

**UNIVERSITY OF RHODE ISLAND**  
**EDC 103G: Education and Social Justice**  
**Tuesday/Thursdays 9-12:45**  
**Kingston Campus, University Club**  
**Summer, 2019**

---

**Instructor:** Susan Trostle Brand, D.Ed.

**Email:** [susant@uri.edu](mailto:susant@uri.edu)

**Office Location:** Chafee 702; mailbox 7<sup>th</sup> floor  
**Phone:** (for emergencies): 401-742-1198

**Office Hours:** Monday – Friday by appointment and T/Th directly after class

---

**Course Description:**

Throughout American education various groups have been marginalized and ill served in schools. Racial, cultural, and socio-economic factors have impacted our education system in providing an equitable education for all students. Through reading, learning, and researching about marginalized groups within our education system, (people of color, English language learners, LGBTQ youth, persons with disabilities, the poor) students will be introduced to the factors associated with social justice in education. Focusing on race and racism, cultural diversity, socio economic status, disabilities, age, and sexual orientation, this course will facilitate students' examination of their own stereotypes, and prejudices and analyze how they might perpetuate inequalities in education. Students will be introduced to the historical factors related to racism, heterosexism, and segregation in education and then learn to apply social justice in an education context.

The course is focused on personal experience, examination of published text and application through service learning, with most of the artifacts created and refined by students through Sakai. Effective research methods, writing, and collaboration methods are stressed in the context of creating these artifacts.

**General Education:**

This course will address the following general education outcomes:

**B4** Develop **information literacy** to independently research complex issues

**C3**– Develop and exercise **diversity and inclusion responsibilities**

**G-Grand Challenge** – Exploration of multiple perspectives of areas of contemporary significance, including their ethical implications

**Course Objectives:**

*Upon successful completion of the course, students will be able to:*

1. Describe and identify the social construction of marginalized groups within the U.S.
2. Describe how the theories and ideologies of privilege, inequality, inequity, and oppression influence how U.S. schools and society in general respond to people from marginalized groups.
3. Identify, plan, organize, and implement a service-learning project related to social justice in education.
4. Compare and contrast their own identities with marginalized groups in the U.S.

5. Analyze and appropriately communicate the importance of diversity, equity, and social justice in delivering high-quality education for all students.
6. Develop an effective research strategy and create an annotated bibliography.
7. Use print and online library resources to locate and retrieve information.
8. Critically evaluate information sources by using criteria such as currency, relevance, authority, accuracy, and purpose.
9. Synthesize the main themes of their research by creating a visual representation.
10. Cite references appropriately.
11. Accurately cite information using APA format.

### **Readings (posted on Sakai)**

#### **Written Assignments:**

1. All assignments must follow the American Psychological Association (5<sup>th</sup> edition) editorial style:
  - a. 1 inch top, bottom, and side margins
  - b. ½ inch paragraph indentation
  - c. double spaced
  - d. on hard return at the end of each paragraph (never use double hard returns)
  - e. avoid excessive quotes
  - f. punctuations before closed quotations
  - g. reference list
2. Be sure to paraphrase all authors' thoughts and provide a reference citation for them. Copying directly from a source is called plagiarism. Plagiarizing may result in disciplinary action according to URI policy. APA citation of quotes is permitted.

#### **Late Paper Policy:**

1. All papers should be turned in on or before the established due date unless other arrangements have been made with the instructor. Allow plenty of time to write and revise your paper so that unforeseen problems (e.g., with your computer, printer, or Sakai) will not result in your paper being late. A pattern of late submissions of your work will affect your final grade.

#### **Incomplete Grade:**

A grade of incomplete will only be given when there are extenuating circumstances beyond your control. It will not be given if you are overextended and cannot finish the work as a result of poor planning.

#### **Other Important Notes:**

1. Students are expected to communicate with the instructor frequently, especially when they encounter difficulties completing any of the class assignments. (Do not wait until close to the due date to speak with me about any challenges you are having with the work.)
2. This is a challenging course. Success requires that you keep pace with the work, understand course concepts, and study effectively. The Academic Enhancement Center (<http://www.uri.edu/aec/>) is a great place to do this. At the AEC you can work alone or in groups, and tutors and professional learning specialists are available to help you to learn, manage your time and work, and study well. On the Kingston campus, it is open Monday through Thursday from 10 a.m. to 9 p.m. and Fridays until 1 p.m. All services are free (the

coffee is free as well!), and no appointment is needed. You can call for complete information at 874-2367, or just stop by the center on the fourth floor of Roosevelt Hall. In Providence, the Academic Skills Center (ASC) is at 239 Shepard Building, (401) 277-5221. Hours are posted each semester at <http://www.uri.edu/prov/studentresources/help/academicskills.html>. In addition, the Saturday Skills for Success program offers workshops and tutoring from 10 am - 1pm during fall and spring semesters.

