

SYLLABUS: ECHD 8190 (3 CREDIT HOURS)
INTRODUCTION TO SOCIAL JUSTICE AND ADVOCACY
DEPARTMENT OF COUNSELING AND HUMAN DEVELOPMENT SERVICES
UNIVERSITY OF GEORGIA
SUMMER SEMESTER 2008

INSTRUCTOR

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OFFICE HOURS

By appointment

CLASS MEETINGS

Wednesday 4:00 – 7:00 p.m.
Building A, Room 1200
Gwinnett Campus

REQUIRED TEXTS

Adams, M., Zuniga, X., Hackman, H. W., Castaneda, C. R., and Blumfield, W. J. (Eds.). *Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism, and ableism*. Routledge: New York.

Haley, A. (1964). *The autobiography of Malcolm X: As told to Alex Haley*. Ballantine Books: New York.

hooks, b. (2003). *Teaching community: A pedagogy of hope*. Routledge: New York.

Wise, T. (2008). *White like me: Reflections on race from a privileged son*. Soft Skull Press: New York.

Counselors for Social Justice (CSJ) Advocacy Competencies found online at:
<http://counselorsforsocialjustice.com/links.html>

Electronic readings will be emailed to students the week prior to class discussion.

OPTIONAL TEXTS

I would encourage you to consider buying and reading the following books, which are highly relevant to class material:

Ehrenreich, B. (2001). *Nicked and dimed: On (not) getting by in America*. New York: Metropolitan Books.

Fancher, R.T. (2003). *Health and suffering in America*. New Brunswick: Transaction Publishers.

Freire, P. (2000). *Pedagogy of the oppressed* (M. Bergman Ramos, Trans.). New York: Continuum International Publishing Group. (Original work published in 1970).

Shavelson, L. (2002). *Hooked: Five addicts challenge our misguided drug rehab system*. New York: New Press.

COURSE OBJECTIVES

In this course, students will learn:

1. Issues that may arise in organizational settings requiring a social justice analysis and advocacy approach (e.g., racism, sexism, heterosexism, ableism, classism).
2. Past and current theory, research, and practice on effective leadership on social justice and advocacy issues in organizational settings will be presented from a multidisciplinary perspective.
3. Systemic barriers and challenges, leadership and organizational development, social justice strategy frameworks, and community-building issues involved in social justice and advocacy work in organizational settings.
4. Ethical and legal issues (e.g., confidentiality, informed consent, boundaries, competence) that are unique to advocacy and social work in organizational settings.
5. Developmental stages of organizational change and community organizing.
6. Issues related to the development of the professional engaging in social justice and advocacy work in their organizations and communities, including reflections on personal and societal experiences or privilege and oppression.
7. Case conceptualization of individual and organizational challenges and strengths, including a critical analysis (e.g., racism, sexism), while engaging in systemic change.

COURSE FORMAT

The format of the course will consist of two primary components: (a) lecture/discussion, and (b) practical application/experiential activities. The lecture discussion component will be didactic in nature and will focus on various key theoretical dimensions of the major conceptual systems and theories of counseling. Discussions will be based on lecture information, outside reading assignments, and relevant topics that are raised during class. The discussions place primary responsibility on each student to critically read and reflect upon the assigned reading material, to raise questions and constructively discuss issues relevant to the readings, and to discern differences between one's knowledge and one's beliefs and opinions. The course also incorporates

guest speakers, who will share their knowledge and expertise with advocacy and change in educational and community settings.

The practical application/experiential activities component is designed to help students bridge the gap between theory and practice through exercises, roleplays, and the use of organizational case studies. In addition, this component will help students apply philosophical and theoretical aspects of the major conceptual systems and theories of social justice to real-life situations and clinical cases.

IMPORTANT MESSAGE FROM YOUR INSTRUCTOR

Welcome to our class! I am delighted and honored to have you in this class with me. Pursuing your Ph.D. in Counseling and Student Affairs Personnel is a formidable journey - one that requires students to read and understand a good deal of literature in order to achieve excellence in advocacy and social justice knowledge, skills, awareness, and action. It also compels students to become self-reflective and aware of their motivations and needs around entering the field, pursuing the Ph.D., and becoming social justice advocates. I hope this course stimulates and excites you about the possibilities of our field and that you grow in many ways during our time together both inside and outside of class.

We will be covering a wide range of topics during the semester and learning about social justice issues in our profession and advocacy strategies. In our class discussions and in written assignments, you are encouraged to be reflective and to share of yourself to the extent that you are comfortable, as well as to discuss and critique the information that we cover. The most critical aspect of becoming an effective social change agent is to continuously acknowledge, take responsibility, and make change regarding one's own personal privilege. It's a tough and exciting road to travel, and I look forward to our time as fellow travelers on the journey of advocacy.

Should you have any questions, concerns, or suggestions at anytime during the semester regarding course work, please feel free to contact me by email or phone.

