



**P.O. Box 222000
Seattle WA 98122-1090
Department of Counseling and School Psychology
Summer Quarter 2008**

Seattle University Mission

Seattle University is dedicated to educating the whole person, to professional formation, and to empowering leaders for a just and humane world.

Organizing Theme of the College of Education

The College of Education is dedicated to preparing ethical and reflective professionals for quality service in diverse communities.

<u>Course Information</u>	<u>Instructor</u>	<u>Office Hours</u>
EDUC 501 Social Justice in Professional Practice Summer 2008 3 credits Loyola 302 Mondays - 5:30-8:55pm	Manivong J. Ratts, Ph.D., N.C.C. Assistant Professor Counseling and School Psychology (206)296-2843 Loyola 217 vong@seattleu.edu College of Education: (206) 296-5760	By Appointment <hr/> Please schedule and confirm an appointment with the instructor.

COURSE DESCRIPTION:

Provides orientation to theoretical, personal, social and professional components of social justice issues through exploration of literature, investigation of social justice issue, and development of personal philosophical statement.

REQUIRED TEXT AND/OR READINGS:

Text:

Adams, M., Blumenfeld, W. J., Castaneda, R., Hackman, H. W., Peters, M. L., & Zuniga, X. (Eds.). (2000). *Readings for diversity and social justice: An anthology on racism, antisemitism, sexism, heterosexism, ableism, and classism*. New York: Routledge.

Additional Texts (Select one book from Group A and one from Group B below)

Group A - Autobiographies/Bibliographies of Oppression/Injustice:

Fadiman, A. (1997). *The spirit catches you and you fall down: A Hmong child, her American doctors, and the collision of two cultures*. New York: Farrar, Straus and Giroux. ISBN 0-374-52564-1

Mankiller, W., & Wallis, M. (1993). *Mankiller: A chief and her people*. New York: St. Martin's Griffin. ISBN 0-312-20662-3

Mar, M. E. (1999). *Paper daughter: A memoir*. New York: Perennial. ISBN 0-06-093052-7

Martinez, R. (2001). *Crossing over: A Mexican family on the migrant trail*. New York: Picador. ISBN 0-312-42123-0

Group B - Autobiographies/Biographies of Action for Justice (Select One):

Horton, M. (with Kohl, J., & Kohl, H.). (1998). *The long haul: An autobiography*. New York: Teachers College Press. ISBN: 0-8077-3700-3

Jennings, K. (2006). *Mama's boy, preacher's son: A memoir of growing up, coming out and changing America's schools*. Boston: Beacon Press. ISBN 978-080707147-2

Maathai, W. (2006). *Unbowed: A memoir*. New York: Alfred A. Knopf. ISBN 0-307-26348-7

Moses, R. P., & Cobb, Jr., C. E. (2001). *Radical equations: Civil rights from Mississippi to the Algebra Project*. Boston: Beacon Press. ISBN 0-8070-3127-5.

Articles: (Available on ANGEL)

Bellah, R. N. (2004). Education for justice and the common good. *Conversations on Jesuit Higher Education*, 28-37.

Deutsch, M. (2000). Justice and conflict. In M. Deutsch, & P. T. Coleman (Eds.). *The handbook of conflict resolution: Theory and practice* (pp. 41-64). San Francisco: Josey-Bass.

Hardiman, R., & Jackson, B. (1982). Oppression: Conceptual and developmental analysis. In M. Adams, P. Brigham, P. Dalpes & L. Marchesani (Eds.), *Social diversity and social justice- Diversity and oppression: Conceptual frameworks* (pp. 1-6). Dubuque: Kendall/Hunt.

Jackson & Hardiman (2007). Jackson and hardiman model of social identity development – Appendix 2A. In Adams, M., Bell, L.A., & Griffin, P. (Eds.), *Teaching for diversity and social justice* (2nd Ed). New York: Routledge.

McIntosh, P. (1986). *White privilege and male privilege: A personal account of coming to see*

correspondences through work in women's studies (1988). Paper presented at the American Educational Research Association.

