Introduction to Social Justice
Fall 1 2022

Course Number/Section: AMST 103
Course Modality: In Person
Course Website: Blackboard

Instructors	Meghan Gilbert	Audrey Massmann
Office Hours:	Fridays 1-2 (in person)	Thurs. 2-3 (Zoom)
	On Zoom by appointment	Weds. 8:45-9:45 (In-Person)
Email:	meghan.gilbert-hickey	audrey.massmann
	@guttman.cuny.edu	@guttman.cuny.edu
Phone:	718-570-6707	

Catalog Description:
Using the promise of life, liberty, and the pursuit of happiness to prompt the discussion about rights and equality in US society, this interdisciplinary course provides an introduction to social justice theory and practices. Students examine and conduct research on significant social justice issues in the United States today through an integration of quantitative and qualitative approaches. The course focuses on systems of discrimination and oppression, methods and communities of resistance, and transformative visions of democracy and freedom, with emphasis on how current conditions impact students' lives and local communities. Through project- and inquiry-based learning, students will practice implementing qualitative and quantitative methods to explore course material.

Pre-/Co-requisites: None
Satisfies the CUNY Pathways flexible common core in U.S. Experience in Its Diversity

Course Overview:
Students will study and research social justice issues, such as climate change, using both qualitative and quantitative frameworks and methods, co-taught by instructors with expertise in each. By learning and integrating different types of ideas and perspectives on social justice, representing the disciplines of, students will develop a complex understanding of specific social justice issues and selected approaches to addressing them. Students will also critically analyze their lived experiences and prior knowledge with respect to the social justice issues they examine throughout the course.

Course Learning Outcomes

Upon successful completion of this course, students will be able to do the following:

1. Describe the concept of social justice as well as the fundamental questions and core research strategies used to study it;
2. Identify and describe social justice issues and their root causes in the United States (e.g., political, historical, social, economic, and/or environmental conditions);
3. Describe how power, status, privilege, and other structural factors impact individuals and communities in the United States;
4. Identify, evaluate, and utilize key sources of qualitative and quantitative data as evidence supporting different positions on social justice issues in the United States;
5. Identify, interpret, and assess the perspectives of multiple stakeholders on critical social justice issues;
6. Recognize and describe the roles of intersecting dimensions of social identities (e.g., race, gender, and sexual orientation) with aspects of social justice theory and practices; and
7. Integrate their lived experiences, personal views, and those reflecting the communities to which they belong, with social justice theory and advocacy.

This course includes an Experiential Learning Opportunities (ELO) with the goal of a more transformational and engaged learning experience. ELOs value personal connection to deep applied learning, reflection, and analysis. ELOs help build core skills for long-term academic and career success. Consider adding your successfully completed ELO experience to your resume and connecting with the Center for Career Preparation & Partnerships (CCPP) for further ELO planning to support your personal and professional goals.

Required Texts: Free and available on Blackboard

Readiness and Support

Please familiarize yourself with these important resources to help you navigate learning modalities at Guttman: – Distance Learning Resources for Students Guttman Community College

Course Format: In-Person

In-person, or "face-to-face" (f2f) courses meet on campus at Guttman. This f2f courses at Guttman has a scheduled meeting time of 4 hours per week. **These are required meetings for your course.** Additionally, you are responsible for completing all coursework and assignments associated with the course outside of the scheduled meeting time. The college and your

professors will respond to health and safety guidelines throughout the semester to make sure you have the most safe and best possible learning experience.

For the most up-to-date information on CUNY COVID-19 guidelines, including key information for students, refer to the [CUNY website.](#)

College-wide Policies:

Policy on Academic Honesty
Guttman Community College considers intellectual honesty to be the cornerstone of all academic and scholarly work.   GCC views any form of academic dishonesty as a serious matter and requires all instructors to report every case of academic dishonesty to its Academic Integrity Officer, who keeps records of all cases. All work submitted or posted by students in this course must be their own. Submission of writing or ideas which are not the original work of the student, or which is not adequately referenced, is considered plagiarism. Unintentional plagiarism is still plagiarism, so if you have any question about whether or not to acknowledge a source, acknowledge it. And if you are still uncertain, be sure to ask.   Refer to Article II of your Student Grievance Procedures for further details on academic honesty and Guttman's academic integrity procedures, at https://guttman.cuny.edu/students/studentconduct/ Penalties for academic dishonesty include academic sanctions, such as failing or otherwise reduced grades, and/or disciplinary sanctions, including suspension or expulsion.

Disability Support Services
In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Guttman Community College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room 509-B to secure necessary academic accommodations and adjustments for additional information and assistance please call 646-313-8833 or email accessabilityservices@guttman.cuny.edu.

Critical Incident Management
Guttman expects students to respect the rights, privileges and property of other people. Faculty are required to report disruptive behavior that interrupts their ability to teach, compromises the safety of the learning environment or inhibits students' ability to learn.

Viewpoint Tolerance
Some of the issues covered during the seminar may evoke strong emotions.   Students, faculty and staff must be able to disagree respectfully with others on topics that are personally very important to them.   Civility is essential to all scholarly discourse.

Expectations for Out-of-Class Time
For every one instructional credit hour in class, a Guttman student is expected to spend at least two hours out-of-class studying, reading, writing, researching and working on projects, and

preparing for tests. E.g. for a 3 credit course that meets for 3 hours each week, a student is expected to spend at least 6 hours outside of class time doing related course work. If a course provides more time in class than one hour for one credit, the additional time may offset out- of-class time expectations.

