

EDL 270: SOCIAL JUSTICE LEADERSHIP – FALL 2011

Course Syllabus - Section 2 (2 credits/graded)

Thursdays, 2:00 pm – 3:50 pm, Student Union Agave Room

Instructor:

COURSE DESCRIPTION

The Social Justice Leadership course is specifically designed for those students who are committed to the study and practice of social justice in their personal and professional lives. Social justice can be a very difficult concept through which to navigate and learners will be expected to build a community within the class that will enable all members to feel supported and empowered when facing daily social justice dilemmas. This course is intended to equip students with skills to bring about positive social change on campus, within local communities, and on the global level.

This course is designed to examine the complex intersections of race, class, gender, sexual orientation, religion and ability, and how they shape the experiences of diverse groups of people. We will explore each of these concepts as social phenomenon: as socially constructed systems of meaning and corresponding social structures. Through exploring how race, class, gender, sexual orientation, religion and ability are social constructions we will see how such constructions affect each of our identities, our relationships, and our overall perceptions of the world and our place in it.

The course will highlight societal problems and issues focusing particularly on those pertaining to racism, classism, sexism, heterosexism, ableism, and religious oppression. The goals for this class include: increasing personal awareness, expanding knowledge, and encouraging action.

COURSE OBJECTIVES

- Students will explore the ways in which race, class, gender, sexual orientation, religion and ability have been constructed within the society of the United States
- Students will understand the characteristics of social identity, social group membership and social status
- Students will understand systemic power and privilege
- Students will recognize the levels and types of oppression
- Students will understand the cycle of socialization and the cycle of liberation
- Students will explore the continuum of action and consider various strategies for serving as allies and advocates
- Students will enhance their written and oral communication skills through reflective paper writing, written assignments, projects and class presentations

COURSE MATERIALS

Required: Adams, M., Blumenfeld, W., Castañeda, R., Hackman, H., Peters, M., Zúñiga, X. (2000). *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism*. New York: Routledge (Available on Amazon.com; ISBN-10: 0415926343; ISBN-13: 978-0415926348)

Additional reading assignments will be posted on Orgsync and listed below.

How to use OrgSync:

Go to www.orgsync.com

1. Click on "Register" at the top of the page
2. Choose University of Arizona Leadership Programs by clicking the "register" button to the right
3. Fill out the registration form and all the required fields on both pages and click Submit
4. Find the listing for "University of Arizona Leadership Programs"
5. Click on "Register." To the right
6. Fill out the registration form and all the required fields on both pages and click Submit
7. Then go to "Leadership Courses for Credit" and click "Join"

8. The password is: [REDACTED]
9. Once you have joined and the instructor has associated you with the course (could take up to 24 hours), you can use OrgSync to get to the readings.
10. Login into to your OrgSync account.
11. Scroll over “Organizations” on the top toolbar and go down and click on “Courses.”
12. Click on “Files” on the left toolbar.
13. This will bring you to the courses page in which you will need to go to EDL 270: Social Justice and click on “see all.”
14. Scroll down through the course readings-they are listed alphabetically by author. Note the chapter and page numbers since some readings are may be from the same author. Click on the reading from this page.

COURSE FORMAT

The instructors and students are a community of learners who will create a space of trust and consideration of others, as well as an atmosphere in which risk-taking is encouraged and mistakes are supported. As a community, it is essential that students serve as active participants in the learning process. It is imperative that students come to class prepared to engage in dialogue surrounding the social justice issues addressed in the readings and in everyday life. Learning can and should be intellectually challenging and requires hard work and a commitment to holding one’s peers accountable, especially when analyzing the construction of one’s worldview.

Team building, community building, and experiential activities will be utilized in an attempt to open dialogue among students. Hands-on activities will often be utilized as learning tools. This will be a very interactive and dynamic class. By the end of the term, students will be expected to synthesize the principles from lectures, activities, and guest speakers into their final project.

COURSE POLICIES:

General Policies

- Students are expected to turn off their cell phones and ipods during class. Texting during class or having your cell phone ring or vibrate during class may result in a loss of attendance points for the class session and being asked to leave class for that session.
- Laptops may only be used with permission of the instructor at times that warrant laptop use (ex. activity researching information online or to take notes for the group). Laptops must be off and closed during class discussions, presentations from students, and activities not needing a laptop. Failure to follow this policy may result in a loss of attendance points for the class session and being asked to leave class for that session.
- Information contained in the course syllabus, other than the grade and absence policies, may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

Attendance and Participation

A key learning tool for this class is **weekly participation in discussions and exercises. It is important that students attend class and actively** participate in all class discussions, exercises and special outside activities.