COURSE OBJECTIVES

Main Focus	Specific Social Justice Competency
Self Identities	1. Expand awareness and understanding of one's own personal, social, and professional identities.
Social Orientations	2. Expand awareness and understanding of one's own philosophical orientations, social assumptions, and professional contexts.
Justice Concepts, Theories, Frameworks	3. Expand and apply knowledge and understanding of concepts, theories, and frameworks relevant to social justice, oppression, and injustice.
Justice Issues	4. Recognize and appreciate the diversity and complexity of social justice issues.
Critical Analysis of Justice Issues (including those relevant to foundations of education)	5. Critically analyze a range of social justice issues including those relevant to the <u>foundations of education</u> , democracy, and one's own profession.
Structures that Support or Impede at Individual, Interpersonal, Institutional Levels	6. Identify individual, interpersonal, and institutional structures that support or impede social justice.
Spheres of Influence	7. Identify, value, and enact personal spheres of influence to interrupt oppression and sustain justice as professionals and citizens for a humane world.
Human Relations	8. Continue to develop and refine human relations skills— including leadership, communication, collaboration, conflict resolution, and cross-cultural skills for effectively addressing social justice issues.
Graduate Scholarship	9. Continue to develop and demonstrate expertise in scholarly presentations—written, oral, and visual— using APA (5 th ed.) format in formal papers.

COURSE INSTRUCTIONAL METHODS

This course employs a range of instructional methods to promote high-quality learning. Methods include the use of (a) cooperative learning; (b) interactive problem solving; (c) collaborative and individual reflection and decision making; (d) analysis of scholarly literature, educational resources, community resources, and multimedia material; (e) small-group and whole-class discussion; and (f) academic service-learning.

SCHEDULE OF COURSE ACTIVITIES AND ASSIGNMENTS

Date	Topics	SJ Competency	Readings Due	Assignments Due
Class #1 June 23	<ul style="list-style-type: none"> • Introductions and Groundrules • Syllabus & Assignments • Agent & Target Group Status • Cycle of Socialization 	1., 3	Adams et al., pp. 15-21	
Class #2 June 30	<ul style="list-style-type: none"> • Social Justice Theory and Oppression Dynamics • Social Identity Development 	1., 2., 3., 6	Adams et al. pp. 5-14 & 21-60 Jackson & Hardiman (2007) Deutsch (2000) Hardiman & Jackson (1982)	Reading Insight #1
Class #3 July 7	Racism	4., 5	McIntosh (1990) Adams et al. pp. 62-73; 79-98; 104-109; 114-130	Reading Insight #2
Class #4 July 14	Heterosexism	4., 5	Adams et al. pp. 261-295; 299-301; 305-318	Reading Insight #3
Class #5 July 21	Sexism Literature Circle	4., 5	Adams et al. pp. 199-228; 233-241-246; 247-251; 256-260. Autobiography/Biography of Oppression/Injustice	Autobiography #1: Oppression/Injustice Reflections and Connections Paper
Class #6 July 28	Classism Foundations of Education Aims of Education Equity in Education Justice in Education Literature Circle	4., 5	Bellah (2004) Adams et al. pp. 379-406; 418-421; 432-434 Autobiography/Biography of Action for Justice	Complete Social Class Questionnaire (Adams text pp. 433-434) Autobiography #2: Action for Justice Reflections and Connections Paper
Class #7 August 4	Cycle of Liberation Being a Social Justice Advocate/Change Agent	6., 7., 8	Adams et al., pp. 447-498	Reading Insight #4 Philosophical Statement on Social Justice
Class #8 August 11	Poster Sessions	7., 8., 9		Social Justice Issue Investigation and Social Advocacy Project Poster Session

STUDENT PERFORMANCE EVALUATION CRITERIA AND PROCEDURES

Assignments	Points Possible	Your Score
Reading Insight #'s 1-4 (1 point each)	4 points	
Autobiography/Biography of <u>Oppression/Injustice</u> and Action for Justice: Reflections & Connections Paper (10 points each autobiography)	20 points	
Social Justice Issue Investigation and Social Justice Advocacy Project	20 points	
Poster Session	20 points	
Philosophical Statement on Social Justice	20 points	
Attendance and Class Participation (2 points each day; 1 point for attendance and 1 point for class participation)	16 Points	
TOTAL	100 points	

Assignments: All assignments are to be completed *prior* to the beginning of class on the due date. Late assignments will not be accepted (this includes assignments completed during class time). Turn in both *Autobiographies* and *Philosophical Statement on Social Justice* assignments on ANGEL prior to class on their due date by 5PM.

