

SJS 020: INTRODUCTION TO SOCIAL JUSTICE STUDIES

Formerly known as:

PS 010 (or if cross-listed - inactivated courses associated with this course)

Originator

mkone

Justification / Rationale

Add course equivalency; rb

Effective Term

Fall 2022

Credit Status

Credit - Degree Applicable

Subject

SJS - Social Justice Studies

Course Number

020

Full Course Title

Introduction to Social Justice Studies

Short Title

SOCIAL JUSTICE STUDIES

Discipline**Disciplines List**

Interdisciplinary Studies

Modality

Face-to-Face

100% Online

Hybrid

Catalog Description

Introduction to Social Justice Studies is an interdisciplinary course introducing students to the history, psychology and sociology of racial, ethnic, class, gender and sexual oppression in the United States and the history, strategy and structure of movements for social justice and liberation. It will explore the major theories of race, ethnicity, class, gender and sexuality as they are linked to social structures and institutional processes. Specific examples of persecution, segregation, and asymmetric power relations will be drawn from the testimony of the oppressed throughout American history - in art, film, literature and music. The practices of oppression and resistance in the United States will be compared and contrasted to the experiences of other nations and cultures. (Equivalent to CJ 020)

Schedule Description

It takes all kinds to make a nation, and all too often in American history lines have been drawn that define some kinds of people as less deserving, less welcome, and even less than human. But throughout our history some have stood up and fought for brotherhood and sisterhood in the name of social solidarity. In this course you will confront the history and practice of dehumanization in America - the oppression that has sprung from the dark side of racial, ethnic, class, gender and sexual division. And you will come to know the individual heroes and social movements that have fought for social justice in the United States. You will also consider the ways you can advocate for social change in your own lives and communities. (Equivalent to CJ 020) Advisory: ENG 001A

Lecture Units

3

Lecture Semester Hours

54

In-class Hours

54

Out-of-class Hours

108

Total Course Units

3

Total Semester Hours

162

Prerequisite Course(s)

Advisory: ENG 001A

Required Text and Other Instructional Materials**Resource Type**

Book

Open Educational Resource

No

Author

M. Adams, W. Blumenfeld, et al., Eds.,

Title

Readings for Diversity and Social Justice

Edition

4th

City

New York

Publisher

Routledge

Year

2018

College Level

Yes

ISBN #

978-1138055285

Class Size Maximum

45

Entrance Skills

Read, analyze, evaluate, interpret and synthesize varied texts.

Requisite Course Objectives:

ENG 001A - Read, analyze, and interpret varied texts (e.g., literary, digital, visual).

Entrance Skills

Develop coherent written ideas.

Requisite Course Objectives:

ENG 001A-Develop ideas coherently in writing through the drafting process.

Entrance Skills

Write thesis statements, topic sentences, and ideas in an organized way in multi-page essays.

Requisite Course Objectives:

ENG 001A -Write thesis statements, topic sentences, and ideas in an organized way in essays.

Entrance Skills

Find, read, analyze, evaluate, interpret, and synthesize outside sources, including online information.

Requisite Course Objectives:

ENG 001A-Identify and evaluate appropriate research sources, and incorporate them into essays through quotations, summaries, and paraphrases.

Entrance Skills

Write essays with varied strategies, including persuasive essays, with arguable theses and evidence from a variety types of sources.

Requisite Course Objectives:

ENG 001A-Write essays with arguable theses and evidence from different types of sources.

