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Social Justice Education & Implementation of First-Year Seminar Course: "Social Issues - Think Global, Act Local"

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Social Justice Education & Implementation of First-Year Seminar Course:

“Social Issues – Think Global, Act Local”

Alexa Bannon

HON499: Honors Project

Advisor: Tara Carr-Lemke

Spring 2021

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Project Memo

I. Background Information & Overall Goals

Throughout my time at La Salle, I have been able to enroll in Leadership & Global Understanding, Public Health, and Religion & Theology courses. These classes have challenged my way of thinking and my worldview. I have learned the importance of educating oneself as a global citizen in order to address various social justice topics, and I truly believe that these classes have prepared me for whatever I choose to do in my life moving forward.

For this project, I am continuing my education on these various social justice issues by creating a new First Year Seminar (FYS) course. The theme of this course is an introductory social justice course to introduce first-year students to social justice education in order to encourage their interest and work in social justice and social change. The FYS courses currently available cover a wide array of topics, ranging from Literature and Film, Catholic Philadelphia, and Food in Culture, all of which have a place in academia, but I would argue social justice education is more important and more useful after graduation. This new course is a great place for any incoming student to begin their college experience because they will learn about social issues and problems, and ways in which they can take steps to solving the problems which will hopefully improve their understanding of real-world issues as well as their commitment to the common good. The course will also introduce students to an interactive classroom that will stimulate their learning to prepare them for the rigor of future college courses. The course covers all criteria existing FYS courses must meet, including historic and contemporary perspectives as well as frequent writing, reading, and discussion. Throughout this Honors Project, I found important social justice topics to cover by scanning previous syllabi, reviewing literature relating to different social issues, and surveying individuals who focus on these various topics. I

compiled a wide range of interdisciplinary sources and multimedia. I created a syllabus for this FYS class as well as a teaching guide to help professors effectively plan class activities and discussions so that any professor or educator could potentially teach this course.

II. Methods & Processes

My first step in creating this course was to compile a list of literature that makes a case for the importance of social justice education in higher education, specifically in liberal arts education or Lasallian education. The literature review supports the idea that social justice education is an essential part of any Lasallian education, and that social justice education is necessary in the overall understanding of day-to-day issues whether they are on a local, national, or global scale. Moreover, the literature review argues not only for the importance of social justice education, but also the ways in which social justice education should be taught, including high-impact educational practices.

As stated in the Background Information & Overall Goals section, I reviewed syllabi from other FYS classes that La Salle students have taken. In these syllabi I looked for the format of other FYS classes and what is expected of the students who take these classes. I examined the way professors of other FYS courses have conducted papers, projects, and examinations to inspire the FYS course I developed. I also reviewed syllabi from classes I have taken that had any aspect of social justice or community engagement; these syllabi included courses from my Leadership & Global Understanding classes, Public Health classes, and Religion & Theology classes. In these syllabi I observed ways that professors implemented a service-learning requirement, as well as important topics, lessons, and activities that I would like to include in this FYS class. In addition to looking at previous syllabi to compile a list of important topics, lessons, and activities, I researched my own topics that were essential to be included in an introductory

course to social justice topics, including issues specific to Philadelphia as well as global issues which need to be addressed. I used scholarly searches, recent media, and published activities to enhance the topics covered in the course. Moreover, I conducted a survey of other social justice educators and students involved in different civic engagement programming on campus to see what they think should be included in this course in order to advance the Student Learning Goals and Outcomes for FYS courses. I asked the following questions in the survey:

1. What is your title at La Salle University?
2. What are you involved in on campus? (For faculty and staff: What classes do you teach?, What programs do you oversee?, etc.; For students: What is your major?, What clubs and organizations are you part of?, etc.)
3. What is your definition of social justice?
4. What concepts are important for first-year students to learn in an introductory social justice course (i.e. privilege, discrimination, oppression, etc.)?
5. What social justice issues are most important to you? Select your top 5. (Options included: education, healthcare, gender equality, homelessness, hunger & food insecurity, mental health, drug addiction, affordable housing, immigration, poverty, racism, clean water access/availability, environmental justice, human rights, human trafficking, refugee resettlement, climate change, indigenous peoples, LGBTQ+ rights, other.)
6. Do you have any theories, pedagogies, thinkers, articles, activities, etc. that you are willing to share to incorporate in developing this project?
7. What courses or programs at La Salle University have influenced your social justice education most?
8. Do you have any other thoughts or comments you would like to share?

9. What is your La Salle University email for future questions or reference?

It was very valuable to get the opinions of educators and students by conducting this survey. Students and educators will be working together in the classroom and community setting to learn about social justice topics, and to create plans of action to positively impact these issues. With over twenty responses from students, faculty, staff, and a Vice President involved in social change work, the survey resulted in a plethora of information and knowledge that was used not only to inform the making of the syllabus but also the teaching guide. Most notably, narrowing down the list of social justice issues was completed after the survey. I wanted to take student, staff, and faculty opinions into account when narrowing the scope in order to avoid as much personal bias when it comes to specific social justice issues. In summary, I used surveys, scanning of documents such as syllabi, research, and personal experience to create the FYS course.