Attendance: Due to the experiential nature of this course attendance is required. Missing a class will result in the loss of points and “make-up” work- to be determined by the instructor. Missing the last two days of class will result in the loss of ½ a letter grade for each absence (e.g., From A- to B+). An absence is defined as more than 5 minutes late to class. Please see the instructor should you have any questions.

Grading Scale

94-100%	A	80-83%	B-	67-69%	D+
90-93%	A-	77-79%	C+	64-66%	D
87-89%	B+	74-76%	C	60-63%	D-
84-86%	B	70-73%	C-	0-59%	F

ASSIGNMENT #1
Expand Your Knowledge Through Reading

1. Read assigned materials for each class session.
2. Pick one article from the selected weekly readings and note key information, frameworks, ideas, concepts, theories, quotes, etc. Your goal is threefold: (a) understand the information, (b) personalize/internalize the information, and (c) construct meaning with others.
3. Prepare a one-page summary/reflection sheet to use as ***talking points*** in class activities. You may wish to bring copies for others. The following prototype may be helpful in organizing your sheet—use both sides if needed. Include visuals or use concept maps if you like. Make each **Reading Insight** sheet meaningful and succinct for easy reference and use in class. Use any method that works well for you!

NAME _____
Reading Insights # _____
<ul style="list-style-type: none">• Key Information, Ideas, Terms, Definitions • Personal Insights, Connections, Questions, Concerns

4. **Scoring = 1 points total per sheet**
- .5 point for completion/clarity
 - .5 point for sharing/using it with others in class on the due date

ASSIGNMENT #2
Autobiography/Biography of Oppression/Injustice and Action for Justice

Directions

- A. Select one book from the *Oppression/Injustice* and one book from the *Action for Justice* section of the autobiography/biography book list on page 2 (check the course schedule for the due date).
- B. As you read the selected book, highlight key segments, note key quotations, and jot down your thoughts/feelings/reactions.
- C. After reading each book, address each of the *Reflection and Connection Questions* below.
- D. Type your responses to the questions (1-3 pages total; single-spaced; bulleted phrases are acceptable; number your responses).
- E. Bring your typed responses to class on the respective due dates.
- F. You will be using your responses to participate in a Literature Circle discussion (like an interactive “book club” experience), followed by a whole-class summary activity.
- G. Scoring = 10 points total (1 point per question for clarity/insightfulness of reflections/connections plus 2 points total for use in class).

Reflection and Connection Questions

1. What issues does the book raise?
2. Which quote and/or segment of the book was especially meaningful or significant for you? Why? Explain.
3. What is the major message the author(s) are sending to readers in the book? Explain.
4. What emotions does the book evoke for you? Briefly explain why for each.
5. What are three words that capture the essence of the book? Briefly explain your reasons for each.
6. Identify one or two individuals in the book whose choices especially influenced outcomes. Briefly describe those choices/actions and how they influenced outcomes.
7. How does this book inform your professional practice? What lessons should those who work in your field learn from the book?
8. Make a connection between course concepts and characters/incidents/events in the book. Prepare a chart like the one that follows.
 List 5-10 key course concepts, then briefly elaborate/explain each by indicating where/how it occurs in the book.

Course Concept	Example in the Book

ASSIGNMENT #3:
Social Justice Issue Investigation and Social Justice Advocacy Project
What? So What? Now What?

Directions:

1. Select a social justice issue relevant to your professional practice that you wish to examine and take action on.
2. Pursue something meaningful and of interest that will expand your awareness of course concepts, your knowledge of the social justice issue, and will increase your skills as a social change agent.
3. Prior to taking action on an issue it is required that you do some research. See the “What?” So, What? and Now What?” sections of the Poster Session assignment for more information on what to include in your research.
4. What you do must involve human interaction for using and refining your human relations and communication skills.
5. Your social advocacy effort must address an issue of oppression along the three levels: individual, social/cultural, and institutional.
6. Your advocacy effort enables you to step out of your routine and/or comfort zone toward developing a deeper and more personal understanding of course concepts.
7. Your advocacy effort must strive for mutual benefit for you and those you serve.
8. The advocacy effort involves an adequate amount of time given the issue being presented. Use the “Social Advocacy Log” to track your time.
9. Your advocacy effort is documented using the log that is included for this assignment.
10. A minimum of 6 resources is used to support your advocacy effort. Of these, only one can be from the internet (include these on your poster session handout).

