-pt Times New Roman font. Following are the class's main assignments:

1. **Weekly Reflections**

Throughout the course, readings and activities will be assigned. **A one-page written reflection is due at the beginning of each class as indicated in the course outline.** These written reflections will be part of the discussion process and will be used in various class activities. Students will be given a set of questions related to the assigned readings in order to facilitate the reflection process.

2. **Social Justice Leadership Project (SJLP):**

One of this course's primary goals is for students to make connections between class discussions/activities and real-life situations. Through the SJLP, students will have the chance to actualize this goal. Based on class discussions, activities, and conversations with the instructors, students can choose to work individually or in groups (not more than 3 students in each group) to design and implement a project idea related to issues of social justice. The project may vary between conducting some research about a phenomenon related to a social issue to being part of a community service project. New and creative ideas are encouraged. The SJLP might be implemented on or off campus. Students will receive necessary support throughout their projects. Each student will receive a more detailed written description about this part of the course.

3. **Social Image Notebook:**

This activity is designed to increase students' awareness when it comes to the way certain social groups are represented/misrepresented in society. Students are asked to collect examples from the media and social settings that illustrate the way various social groups are portrayed. An image could be an advertisement, a picture, or an article. It could also be a verbal behavior: a joke, a proverb, or a story about a certain group of people. The Social Image Notebook will be a collection of examples around issues related to gender, sexual orientation, race/ethnicity, religion, ability, and class. The course outline indicates when presentations on the Social Image Notebook are due.

Disability Resource Center

The University is committed to equal working and learning opportunities for students, faculty, and staff with disabilities and recognizes that accommodations or modifications may be necessary to ensure access. The mission of the Disability Resource Center is to equalize the educational opportunities for students and provide support services for students, faculty, and staff with disabilities. The program is designed to promote full inclusion and participation in the educational experience and campus life. The Disability Resource Center is the designated office that reviews disability documentation, certifies eligibility for services, determines reasonable accommodations, and provides or arranges for reasonable accommodations.

Academic Integrity

The University of Arizona's *Code of Conduct* (available via www.arizona.edu) specifically prohibits "all forms of student (and faculty) academic dishonesty, including cheating, fabrication, facilitating academic dishonesty and plagiarism." Cheating is defined by the *Code* as follows: Intentionally using or attempting to use unauthorized materials, information or study aids in any academic exercise. Plagiarism is understood by the *Code* to mean "intentionally or knowingly representing the words or ideas of another as one's own in any academic exercise."

Point Distribution & Grading Standards

Assignments	Point Value (Total = 470 points)
Class Participation & Attendance	40 points
Weekly Reflections	100 points (10 points each for 10 responses)
Social Justice Leadership Project (SJLP)	200 points (50 points for identifying a project idea through a written proposal, 50 points for a presentation to other students, & 100 points for a final comprehensive paper about the project)
Social Image Notebook	30 points (5 points each for 6 social groups)
Midterm Examination	100 points

Grade Scale

A	=	423-470
B	=	377-422
C	=	329-376
D	=	282-328
E	=	< 282

Readings

1. Editors: Adams, M., Blumenfeld, W., Castaneda, R., Hackman, H., Peters, M., Zuniga, X. (2000). *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*. New York: Routledge.
2. Handouts & Electronic Reserves (E-Rez).

Course Outline

Date	Topic/Activity	Assigned Readings	Assignments Due
8/22	Overview: - Introductions - Syllabus - Ground Rules & Expectations		
8/29	Social Justice: Personal Connections - Social Group Membership - Social Group Status - Agent and Target Roles - Defining Privilege & Oppression	- “The Complexity of Identity: ‘Who Am I?’” (Adams: Tatum, sec. 1)	- Weekly Reflection # 1
9/5	No Classes: Labor Day		
9/12	Social Justice Theories (1): - Why a Theory of Social Justice? - Distribution of Resources - Implications of Theory	- “Five Faces of Oppression” (Adams: Young, sec. 1) - <i>Principles of Social Justice</i> (David Miller, *E-Rez)	- Weekly Reflection # 2
9/19	Social Justice Theories (2): - The Meaning of Oppression - Oppressor vs. Oppressed - The Philosophy of Love & Hope - Implications of Theory	- “Prejudice and Discrimination” (Adams: Blumenfeld & Raymond, sec. 1) - <i>Pedagogy of the Oppressed</i> (Paulo Freire: Ch. 1, E-Rez)	- Weekly Reflection # 3
9/26	Social Justice Leadership Project - Models of Change and Leadership - Project Ideas & Draft Proposals - Available Resources - Timeline	- “Concepts of Community & Community Leadership” (Nix, E-Rez) - “Political Leadership in a Small Town” (Wildavsky, E-Rez)	- Weekly Reflection # 4
10/3	Gender (1) - Definitions - Sexism - Image: stereotypes and the media	- Adams (Contexts & Personal Voices) - “Monster Moms-On the Art of Misdirection” (Glassner: <i>The Culture of Fear</i> , Ch. 4. E-Rez)	- Weekly Reflection # 5
10/10	Gender (2) - Gender Web - Advocacy & Activism	- Adams (Next Steps & Action)	- Social Image Notebook # 1 (Gender)
10/17	Sexual Orientation - Definitions - Privilege: Heterosexual vs. Homosexual - Image: stereotypes and the media - Advocacy & Activism	- Adams - Gay-slaying verdict: guilty (online) - Healing Place (online)	- Weekly Reflection # 6

10/24	Midterm		
10/31	Race & Ethnicity - Definitions - Identity - Systematic Racism - Image: stereotypes and the media - Advocacy & Activism	- Adams - “Black Men” (Glassner: <i>The Culture of Fear</i> , Ch. 5. E-Rez)	- Weekly Reflection # 7 -Image Notebook # 2 (Sexual Orient.)
11/7	Religion - Definitions - Privilege: power, legislation, access - Target Groups - Image: stereotypes and the media - Advocacy & Activism	- Adams: Contexts Personal Voices Next Steps and Action	- Weekly Reflection # 8 - Image Notebook # 3 (Race/Ethnicity)
11/14	Ability - Definitions - Inclusive Communities - Image: stereotypes and the media - Advocacy & Activism	- Adams: Contexts Personal Voices Next Steps and Action	- Weekly Reflection # 9 - Image Notebook # 4 (Religion)
11/21	Class - Definitions - Income and Wealth Distribution - Image: stereotypes and the media - Advocacy & Activism	- Adams Context Personal Voices Next Steps and Action	- Weekly Reflection # 10 - Image Notebook # 5 (Ability)
11/28	Final Project Presentations		- Image Notebook # 6 (Class)
12/5	Final Project Presentations		

- E-Rez = Electronic Reserves