Starfish
Starfish is a communication tool for students, faculty, advisors, and many academic support and student service areas at Guttman. Instructors and advisors will use Starfish to provide you with feedback about your progress. Throughout the semester, you may receive emails or text messages regarding your academic performance and referrals to specific campus resources, such as peer mentors or tutors. You can use Starfish to "Raise Your Hand" and ask questions, and make appointments with your advisor or with other service areas. To access Starfish log into my.guttman.cuny.edu and click the Starfish icon on the left side of the page. If you need help using Starfish, you can speak to your advisor.

Requirements & Course Policies:
Documentation
All citation and documentation for research-based assignments will follow MLA style guidelines. Consult the Purdue Online Writing Lab at this URL:
https://owl.english.purdue.edu/owl/resource/560/01/.

And for punctuation, use The Punctuation Guide found here:
http://www.thepunctuationguide.com/index.html

Submitting Work
Abide by the day-to-day schedule for all work. If you are experiencing problems, talk to me before the due date to see what can be arranged.

Use of Cell Phone and other Electronic Devices
Don't undercut your efforts by digital distractions. Seriously. Be present. Be involved. Form new habits.

Expectations for Participation & Engagement:
Be prepared for each and every class. Participate actively—get involved. Offer your ideas. Ask questions. Respond to your colleagues. Make academic excellence mundane through a strong positive attitude and follow-through. So much of intellectual development has to do with attitude—work to make this course a positive experience.

Grading:

Final grades are determined in the following manner:

       Wikis (3): 30%

       Case Studies (10): 30%

       Reflections (3): 20%

       Video Project: 20%

AMST Grade Distribution

- Video Project 20%
- Wikis (3) 30%
- Reflections (4) 20%
- Case Studies (10) 30%
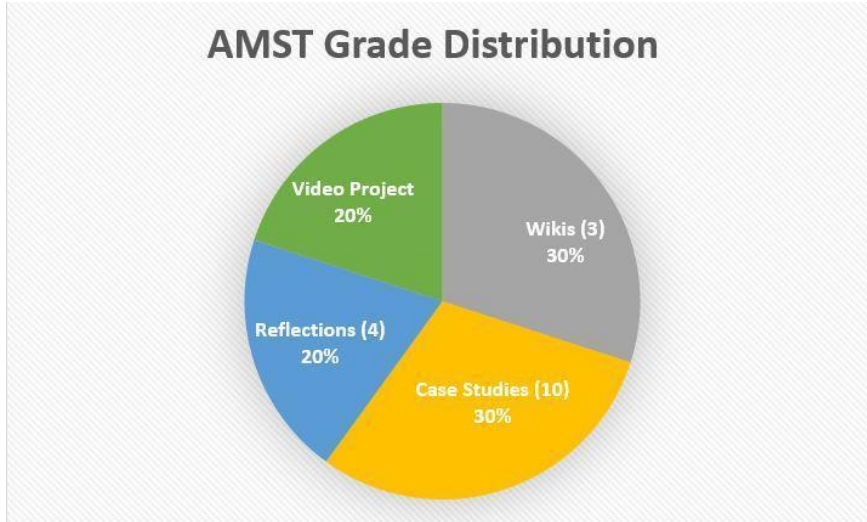
Grade	Quality Points	100 Point Scale
A+	4.0	97-100%
A	4.0	93-96.9%
A-	3.7	90-92.9%
B+	3.3	87-89.9%
B	3.0	83-86.9%
B-	2.7	80-82.9%
C+	2.3	77-79.9%
C	2.0	73-76.9%
C-	1.7	70-72.9%
D+	1.3	67-69.9%
D (passing)	1.0	60-66.9%

F	0	0-59.9%
NC*	Not calculated	0-59.9%

Tentative Schedule:

Week	Materials to Read/Watch	Assignment (Due Thursdays at midnight)	Case Study (Due during your Quantitative Skills Weekly Class Meeting)
Week 1: Course Overview	Syllabus		
Week 2: Social Justice	* "What Does Social Justice Mean to YOU?" * "The Five Principles of Social Justice"	Reflection	W.E.B. Du Bois: The History of Visualizing Data for Justice *Created with materials from Dr. Freedan Blume Oeur*
Week 3: Intersectionality	* "What Is Intersectionality?" *"Kimberlé Crenshaw on What Intersectionality Means Today"	Intersectionality Wiki	Graphing Linguistic Extinction
Week 4: Intersectionality	* "We Are Beside Ourselves" (in class) * Reflection Prompt	Intersectionality Reflection	Sociology of Pollution
Week 5: Climate Change	* "Racism Derails our Efforts to Save the Planet" * "Understanding the Link Between Racial Justice and the Fight Against Climate Change" (in class)	Climate Change Wiki	Cancer Cluster Debate (Prepare with a Group Outside of Class) *Created with materials from the CDC*

Week 6: Climate Change	Reflection Prompt	Climate Change Reflection	Sea Level Rise
Week 7: Activism	* "The Girl and the Typhoons" (in class) * "Young Climate Activists Demand Action and Inspire Hope" (in class) * "Young Women of Color are Leading the Fight Against Climate Change"	Activism Wiki	The Future of Food
Week 8: Activism	Reflection Prompt	Activism Reflection	Follow the Money: Janitors in Minneapolis
Week 9: Putting It Together	Video Project Prompt	Research Plan	Follow the Money: Incarceration and Hotter Summers *Created with materials from Dr. Julie Skarha*
Week 10: Research	Video Project Prompt	Bibliography	Gerrymandering
Week 11: Video Project	* "How to Write a Visual Essay" * "Queer Representation on Visual Media–Allegory, Coding, and Queerbaiting (A Video Essay)"	Outline	Solar Power in Puerto Rico
Week 12: Video Project	Video Tutorials	Video Project	