Notes: *Ideas, Suggestions, Alternatives, Plans, Next Steps ...*

Social Justice Advocacy Log

Date	Action / Step / Activity	Reflections* <i>(risks, discomfort, uncertainty, insights, discoveries, surprises, rewards)</i>

Social Justice Advocacy Summary Reflection

Social Justice Advocacy . . . describe the advocacy you provided, who was involved, who benefited and how, and how did you use research to justify your advocacy efforts?

Academic Learning . . . specify course goals/objectives that you now better grasp/understand (articulate key learnings and insights)*

Civic Learning . . . explain how your action has influenced your knowledge/skills/attitudes about social responsibility in your professional role and field of practice (articulate your thoughts, beliefs, insights, and what you value)

Rubric: Social Justice Advocacy Project

Component	Criteria and Scoring Scale
A. Advocacy Log and Adherence to Directions	Complete and clear. Directions were followed. High Quality 5 4 3 2 1 Low Quality
B. Summary Reflection: Community Service	Complete and clear description. Thoughtful insights/connections. High Quality 5 4 3 2 1 Low Quality
C. Summary Reflection: Academic Learning	Complete and clear. Thoughtful insights/connections. High Quality 5 4 3 2 1 Low Quality
D. Summary Reflection: Civic Learning	Complete and clear. Thoughtful insights/connections. High Quality 5 4 3 2 1 Low Quality
Total Score 20 points	

***Sentence Starters:**

- An insight I gained that I could not have gotten from class or reading activities . . .
- This experience helped me better understand . . .
- I now realize . . .
- I am more aware of the need for . . .
- I now see more clearly . . .
- My thinking/feelings have changed about . . . because . . .
- I continue to struggle with . . .
- I am still wondering about . . .
- This experience made me feel . . . because . . .

ASSIGNMENT #4
Poster Session

Your poster session must include the following:

What? ... <i>Descriptions</i>		So What? ... <i>Implications</i>	Now What? ... <i>Advocacy</i>
History	Current Status		

<p><u>Analysis:</u></p> <ol style="list-style-type: none"> 1. What is the historical context of the issue? 2. Identify target (oppressed) and agent (oppressors) group members. 3. Who benefited from the decisions? 4. Who bore the costs? Short-term? Long-term? 5. How does the research or data support this perspective? 	<p><u>Sociopolitical Analysis:</u></p> <ol style="list-style-type: none"> 1. What is the current issue? 6. Identify how target (oppressed) and agent (oppressors) are currently being impacted. 2. How are the decisions being made? 3. Who is benefiting from the decisions? How do you know? 4. Who is bearing the costs? Short-term? Long-term? 5. What data do you have to support your claim? 	<p>Why is this issue important for those in your profession to address? What is the impact of the issue at the following levels:</p> <ul style="list-style-type: none"> • Individual • Social/Cultural • Institutional <p>Other _____ (e.g., political, economic, professional practice, etc.).</p>	<p>Given the history, research, issue and implications presented in the preceding sections what will you do to take action? What you do must involve human interaction for using and refining your human relations and communication skills. As you consider taking action, address the following questions:</p> <p><u>QUESTIONS:</u></p> <ol style="list-style-type: none"> 1. Are you inside or outside of the system? 2. Are you a part of the agent or target group? 3. What style of advocacy is needed? 4. Is direct or indirect action needed? Why? 5. How much information do you possess? Little? Lots? 6. What are the risks of your advocacy efforts? Small? Large? <p><u>SOCIAL ADVOCACY:</u> Describe the advocacy effort you pursued along the three levels:</p> <ol style="list-style-type: none"> 1. Individual 2. Social/Cultural 3. Institutional <p>Be specific in the steps you took.</p> <p><u>CONSEQUENCES:</u></p> <ul style="list-style-type: none"> • Benefits? • Risks? • Barriers and Challenges? • Outcomes?
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Rubric: Poster Session

1. Poster Information

Low Middle High

1 2 3 4 5

Framework addressed:

What? – Descriptions ... historical and current dimensions of the issue

So What? – Implications ... individual/social-cultural/institutional levels

Now What? – Actions ... individual/social-cultural/institutional levels

- Clear presentation of key ideas/points
- Clear organization of key ideas/points

2. Poster Visuals

Low Middle High

1 2 3 4 5

- Poster board is used for the presentation.
- Visuals, illustrations, diagrams, etc. clearly illustrate key ideas/points throughout the presentation.