Course Content**1. Conceptual Framework for the Study of Social Justice**

- a. Critical Reading and Critical Thinking
- b. Social Construction of Knowledge
- c. Socialization
 - i. Cultural Norms and Conformity
 - ii. Personal Identity and Group Identity
- d. Prejudice and Discrimination
 - i. Universality of Prejudice
- e. Oppression and Power
 - i. Social Stratification
 - ii. Internalized Dominance
 - iii. Internalized Oppression
 - iv. Hegemony, Ideology and Power
- f. Privilege
 - i. External and Structural Dimensions
 - ii. Internal and Attitudinal Dimensions
 - iii. Group Misconceptions About Privilege
- g. The Invisibility of Oppression
 - i. Institutionalized Oppression
 - ii. Example: Sexism Today
 1. What Makes Sexism Difficult to See
 2. Discourses of Sexism in Advertising
 3. Discourses of Sexism in Movies
 4. Discourses of Sexism in Music Videos
 - h. Common Responses to Critiques of Injustice
 - i. Claiming that Institutions Are Politically Neutral
 - ii. Dismissing Concern for Social Justice as Radicalism
 - iii. Citing Exceptions to the Rule
 - iv. Arguing that Oppression is Human Nature
 - v. Appealing to a Universalized Humanity
 - vi. Claiming Immunity to Socialization
 - vii. Refusing to Recognize Structural and Institutional Power
 - viii. Rejecting the Politics of Language
 - ix. Dismissing Claims of Oppression as Over#Sensitivity

- x. Claiming that Choice Eliminates Oppression
- xi. Using Guilt to Excuse Inaction

2. Racism

- a. What Is Race?
- b. Social Construction of Race
 - i. History of the Social Construction of Race in the United States
 - ii. History of the Social Construction of Race in Other Western Nations
- c. What is Racism?
 - i. Dynamics of White Racial Supremacy
 - ii. Dynamics of Internalized Racial Oppression
- d. White Supremacy in Global Context
 - e. Social Justice Movements against Racism in the United States

3. Classism

- a. What is Social Class?
- b. Social Construction of Class Culture
 - i. History of the Social Construction of Class in the United States
 - ii. History of the Social Construction of Class in Other Western Nations
- c. What is Classism?
 - i. Dynamics of Class Stratification
 - ii. Dynamics of Internalized Class Oppression
- d. Class Stratification in Global Context
 - e. Social Justice Movements against Classism in the United States

4. Sexism

- a. What is Gender?
- b. Social Construction of Gender
 - i. History of the Social Construction of Gender in the United States
 - ii. History of the Social Construction of Gender in Other Western Nations
- c. What is Sexism?
 - i. Dynamics of Sexual Oppression
 - ii. Dynamics of Internalized Sexual Oppression
- d. Sexual Oppression in Global Context
 - e. Social Justice Movements against Sexual Oppression in the United States

5. Heterosexism

- a. What is Sexual Identification?
- b. Social Construction of Sexual Preference
 - i. History of the Social Construction of Sexual Preference in the United States
 - ii. History of the Social Construction of Sexual Preference in Other Western Nations
- c. What is Homophobia?
 - i. Dynamics of Homophobia
 - ii. Dynamics of Internalized Homophobia
- d. Heterosexism in Global Context
 - e. Social Justice Movements against Heterosexism in the United States

6. Other Varieties of Oppression in the United States

- a. Ethnic Oppression
- b. Religious Oppression
- c. Transgender Oppression
- d. Ableism
- e. Ageism and Adultism

7. Working for Social Justice: Strategies for Change

- a. Relations of Unequal Social Power Are Constantly Negotiated
- b. Developing a Consciousness of Liberation

- c. The Cycle of Liberation
- d. Intergroup Dialogue and Organization
- e. Strategies of Alliance Building
- f. Avenues of Action Against Oppression

Course Objectives

	Objectives
Objective 1	Illustrate connections among disciplines and apply interdisciplinary approaches to problem solving.
Objective 2	Describe the history of American social movements that have sought justice for oppressed racial, ethnic, class, gender and sexual groups.
Objective 3	Discuss a worldview informed by diverse social, multicultural and global perspectives.
Objective 4	Compare and contrast social justice movements within the United States with movements outside of the United States.
Objective 5	Define central concepts in the field including: race, class, gender, sexuality, privilege, racism, classism, sexism and ableism.
Objective 6	Analyze data related to race, gender, and sexuality within the United States to engage with the intersectional lived experience of millions of Americans.
Objective 7	Compare and contrast the lived experiences of intersecting oppression within the United States.