### **Academic Integrity:**

Students are expected to be honest in all academic work. A student's name on any written work, quiz or exam shall be regarded as assurance that the work is the result of the student's own independent thought and study. Work should be stated in the student's own words, properly attributed to its source. Students have an obligation to know how to quote, paraphrase, summarize, cite and reference the work of others with integrity. The following are examples of academic dishonesty.

- Using material, directly or paraphrasing, from published sources (print or electronic) without appropriate citation
- Claiming disproportionate credit for work not done independently
- Unauthorized possession or access to exams
- Unauthorized communication during exams
- Unauthorized use of another's work or preparing work for another student
- Taking an exam for another student
- Altering or attempting to alter grades
- The use of notes or electronic devices to gain an unauthorized advantage during exams
- Fabricating or falsifying facts, data or references
- Facilitating or aiding another's academic dishonesty
- Submitting the same paper for more than one course without prior approval from the instructors.

### **Disability Accommodations:**

Any student with a documented disability is welcome to contact me as early in the semester as possible so that we may arrange reasonable accommodations. As part of this process, please be in touch with Disability Services for Students Office at 330 Memorial Union, 401-874-2098 (<http://www.uri.edu/disability/dss/>) or 239 Shepard Building, Feinstein Providence Campus, 401-277-5221.

### ***Respect for health, safety, and rights of self and others:***

The University of Rhode Island expects its students to treat other persons with respect and human dignity. All members of the community share the responsibility for protecting and maintaining community health, safety, and the rights of other persons. (Source: URI Student Handbook)

### **Course Expectations:**

1. Students are expected to demonstrate positive and professional attitudes while in this class.
2. Students are required to act professionally toward instructor and classmates.
3. All cellular phones, text messaging devices, computers and pagers must be turned off and put away for the duration of the class
4. Students should be prompt and prepared for class. You are responsible for reading assignments prior to each class. This will facilitate class discussion and provide you with an opportunity to secure an understanding of the concepts via class lecture, discussion or questioning.

### **Illness:**

If any of us develop flu-like symptoms or other contagious illness, we are being advised to stay home until the fever has subsided for 24 hours. So, if you exhibit such symptoms, please do not come to class. Notify Dr. Susan Brand ([susant@uri.edu](mailto:susant@uri.edu)) of your status. We will work together to ensure that course instruction and work is completed for the semester.

The Centers for Disease Control and Prevention have posted simple methods to avoid transmission of the illness. These include: covering your mouth and nose when coughing or sneezing; frequently

washing your hands to protect from germs; avoiding touching your eyes, nose and mouth; and staying at home when you are sick. For more information, please view [www.cdc.gov/flu](http://www.cdc.gov/flu) or [flu.gov](http://flu.gov)

**Grading:**

Class attendance, participation, and in-class assignments	10 points (2 quizzes, ea. worth 3)
Online Discussion	15 points (5, 5, 5)
Service-Learning Project	25 points
Educational Autobiography	20 points
Position Paper	<u>30 points (5, 5, 20)</u>
<b>TOTAL</b>	<b>100 points total</b>

**Course Requirements & Assignments:**

- 1. Class attendance, participation, and in-class assignments 10**  
You are expected to attend each class. Each class session will require some form of active participation such as peer teaching/presenting, discussion, group work, short quiz, etc. Students should be prepared to share and apply their understanding of the assigned readings during each class. Unexcused absences will result in significantly lowering of your overall grade in this course, and points beyond the 10 points (above) may be deducted.
- 2. Discussion Board 15**  
Students will participate in Sakai Discussion Board prompts over the readings, content, and in-class discussions.
- 3. Service-Learning Project 25**  
Students will be asked to work in small groups of 2-3 students to 1) identify a need within the community related to human differences discussed in the course, 2) contact and plan the service project, 3) conduct the service-learning project, and 4) complete a group presentation of the project that includes a handout for peers.
- 4. Educational Autobiography 20**  
Students will write an educational autobiography using the reflection questions provided. Citing at least 3 sources from the course, students will write about their social identities within the educational system.
- 5. Position Paper (Essay) 30 (5 draft, 5 peer editing, 20 final paper)**  
Students will be asked to write an individual paper between 3-5 pages discussing a topic introduced in the course in support of one side of an issue. Students will be required to collect, (and cite) at least four scholarly articles, and write a draft to be peer and instructor reviewed (5%). The final draft will be worth 20%.