Students with visual, hearing, physical, and/or learning disabilities, which may require modification of curriculum, instruction, or assessment, should contact the instructor. I intend to fully include students with disabilities in this course. Modifications and accommodations will be made after the student has presented documentation indicating qualification for services.

Cheating, plagiarism, sexual harassment, racial/ethnic discrimination and other slurs (e.g., homophobia, transphobia), or any other student misconduct that adversely affects the learning or safety of other students will not be tolerated in this classroom or on this campus. If any student becomes aware of any of these activities, or feels they have been the victim of sexual harassment, racial/ethnic discrimination, or any other act of malicious intent, please contact me promptly.

COURSE REQUIREMENTS:

1. Class Participation. Students are expected to arrive on time and to fully participate verbally and nonverbally for the entirety of each class session. Students should attend every class, complete the assigned readings and formulate one's own understanding of the readings and how they apply to advocacy efforts *before* class, and prepare to participate in class discussions and activities. We will engage in experiential activities when feasible, and you are expected and encouraged to participate. Should you have a situation that requires your absence from class, please be in touch with me. Our class is a *community*, and your presence will be missed if you are not there. It is students' responsibility to check their university email account on a regular basis because it is an official way for the university and instructors to communicate with students. If I email you, I expect a response within 24-48 hours, so please inform me if you will be away from email for an extended period. Please turn off all electronic communication devices (e.g., cell or iphone, pager, blackberry) during class meetings. Class participation also includes assignments given by the instructor within or outside of class time. At the end of the semester, students will submit a one-page, typed, self-evaluation of class participation, addressing the criteria listed above. Use a 100-point scale to rate your class participation. *Not attending class and/or tardiness to class may hurt your education, as well as your grade.*

2. Book Reviews. For this assignment, you will write on review each (2-3 pages in length) of the Tim Wise book and the Malcolm X book. In this book review, you will discuss the following: (a) relevance of the book for your field, (b) insights about social justice and advocacy considering the topics and focus of the book, and (c) recommendations for your field (e.g., theory to practice) considering your thoughts in (a) and (b). This paper should be double-spaced, 12-point font, and in APA-style with a cover page and a reference page should you cite from other sources. The two reviews will be due on the first day of class.

3. Social Justice Quilt. "The quilt is used symbolically for the feelings about race and ethnicity that cover us while we sleep, comfort us against the cold, and are folded and neatly put away during various seasons of the year. They may be pieced together using one small scrap at a time, sometimes cut into beautiful designs from fancy materials, at other times cut into old shapes from plain, ordinary, well-worn fabric, and stitched by a machine instead of by hand. Regardless of any or all of these origins, they are bound with small stitches, bordered, have padded insulation, and are backed with substantial material. We think of them as so necessary to survival that we give them to babies, and often pack them when going on lone and desolate journeys. Some are tattered and torn from overused others are carted out for display, company, or special occasions; but we each own one" (Milo, 1995). For this project, students will use everyday objects (e.g., magazine cut-outs, photos) to create a "social justice quilt" that represents the most salient aspects of their identity (e.g., race/ethnicity, gender, sexual orientation) and history of personal advocacy that shape how they view social justice theory, the nature of human challenges and resilience, and the reasons they have chosen a helping profession. Students will consult with the instructor prior to beginning the assignment to ensure their presentations draw on the appropriate readings from the course. Students will sign up for a date on the first day of class to present their social justice quilts to the class. You may

need to read ahead since your presentation may be scheduled prior to the relevant readings. The presentations become the groundwork for your “Social Justice Paper” described below in #4. Presentations will be approximately 5 minutes.

4. Social Justice Issue: Class Discussion/Presentation. You will work in a small group (4 people assigned by your instructor) to design a class presentation that: (a) highlights the main points of a set of readings on an issue of privilege and oppression within school and/or college settings (to be assigned by your instructor), (b) includes a group activity that “brings to life” the main points of discussion for these readings (activity should be pertinent to a “group” setting in which you work such as a group of college administrators, Board of Education, etc.), and (c) provides the class with relevant resources for future action on this particular issue.
5. Social Justice Paper: Understanding Myself as an Advocate.

The purpose of this paper is to reflect on the reasons you have decided to undertake the challenge of becoming an advocate, in addition to applying theoretical constructs to your understanding of yourself. All of us, whether or not we are aware or choose to acknowledge this, wrestle with emotions, behaviors, beliefs/cognitions, and/or relationships that pose strengths and challenges for us. As advocates, we need to have a good understanding of how these strengths and challenges manifest. In this paper, you should spend some time developing your reasons for wanting to become an advocate. The paper should be conceptualized into three sections:

The first section, which should be approximately five (5) pages, should provide some depth about your motivations for entering the field. Here you should demonstrate significant understanding and reflection, and explore the reasons that undergird your decision to embark on a Counseling and Student Affairs doctoral program based on social justice principles. As opposed to merely listing reasons why you want to become an advocate, you should explore the reasons with insight and forethought. For instance, stating that you want to help people, while commendable, is not the aim of this section. Exploring what advocacy/helping means to you, how you have been impacted by advocates/help in your life, explaining what you mean by “helping behavior,” what you need to recognize as an advocate/helper, etc., is more fitting with this section of the paper).