Student Learning Outcomes

	Upon satisfactory completion of this course, students will be able to:
Outcome 1	Evaluate the patterns of social and political power that pervade racial, ethnic, class, gender and sexual relationships in the United States.
Outcome 2	Compare and contrast the American experience of oppression and liberation with that of other selected nations and cultures.
Outcome 3	Summarize the histories and experiences of oppressed ethnic, class, gender and sexual groups in the United States and their contributions to the development of American society.

Methods of Instruction

Method	Please provide a description or examples of how each instructional method will be used in this course.
Discussion	Discussions may take on a variety of different topics with instructor discretion and serve as practice for larger assignments where students must demonstrate that they have read, understood, and can articulate key concepts.
Lecture	Lecture will be used to ground and orient student discussion and activities.
Role Playing	Role playing and acting in the class will lead to deeper understanding as students are able to put themselves in other people's positions.
Collaborative/Team	Students will work in groups to develop problem solving skills and group solutions to major questions of social justice today.

Methods of Evaluation

Method	Please provide a description or examples of how each evaluation method will be used in this course.	Type of Assignment
Mid-term and final evaluations	Midterm and final show evidence that the student has completed and comprehended the readings and understood the theme or unit. Midterm and final fully respond to the assignment and reference the readings with depth, variety, and accuracy. (2: 1 midterm & 1 final)	In and Out of Class

<p>Term or research papers</p>	<p>Essay Rationale: Essays are the most sophisticated method of assessment in that they ask students to create a definitive claim and support the claim by synthesizing textual evidence. Essays allow students to build on ideas presented in the class readings, lectures, and discussions in a fuller and more critical way, while also assessing students' reading comprehension.</p> <p>Essay Assessment Example: Choose one contemporary social justice movement in the United States (the Chicano Movement, the African# American Civil Rights Movement, the Women's Liberation Movement, the LGBT Freedom Movement, etc.) and then compare and contrast it with a similar social justice movement in another nation or culture. This essay must be 5 to 8 pages in length, and cite at least four sources from the class lectures, textbooks, and primary documents studied in class. Please use the Chicago Manual of Style for citing and documenting your sources. (2: 3-4 page essays & 1: 5-8 page research paper)</p>	<p>Out of Class Only</p>
<p>Student participation/contribution</p>	<p>Discussion Assessment Example: In small groups of 3#5 students, answer the following question. Each group should be sure to support their argument with relevant examples from readings and lectures. In what ways has the exercise of political power at the national level been impacted by the group consciousness of various races, genders, and sexual orientations? (Weekly)</p>	<p>In and Out of Class</p>

Presentations/student demonstration observations	<p>Presentation Rationale: Since strong oral communications are a GE learning outcome, presentations are an important way for students to create and share knowledge with the classroom community. The following presentation allows students to engage in a cross-cultural analysis of social justice movements, while practicing their research and synthesis skills. This presentation may be given in class or to the larger campus community in Social Justice Studies event. (1 presentation)</p> <p>Presentation Assessment Example: Working in a group with 6 other students, you will develop a twenty-minute oral presentation in which your group addresses the following topic. Your presentation will be based on your group's understanding of the class readings and lectures, and also cite two additional sources your groups has researched on its own.</p> <p>Group 1: The Chicano Movement Group 2: The African-American Civil Rights Movement Group 3: The Women's Liberation Movement Group 4: The LGBT Freedom Movement</p>	In Class Only
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Assignments

Other In-class Assignments

Presentation Assessment Example: Working in a group with 6 other students, you will develop a twenty-minute oral presentation in which your group addresses the following topic. Your presentation will be based on your group's understanding of the class readings and lectures, and also cite two additional sources your groups has researched on its own.

Discuss the goals, strategies, and outcomes of:

Group 1: The Chicano Movement

Group 2: The African-American Civil Rights Movement

Group 3: The Women's Liberation Movement

Group 4: The LGBT Freedom Movement Follow-Up

Discussion Assessment Example: Compare and contrast the goals, strategies, and outcomes of these social justice movements. In what ways were these movements connected, and what were the major differences?