3. Handouts

Low Middle High

1 2 3 4 5

- Handout for participants that clearly summarizes key ideas/points from the poster
- A reference sheet for participants that lists readings, resources, organizations, & services relevant to the social justice issue in APA Style 5th Edition guidelines (1 sheet—front & back) is included.
- A minimum of 6 references is required.

4. Presentation of Poster Session

Low Middle High

1 2 3 4 5

- The length of the presentation was appropriate.
- The amount of material presented was appropriate for the length of time allotted.
- The presenter's body language facilitated communication.
- The presenter's tone of voice and pace was appropriate throughout the presentation.
- The presenter maintained audience interest in the material.

**ASSIGNMENT #5:
Philosophical Statement on Social Justice
What Does Social Justice in Professional Practice Mean to You?**

Directions:

- Address the question: What does *social justice in professional practice* mean to you?

- Review and reflect on what you have read, discussed, presented, and experienced throughout this course, both in and outside of class sessions.
- Reflect on your life experiences outside of this course relevant to social justice and professional practice.
- Prepare a philosophical statement that expresses your stance on social justice in professional practice.

Suggestions for Crafting Your Response:

Begin with a paragraph that succinctly captures what social justice in professional practice means to you. The paper must align with APA 5th Edition guidelines. Include a cover page, abstract, body of paper, and separate reference page. The opening paragraph should address your overall philosophical statement/stance on social justice in your professional practice. Follow with several paragraphs that elaborate or extend dimensions of your philosophical stance. Close your paper with a conclusion. Include a minimum of 3 scholarly sources. For example, you may wish to comment on any of the following:

- How can you / will you promote social justice in your role as a professional? What personal challenges/barriers will you face?
- What systemic/organizational roadblocks will you experience? How will you deal with these potential roadblocks?
- What do you believe is your responsibility in promoting social justice in your professional field of practice? What will guide your actions?
- What skills do you possess that will enable you to make a difference? What skills will you target for further development?
- What does social justice mean to you as a person? Is it the same or different from your social justice philosophy as a professional?
- What will be the ongoing challenges and/or recurring tensions you will face as you pursue social justice in your professional practice and/or in your life?

Guidelines:

- Paper *must* adhere to APA Style 5th edition guidelines
- Check for grammar, spelling, punctuation, etc. prior to turning in the final product
- Body of paper should be a minimum of 3-4 pages and no more than 5 pages (excluding title page, abstract page, and reference page)
- Typed, double-spaced, and a minimum of 3 scholarly sources (i.e., peer reviewed journals, books, and/or text for the class, etc.)

Rubric: Philosophical Statement on Social Justice

KEY QUESTION: What does social justice in professional practice mean to you?

Total Score	Description / Comments
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(20 Total Points)	
<p>“A” Range = 90%-100%</p> <hr/> <p>18 19 20</p>	<p>Submitted. Guidelines fully met—including use of APA Style 5th Edition Guidelines.</p> <p>Clearly addresses the <u>KEY QUESTION</u> specified above.</p> <p>Clear elaborations reveal personal insights, thoughtful reflections, and connections across resources/experiences.</p> <p>Assertions and conjectures are supported by the literature.</p>
<p>“B” Range = 80%-89%</p> <hr/> <p>16 17</p>	<p>Submitted. Guidelines mostly met – including use of APA Style 5th Edition Guidelines.</p> <p>Basically addresses the <u>KEY QUESTION</u> specified above.</p> <p>Elaborations are logical but contain few insights or connections.</p> <p>Assertions and conjectures are somewhat supported by the literature.</p>
<p>“C” Range = 70%-79%</p> <hr/> <p>14 15</p>	<p>Submitted. Guidelines somewhat met.</p> <p>Barely addresses the <u>KEY QUESTION</u> specified above.</p> <p>Few elaborations and/or unclear elaborations. Almost no insights or connections.</p>
<p>“D” Range = 60%-69%</p> <hr/> <p>12 13</p>	<p>Submitted. Guidelines not met.</p> <p>Does not addresses the <u>KEY QUESTION</u> specified above.</p> <p>No elaborations. No insights or connections.</p>
<p>“F” = Below 60%</p> <hr/> <p>0 - 11</p>	<p>Not submitted.</p>