

Senior Capstone: Social Justice Education

UNST 421 (583) - 6 Credits

Fall 2012 Timetable

Wednesday 10:15 to 12:55

Instructor reserves the right to make changes to course syllabus and timetable

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Office hours by appointment

SMSU 228C

University Studies Goals

- Communicate effectively
- Think and inquire critically
- Respect the diversity of human experiences
- Act in socially and ethically responsible ways

Description

This course is an advanced exploration of diversity and social justice in the United States and provides students with a framework for understanding specific forms and the interlocking systems of oppression; a process to explore how oppression affects our lives; a pedagogical framework for teaching and training about concepts of oppression and diversity; and an application of these ideologies and skills in community settings.

Accessibility

Arrangements are made to make course materials and classrooms accessible to students with disabilities. Contact instructor to discuss concerns or needs related to course requirements.

Learning Goals

- a) Broaden and deepen the understanding of social justice issues.
- b) Work with community partners on a field project.
- c) Research and learn about social justice and facilitation techniques.
- d) Critique and refine civic engagement process and reflect on activities and learning.

Learning Objectives

- a) Participate in social justice activities and learning exercises.
- b) Design a social justice workshop with a class colleague and facilitate the workshop in the community. In preparation for fieldwork, students will engage in a workshop development process and present workshops in class.
- c) Write 2 reading reaction papers reflecting on assigned readings and engage in classroom discussions.
- d) Debrief course activities, complete assessments on workshops and class evaluations and write a final reflection paper.

Readings

- *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism and Classism 2nd Edition* edited by Marianne Adams, Warren J. Blumenfeld, Rosie Castañeda, Heather W. Hackman, Madeline L. Peters, Ximena Zúñiga
- Supplemental Reading Material (posted on D2L)

Workshop Development Process and In-Class Presentation

Student teams research and develop a 40-minute long facilitated social justice education workshop. Teams present workshops in class in preparation for community presentations. Students are provided with in-class training and supplemental reading material (Topic Chapters on D2L), and meet weekly outside class to engage in the workshop development process. This process includes developing a workshop timeline, outline, and handouts; rehearsing and finalizing workshop for in-class presentations and community fieldwork; and completing a site visit, developing a community partnership, and planning for field presentations. Presentations may not utilize technology. Teams submit a workshop outline the day of in-class presentations to instructor. Teams must provide workshop handouts for all workshop participants in class and in the field.

Fieldwork Planning and Community Presentations

The culminating experience involves facilitating workshops in community settings. The instructor provides community partner options but it is the student's responsibility to complete all duties concerning the workshop. This includes, but is not limited to, identifying a community partner contact, arranging details with the community contact, securing the dates and times of workshop, arranging time for a pre-workshop site visit, supplying hand-out materials, obtaining audio visual equipment, and facilitating, debriefing, and assessing workshops. Points earned for fieldwork are determined by student's level of participation in all of these activities. Student teams report on the fieldwork development process weekly in class.

Student Team Workshop Portfolios

On the final day of class, student teams hand in one Workshop Portfolio that contains final and formatted team generated materials. Materials must be in electronic format and include contact information for students and community contacts, workshop proposals, curriculum outlines, team field-meeting notes (excluding e-mail correspondence), research findings, workshop handouts, assessments, and any other applicable materials.

Format Guidelines:

- 1) Portfolios are submitted via a flash drive (preferred) or disk
- 2) All materials should be located in one single folder
- 3) Title folder using the following format: Topic Name_Quarter_Year (e.g. Abelism_Winter_2010)
- 4) Folder should include the following:
 - a. A single PDF document that contains your final portfolio materials
 - b. A folder with all materials in their original format

Reading Reaction Papers

Students write 2 reading reaction papers reflecting upon readings, coursework and the application of learned material to field experiences. Papers are 3-4 typed, double-spaced pages in 12 pt Times font. Questions to address in reading reaction assignment include: Briefly stated, what are the main theories presented? What information was new for you and what would you like to explore further? What is your lived experience as it pertains to the theory? How might taking action to counteract oppression affect your personal and/or professional life? Have any of your personal perspectives or attitudes changed? How does this information apply to the workshop development process? Students reflect on their own experiences, lens and viewpoint; take care not to confuse opinion with fact; and cite readings, evidence, research, and data. Successful students are personally reflective in relation to the course material, theory, and the process of social justice education methodology.

First, identify theoretical, historical and empirical tenets.

Second, introduce your direct lived experiences with the ideas presented.

Third, succinctly describe your beliefs as it relates to the theory and your experiences.

The use of first person pronouns is encouraged.

Final Reflection

A final paper is due the last day of class reflecting on your course (workshop preparation and learning process) and field (planning, facilitating, assessing) experiences. The final reflection paper is 3-4 typed, double-spaced pages in 12 pt Times font.

Workshop Topics

Racism
Classism
Religious Oppression
Sexism
Heterosexism
Transgender Oppression
Abelism
Ageism and/or Adulthood

Grading

Students are not evaluated on the content of their beliefs or whether or not they agree with perspectives discussed in class. Electronic format papers are not accepted. Late papers may be accepted with instructor's approval *before* papers are due.

Point Distribution

Attendance and Participation (4 points per week)	36
In-Class Presentation	14
• Draft Workshop Proposal	
• Research Triangle	
• Handouts/Takeaways	
• Draft Outline and Script	
Fieldwork	25
• Peer Evaluations	
• Site Visit	
• On-Site Presentation	
Workshop Portfolio	10
• Final Workshop Proposal	
• Handouts/Takeaways	
• Final Outline and Script	
• Other Workshop Materials	
Reading Reaction Papers (2 X 5 points each)	10
Final Reflection	<u>5</u>
	100 points

Grading Scale

100-93	A
92-90	A-
89-83	B
82-80	B-
79-73	C
72-70	C-