Attendance is a personal responsibility that is inherent in leadership.

- Upon arrival to class, students will sign in to log their attendance. At 2:00pm, a line will be drawn under the name of the last person who signed in. Anyone arriving to class between 2:00pm and 2:15pm signing in after the line is drawn will have 2 attendance points deducted. Tardiness after 2:15 will result in 2 attendance points deducted for each 15 minutes of class the student misses. In addition, students leaving early from class will have 2 attendance points deducted for each 15 minutes they are not in class.
- Each absence will result in a loss of 10 attendance points. Because it is not possible to make up the experience missed in class, there are no excused or unexcused absences. Each student is responsible for managing their decisions around class attendance. It is likely that a student may become ill, travel out of town, or have an emergency arise throughout the semester. Therefore, only attendance for 14 class sessions will count toward the final grade allowing for one discretionary absence for each student. Students who attend all 15 class sessions including the final exam, however, will receive an extra 10 points toward their final grade.
- Students who are absent are expected to be responsible for materials covered during their absence, and are required to complete and submit course assignments either in person or via e-mail on or before 2:00pm on their due date.

- Students who have class on a religious holiday and need to miss class to observe this holiday may do so if they notify the instructor at least 2 weeks in advance of the absence.
- Absences pre-approved by the UA Dean of Students (or Dean's designee) will be honored.

Special Needs

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in the course. If you determine that formal, disability-related accommodations are necessary, it is very important that you be registered with Disability Resources (621-3268; drc.arizona.edu) and notify me of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations.

Academic Dishonesty

The University of Arizona observes a Code of Academic Integrity, which demands that all material submitted by a student is the student's own work. This also pertains to a student doing his/her own work on all tests and quizzes. Failure to comply with this code will result in disciplinary sanctions. A complete copy of this code is available from the Office of the Dean of Students or the Committee on Academic Integrity.

Threatening Behavior

Threatening Behavior is prohibited. "Threatening behavior" means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker's statement, communication, conduct or gesture as a serious expression of intent to physically harm.

Group Work Standards

You will spend most of your time this semester working in Advocacy Project groups toward a common advocacy initiative. Regardless of contribution or effort, every member of your group will get the same grade on all group assignments. However, similarly to the way that groups function and break off into separate entities or organizations during the change process, so can your Advocacy Project group. If at any point, you believe that the group dynamics or the direction of the group is not working for where you want your Advocacy Project to go, you may separate from your group and create a new group by yourself or with one other member of the original group (you cannot leave only one member in your original group unless they agree to it or with the instructor's permission). Your new group will focus on the same issue and pick up where you left off with the original group in terms of topic, future assignments, etc. If at any point you decide to do this, you must do the following:

1. Write up the names of the people in the new group with a statement about separating from your original group. All new group members must sign this document. This document needs to be submitted to the instructor.
2. After the instructor reviews the document, all members of the original group will be notified by the instructor through OrgSync about any group changes affecting them. It is your responsibility as a student to check your OrgSync messages regularly to keep informed of any group changes.
3. If there is a group assignment due less than 1 week from the creation of the new group, all original group members must agree that the separation will take place in time for both groups to complete the assignment individually. If both groups do not agree to individually complete that assignment, the change in groups will not go into effect until after that assignment is due.

Assignments

Assignments are due on the date listed on the syllabus and are due in class during the class session. **Late assignments will be accepted with a penalty of one letter grade for each day the assignment is late. For the purposes of late assignments, each day begins at 2:00pm.**

REFLECTION JOURNALS

10 points each reflection, 100 points total

Students will write 10 reflections (out of a possible 12) on the weekly readings throughout the semester (10 points each). See calendar for details. Each week, we will be covering a different topic in class (ex. race, gender, class, etc.). The readings for the week correspond to each topic. In this assignment, you will analyze the readings for the week and select 3 concepts that emerge for you. For example, for the week of Ability and Ableism, a concept might be “deaf culture.” You are to discuss how each of the three concepts affect your perceptions and your day-to-day life. For example, how does your understanding of “deaf culture” **affect your perceptions** of the deaf community, society at large, and/or ability in general; how does “deaf culture” impact **your day-to-day life**? I am looking for a well thought out reflection of how the readings relate to you and the world around you. I am not looking for a summary of the readings. This is your chance to create your own dialogue with the readings and I strongly encourage you to make this journal your own. Each reflection should be a minimum of 2 pages in length, typed, Times New Roman 12 pt font, double-spaced, 1 inch margins, paginated, and include our course information.