In the next section, which should also be about five (5) pages, you should choose one or more social justice issues in your life and analyze these theoretically from a minimum of three (3) social justice theories. In order for your paper to be the best it can be, you should choose something that is especially pertinent and meaningful for you. For example, suppose racism or poverty has impacted your life in a significant way. You should explain how this issue has been a challenge in your life, and then explore it from several systemic theoretical perspectives. What would each theory state about the origin of this problem and how might each understand its systemic development and maintenance? Lastly, how would each social justice theory recommend you address this problem? You may use any social justice theories covered in the course readings (see me if you want to include theories not covered in the text). Be sure to discuss the connection between your individual experience of the social justice issue and the connection to systemic opportunities and/or barriers (e.g., access to education).

Your last section should be a concluding section and should be about one-two (1-2) pages in length. Address what you have learned by writing your paper, what conclusions you draw about which social justice theories seem to best explain your advocacy issue and why, and what the process of writing the paper was like for you (e.g., what feelings emerged, what you realized, any struggles you faced). *The length of this paper is approximately 12 pages (aim for 10-14 pages).*

6. Social Justice Project.

In this project, the student will consult with the instructor and her/his peers to develop a project (e.g., intervention, advocacy) that is designed to bring awareness and social change regarding a social justice issue (e.g., discrimination, racism, heterosexism, transphobia, adultism). This project should seek to identify both the systemic and individuals levels of impact of this social justice issue (the “personal is political”). Therefore, the project should be grounded in counseling and psychological theories (or theories from other disciplines such as sociology and anthropology), which will require a thorough review of the pertinent literature. The project should take 10-15 hours to complete outside of class. In-class opportunities will be structured to allow students to consult with one another and design their projects. A written summary of the Social Justice Project will be submitted the instructor at the end of the semester. The instructor will discuss further details on this assignment. Students will present their social justice project online to their classmates at the end of the semester on an assigned date (to be assigned by the instructor).

CONTINUING EDUCATION OUTSIDE OF CLASS

A significant aspect of being a helping professional is continuing education outside of our field. The instructor will inform the class of opportunities for social justice learning that exist at the university and in the community.

GRADING:

Requirement	Points	Your Score
1. Class participation	10	
2. Book Reviews (2)	15	
3. Social Justice Quilt	15	
4. Social Justice Issue: Class Presentation/Discussion	20	
5. Social Justice Paper	20	
6. Social Justice Project	20	
Total	100	

Grade	Points
A	94-100
A-	93-90
B+	89-87
B-	86-84
B	83-80
C+	79-77
C	76-74
C-	73-70
D	69-60
F	59- <i>Missing any requirements (regardless of the total points you make)</i>

POLICY ON ACADEMIC HONESTY:

All academic work must meet the standards contained in “A Culture of Honesty.” All students are responsible to inform themselves about those standards before performing any academic work.

The link to more detailed information about academic honesty can be found at:

<http://www.uga.edu/ovpi/honesty/acadhon.htm>.

COURSE SCHEDULE:

The course syllabus is a *general plan* for the course; *deviations announced to the class by the instructor may be necessary*.

Date	Topic	Reading	Assignment Due
May Online	Preparing to Learn about Social Justice Advocacy Competencies	Malcolm X, Tim Wise, CSJ Advocacy Competencies	
6/4	Syllabus Review, Course Requirements/Expectations, Social Justice Competencies, Identifying Our Values/Biases The Use of “Self” in Advocacy Guest Speakers: Social Justice Panel	Adams Chap. 1-6	Book Reviews Due (Malcolm X, Tim Wise)
6/11	Global and U.S. Social Justice Movements, Social Justice Theory: Privilege and Oppression, Liberation Theory The Role of Language in Social Justice	Adams Chap. 86-89 Electronic Readings	Social Justice Quilt Presentations Begin

6/18	Organizational Theory: Challenges and Opportunities	hooks Chap. 9 Electronic Readings	
6/25 Online	Social Justice and Leadership: Discussing Social Conditions Effectively	hooks Chap. 7-11, 16 Electronic Readings	
7/2 Online	Community-Building: Personal and Community Empowerment	Adams Chap. 92-95 Electronic Readings	
7/9	Systemic Intervention: Consultation, Collaboration, and Legislative Advocacy Guest Speaker: Rep. Karla Drenner	Electronic Readings	
7/16	Social Justice and Technology: Promoting a Plan and Vision for Change Reflections and Connections	Electronic Readings	Social Justice Paper Due
7/23 Online	Social Justice Projects: Case Conceptualization		Social Justice Projects Due
7/30 Online	Social Justice Projects: Case Conceptualization		Social Justice Projects Due

Note: Electronic readings will be distributed to students through email a week prior to the date students will read them.