Other Out-of-class Assignments

Essay Assessment Example: Choose one contemporary social justice movement in the United States (the Chicano Movement, the African-American Civil Rights Movement, the Women's Liberation Movement, the LGBT Freedom Movement, etc.) and then compare and contrast it with a similar social justice movement in another nation or culture. This essay must be 5 to 8 pages in length, and cite at least four sources from the class lectures, textbooks, and primary documents studied in class. Please use the Chicago Manual of Style for citing and documenting your sources

Grade Methods

Letter Grade Only

Distance Education Checklist

Include the percentage of online and on-campus instruction you anticipate.

Online %

100

What will you be doing in the face-to-face sections of your course that necessitates a hybrid delivery vs a fully online delivery?

N/A

Instructional Materials and Resources

If you use any other technologies in addition to the college LMS, what other technologies will you use and how are you ensuring student data security?

N/A

Effective Student/Faculty Contact

Which of the following methods of regular, timely, and effective student/faculty contact will be used in this course?

Within Course Management System:

Discussion forums with substantive instructor participation
Online quizzes and examinations
Private messages
Regular virtual office hours
Timely feedback and return of student work as specified in the syllabus
Weekly announcements

External to Course Management System:

Direct e-mail

For hybrid courses:

Orientation, study, and/or review sessions
Scheduled Face-to-Face group or individual meetings

Briefly discuss how the selected strategies above will be used to maintain Regular Effective Contact in the course.

Email and announcements will be used to check in with the students each week. This, alongside office hours, will allow the professor to have effective regular contact with the students.

Other Information

Comparable Transfer Course Information

University System

UC

Campus

UC Santa Cruz

Course Number

SOCY 168

Course Title

Social Justice

Catalog Year

2019-2020

University System

UC

Campus

UC Santa Cruz

Course Number

LALS 5

Course Title

Introduction to Human Rights and Social Justice

Catalog Year

2019-2020

University System

UC

Campus

UC San Diego

Course Number

SOCI 147

Course Title

Organizations, Society, and Social Justice

Catalog Year

2019-2020

University System

CSU

Campus

San Francisco State University

Course Number

HSS 210

Course Title

Social Justice in Action: A Health and Social Sciences Perspective

Catalog Year

2020-2021

COD GE

C2 - Social and Behavioral Science

CSU GE

D - Social Sciences

IGETC GE

4 - Social & Behavioral Sciences

MIS Course Data**CIP Code**

24.0103 - Humanities/Humanistic Studies.

TOP Code

490330 - Humanities and Social Sciences

SAM Code

E - Non-Occupational

Basic Skills Status

Not Basic Skills

Prior College Level

Not applicable

Cooperative Work Experience

Not a Coop Course

Course Classification Status

Credit Course

Approved Special Class

Not special class

Noncredit Category

Not Applicable, Credit Course

Funding Agency Category

Not Applicable

Program Status

Program Applicable

Transfer Status

Transferable to both UC and CSU

General Education Status

Y = Not applicable

Support Course Status

N = Course is not a support course

Allow Audit

Yes

Repeatability

No

Materials Fee

No

Additional Fees?

No

Files Uploaded

Attach relevant documents (example: Advisory Committee or Department Minutes)

PS 010 2020-06-25.pdf

PS 010 Social Justice Studies COD GE Worksheet-MKone.pdf

Approvals**Curriculum Committee Approval Date**

02/01/2022

Academic Senate Approval Date

02/10/2022

Board of Trustees Approval Date

03/18/2022

Chancellor's Office Approval Date

06/10/2022

Course Control Number

CCC000632134

Programs referencing this course

Please delete (<http://catalog.collegeofthedesert.eduundefined/?key=344>)

Social Justice Studies AA-T Degree (<http://catalog.collegeofthedesert.eduundefined/?key=354>)

Ethnic Studies AA Degree (<http://catalog.collegeofthedesert.eduundefined/?key=357>)