ADVOCACY PROJECT

You will be in small groups of 3-4 this semester working on a project related to advocacy for an oppressed social group that no one in the group belongs to.

1. Analysis Paper

Write a 5-7 page group paper using a minimum of 3 legitimate sources (at least 2 need to be from outside class readings). For the social group you have selected for the Advocacy Project, your paper should include:

- History of oppression
- How they are oppressed
- Current issues they face
- What milestones have been reached

Due: September 15, 2011

2. Experiential Paper

You need to select one of the following learning options to gain a better understanding of the social group you are advocating for in your Advocacy Project. No two group members may engage in the same experience.

- *Visitation*-This may include attending a religious service, a meeting, a rally, an event, going on a tour, etc.
- *Shadowing*-This may include shadowing someone from the culture in their participation in both cultural experiences and everyday life.
- *Participation*-This may include participating in rituals/traditions/experiences, wearing attire, etc. that are associated with the culture.

You are to write a 2-3 page reflection on your experience. What did you do? Why did you choose the experience that you did? What impact did it have on you? What did you learn?

Due: September 30, 2011

3. Social Image Notebook

This project is designed to increase your awareness when it comes to the way certain social groups are represented/misrepresented in society. Your Advocacy Project group is to collect examples from the media and social settings that illustrate the way the social groups you have chosen is 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 this social group. You must have a minimum of 20 examples in your notebook.

Due: October 20, 2011

4. Advocacy Plan

Your group is to draft a one page description of one issue facing this group and how you plan to advocate for the best interest of the group. You will need to select a particular method of advocacy considering why this is the best course of action.

Due: November 3, 2011

5. Advocacy in Action

Your group is to enact your Advocacy Plan.

6. Advocacy Showcase

Your group is to showcase your Advocacy Project. You will have 15 minutes as a group to share with the class your Advocacy Plan and why you chose that group to advocate for. The bulk of the presentation should include a creative way of sharing your Advocacy in Action. You may incorporate video you recorded from an event, copies of letters you wrote, social media sites you built, music you wrote, etc. Your group must include a written review of your Advocacy in Action that includes:

- What you did
- Why you chose that method
- Who did what
- The outcome

Due: December 9, 2011

Assignments & Point Values (Total=630 points)

Class Participation/Attendance	140 points (10 points per class)
Reflection Journal	100 points (10 points each)
Advocacy Project: Analysis Paper	75 points
Advocacy Project: Experiential Paper	50 points
Advocacy Project: Social Image Notebook	75 points
Advocacy Project: Advocacy Plan	40 points
Advocacy Project: Advocacy in Action	50 points
Advocacy Project: Advocacy	100 points

Grade Scale
A=567-630
B=504-566
C=441-503
D=378-440
E=<378

Aside from the possible 10 bonus points for attending all class sessions in their entirety, there will be no opportunities for extra credit. Note: The above grade scale reflects the minimum number of points needed for each grade. Grades will not be rounded up; you must reach the minimum number of points for a certain grade to earn that grade.

Social Justice Leadership Course Outline

8/25/11 WEEK 1: Intro to Class

Readings Due:

- None

9/1/11 WEEK 2: Race and Racism

Readings Due:

- “The Cycle of Socialization” by Harro, P. 15-21
- “Prejudice and Discrimination” by Blumenfeld and Raymond, p. 21-25
- “Discrimination Comes in Many Forms: Individual, Institutional, and Structural” by Pincus, P. 31-35
- “Racial Identity and the State: Contesting the Federal Standards for Classification” by Omi, P. 73-78
- “Defining Racism: Can we Talk?” by Tatum, P. 79-82
- “A Bill of Rights for Racially Mixed People” by Root, P. 120-126

Assignment Due:

- Reflection Journal #1

9/8/11 WEEK 3: White Privilege

Readings Due:

- “Language and Silence: Making Systems of Privilege Visible” by Wildman and Davis, P. 50-60
- “White Men and the Denial of Racism” by Thompson, P. 104-109
- “Moving Beyond White Guilt” by Edgington, P. 127-129
- “Develop Cross-Cultural Communication Skills” by Ford, P. 130-132

Assignment Due:

- Reflection Journal #2

9/15/11 WEEK 4: Citizenship

Readings Due:

- “The Heartland’s Raw Deal: How Meatpacking is Creating a New Immigrant Underclass” by Marc Cooper, P 99-104
- “Red Clay, Blue Hills: In Honor of My Ancestors” by John Childs, P 110-113