**Grading Scale**

A = 93-100	B - = 80-82.9	D+ = 67-69.9
A+ = 90-92.9	C+ = 77-79.9	D = 65-66.9
B+ = 87-89.9	C = 73-76.9	F = below 65
B = 83-86.9	C - = 70-72.9	

DATE	TOPIC(S)	ASSIGNMENTS/READINGS DUE
Tu. 5-21	<p><b>Course Introduction.</b> Intersectionality and paper exercise. Easel paper intersection exercise.</p> <p>Review Syllabus and Text Readings; grading policies and Quick Writes.</p>	<p>Purchase Adams text (must be 4<sup>th</sup> edition) and bring to Thursday class (URI Book Store)</p> <p>See readings, below, for next week.</p>
Thurs. 5-23	<p><b>RACISM</b> "The Shadow of Hate" film Time Line exercise Review Autobiography, Position Paper, and Service Learning Projects and specifications</p>	<p>Have read Tatum (p. 7) Johnson (p. 16), Sue (p. 22) Harro (p. 27) and Young (p. 49) for this class</p>
Tu. 5-28	<p><b>RACISM</b>, cont. Guidelines for writing the Position Paper and using APA formatting; references.</p>	<p>Have read Tatum (p. 74), Takaki (p. 77), Lipsitz (p. 87), Dalmage (p. 106), Coates (p. 131), and Ayvazian/Tatum (p. 147) for this class.</p> <p><b>Sakai Post Due:</b> "Introduction About Intersection and Me" and post to two classmates (minimum)</p>
Thurs. 5-30 ( <b>No Class</b> )	<p>Outside readings (on <b>Ability</b>) and (recommended) work in small groups or dyads to plan Service Learning</p>	<p>Outside Readings: Bryan (p. 475), Fenton (p. 482), Erevelles (p. 487), and Grasgreen (p. 502).</p>

	Projects	
Tu. 6-4 <i>(Dismissal at 11:00)</i>	<b>ABILITY</b> Tentative guest speaker: Miranda Oakley, 9:30-11:00. Topic: "Abilities Before Disabilities" (Personal Story and Q & A)	<b>Quick Write Quiz</b> on all assigned readings thus far.  Hehir (p. 515), Myers, et.al, (p. 523), Peters, et.al (p. 541).  Rough drafts due on Sakai: Position Papers. Edit assigned peer's paper. Paper copies due to Dr. Brand today.
Thurs. 6-6	<b>ABILITY</b> , cont.: Special Education Models in Schools  Film: " <i>Darius Goes West</i> " and response exercises	<b>Sakai Forum:</b> Post responses to set of questions addressing all readings thus far in course
Tu. 6-11	<b>LGBTQ</b> Background and Power Point Vocabulary Word Puzzle Film: Jazz Jennings story  Children's LGBTQ+/Diversity Books: Review  School Policies and Advances for LGBTQ+  <b>Guest Speaker:</b> Jessica Brand  Media Coverage of LGBTQ+	<b>Autobiography Presentations</b> (Power Point or Prexi or something creative of your choice)  <b>Quick Write Quiz</b>  Have read Johnson (p 362), Sculman (p. 374), Blumenfeld (p. 378), Meyerowitz (p. 388), and Stryker (p. 400); Evans (p. 447) and Chess (p. 459)  Paper copies due: <b>Position Paper</b>
Thurs. 6-13	Service Learning Groups meet in the	Prepare handouts and slides for presentations on 6-18

<p><b>FIELD WORK CLASS; Meet at Service Learning Sites</b></p>	<p>field; Dr. Brand observes</p>	<p>and 6-20</p>
<p>Tues. 6-18</p>	<p><b>YOUTH OPPRESSION and AGEISM</b></p> <p><b>SERVICE LEARNING PRESENTATIONS</b></p>	<p><b><i>Service Project Presentations and Color Handouts Due (13)</i></b></p> <p>Respond to <b>Sakai Forum Questions</b> on all readings since last Forum Posting</p> <p>Have read Bell (p. 553), Durkin (p. 565), Butler (p. 567), Collins (p. 615), Harro (p. 627), and Wong (p. 140) for this class</p>
<p>Thurs. 6-20</p>	<p><b>YOUTH OPPRESSION and AGEISM, cont.</b></p> <p><b>SERVICE LEARNING PRESENTATIONS</b></p>	<p><b><i>Service Project Presentations and Color Handouts Due (13)</i></b></p>