Assignment Due:

- Reflection Journal #3
- Analysis Paper

9/22/11 WEEK 5: Social Class & Classism

Readings Due:

- “Sharing the Pie” & “The Shrinking Majority” by Brouwer, P. 382-391
- “Who Owns How Much?” by Heintz and Folbre, P. 391-396
- “Tired of Playing Monopoly” by Langston, P. 397-402
- “Social Class Questionnaire” P. 432-434

Assignment Due:

- Reflection Journal #4

9/29/11 WEEK 6: Gender

Readings Due:

- “Night to His Day: The Social Construction of Gender” by Lorber, P. 203-213
- “Masculinity as Homophobia: Fear, Shame, and Silence in the Construction of Gender Identity” by Kimmel, P. 213-219
- “The Transgender Spectrum” by Lees, P. 305-306

Assignment Due:

- Reflection Journal #5
- Experiential Paper

10/6/11 WEEK 7: Sexism – Note: Location Tubac Room

Readings Due:

- “Ain’t I a woman” by Truth, P. 241
- “Adopting the Principle of Pro-Feminism” by Law, P. 254-255
- “‘The Rape’ of Mr. Smith” by Anonymous, P246-247
- “Pornography and Men’s Consciousness” by Jackson Katz, P 247-251

Assignment Due:

- Reflection Journal #6

10/13/11 WEEK 8: LGB

Readings Due:

- “How Homophobia Hurts Everyone” by Blumenfeld, P. 267-275
- “What Does the Bible Say about Homosexuality?” by Deacon, P. 290-292
- “International Bill of Gender Rights,” P. 309-312
- “Becoming an Ally” by Washington and Evans, P. 312-318

Assignment Due:

- Reflection Journal #7

10/20/11 WEEK 9: Heterosexism

Readings Due: None

Assignment Due:

- Social Image Notebook

10/27/11 WEEK 10: Religious Oppression

Readings Due:

- “Jews in the U.S.: The Rising Cost of Whiteness” by Kaye and Kantrowitz, P. 138-144
- Sawy. N (2001). "Yes, I follow Islam, but I'm not a terrorist." *Newsweek* 15 Oct. 2001 (on OrgSync)
- Fairchild, E. (2009). Christian privilege, history, and trends in U.S. religion. *New Directions for Student Services*, N. 125, Spring 2009. Wiley, inc. (on OrgSync)

Assignment Due:

- Reflection Journal #8

11/3/11 WEEK 11: Ability & Ableism

Readings Due:

- “Disability beyond Stigma: Social Interaction, Discrimination and Activism” by Fine and Asch, P. 330-339
- “The Deaf Community and the Culture of Deaf People” by Carol Padden, P 343-351
- “The Hidden Dimension of Learning: Time and Space” by Smith, P. 352-355
- “Understanding Disability Issues” by Association on Higher Education and Disability, P. 355-356

Assignment Due:

- Reflection Journal #9
- Advocacy Plan

11/10/11 WEEK 12: Size & Sizeism

Readings Due:

- “I’m Not Fat, I’m Latina” by Haubegger, P. 242-243
- Puhl, R. & Brownell, K. (2001). Bias, Discrimination, and Obesity. In *Obesity Research*, V 9, N 12. Pp 788-805. (on OrgSync)

Assignment Due:

- Reflection Journal #10

11/17/11 WEEK 13: Ageism and Adulthood

Readings Due: All Readings for this week are on OrgSync

- Calasanti, T. (2005) Ageism, Gravity, and Gender: Experiences of Aging Bodies. In *Generations*, Fall 2005. Pp 8-12.

- Love, B. & Phillips, K.. (2007). Ageism and adultism curriculum design. In Adams, M., Bell, L.A. & Griffin, P. (eds.) *Teaching for Diversity and Social Justice*, Second Edition, New York: NY, Routledge. Pp360-365.

Assignment Due:

- Reflection Journal #11

12/1/11 WEEK 14: Change Agents and Advocacy

Readings Due:

- “Toward a New Vision: Race, Class and Gender as Categories of Analysis and Connection” by Collins, P. 457-462
- “The Cycle of Liberation” by Harro, P. 463-469
- “Can a White Heterosexual Man Understand Oppression?” by Thompson, P. 477-482
- “How to Interrupt Oppressive Behavior” by McClintock, P. 483-485
- “***Assignment Due:***
- Reflection Journal #12

12/9/11 WEEK 15: FINAL EXAM

1-3 PM – Agave Room

Advocacy Showcase Presentations