III. Purpose

The finished version of this project includes this project memo and brief reflection, a literature review detailing why social justice education is essential in higher education as well as in any Lasallian education, a complete syllabus, and a comprehensive pedagogical teaching guide. The purpose of this course is to provide, what I believe to be, a valuable alternative to other FYS courses currently offered to students, which meets and exceeds Student Learning Goals put forth by the University and FYS courses as a whole. Additionally, this course will exemplify the importance for Lasallian liberal arts education through Lasallian values. My greatest hope is that this course can be implemented and taught to La Salle University first-year students, however I realize that may be unrealistic. I do hope that current and future faculty and staff are able to use portions of this course I developed for their courses. Overall, the purpose of

this project is to disseminate the information collected in developing this FYS course to better educate and serve La Salle University students, faculty, and staff. This dissemination of information may ultimately have a ripple effect on the Philadelphia community and beyond due to increased social justice education, knowledge, and service-learning experience.

Social Justice Education Literature Review

I. Introduction

This literature review will discuss the importance of social justice education in institutions of higher education, namely colleges and universities, as well as in Lasallian institutions. Throughout the review of various scholarly studies and papers, the importance and necessity of social justice education will become evident. This literature review will serve as the basis for my Honors Project work, with hopes of implementing additional social justice education into La Salle University's curriculum. The role of social justice education in higher education and the way in which social justice is taught, whether that is through discussions, hands on activities, or community-based work, encourages and enables those students to partake in future social change work throughout their education, careers, and lives.

II. Literature Review

Before diving into how social justice education impacts institutions of higher education as well as students at those institutions, one must first know the definition of social justice education. As Mirangela G. Buggs describes in her "Transnationalizing Social Justice Education: InterAmerican Frameworks for Teaching and Learning in the 21st Century," social justice education focuses on "the dynamics of privilege, oppression and liberation in various educational settings" (Buggs). Furthermore, Lee Anne Bell and Maurianne Adams write that the goal of social justice education is "to enable individuals to develop the critical analytical tools necessary to understand the structural features of oppression and their own socialization within oppressive systems" (Adams and Bell). This type of social justice education can be done in many forms, whether that is through classroom reading assignments, classroom discussions, or even real-life experiences within the scope of community and civic engagement. Buggs points out that the

curricula that guides the American education system, both primary and higher education, is poisoned in a way. It is a colonized curriculum, one that is flooded with white voices and stories which does not address the discrimination, bias, prejudice, and bigotry which exists every single day in American culture. For Buggs, the only way to limit all of the oppression and inequality is to include topics of social justice in the education system, thus social justice education. For Adams and Bell, creating enough change to have real social justice is a large task, one much larger than a single person can do on their own. The purpose of social justice education is to set up educators and students so that they have the tools to combat social justice issues in their daily lives.

Susan Benigni Cipolle details some common experiences that lead to adults committed to social justice in her book titled *Service-Learning and Social Justice: Engaging Students in Social Change*. Some of those experiences include family-instilled values as well as inclusive family atmospheres. In educational environments, “classes that provided opportunities to explore and discuss their beliefs and obligations to others” (Cipolle) and schools that taught and modeled values and their mission encouraged adults to be more committed to social change. Lastly, service experiences at multiple sites with a wide variety of people from various backgrounds encouraged adults to be more committed to social justice. Moreover, Cipolle describes that there needs to be a balance between service learning, critical consciousness development or critical reflection and education, and social justice for justice to actually come to fruition. When all of these experiences are implemented into one’s education, it enables their identity to develop in a way in which they are more likely to see social injustice as a pressing issue and want to do more to commit to social change.

When narrowing the scope of the literature review to Lasallian institutions specifically, it

is necessary to consider the Core Values of La Salle University. Those values include: Teaching and Learning, Spirit of Faith and Zeal, Service Rooted in Solidarity and Justice, and Association (*Mission, Diversity, and Inclusion*). Teaching and Learning refers to the idea that learning is an ongoing process which should instill creativity and a deeper understanding of oneself and the world around them. Spirit of Faith and Zeal refers to the Catholicity of La Salle University and the importance that faith and passion play in the development of students, faculty, and staff. Service Rooted in Solidarity and Justice recognizes that as Lasallians, there is a responsibility and duty to stand with marginalized and impoverished communities, recognize injustice and inequity, and work to create justice, equality, and equity in the Lasallian community and beyond through education and service. Association refers to the concept that educators and students grow and learn together as well as the idea that Lasallian institutions are connected globally. When exploring and examining these Core Values, any reader should come to the conclusion that as a Catholic and Lasallian institution, La Salle University has a responsibility to promote social justice initiatives, including social justice education. Education is a powerful tool when used correctly and knowing that La Salle University is committed to teaching and learning as well as service and social justice, it is plausible to believe that La Salle University should include additional social justice education in order to uphold and exemplify its values. Additionally, introducing first-year students to this type of curriculum and the Lasallian values will allow students the ability to implement that knowledge into their future courses, experiences, careers, and lives. The earlier individuals are exposed to social justice issues and Lasallian values, the more time it allows for reflection, growth, and development, which is a main goal of all Lasallian education.

Proehl and Suzuki's piece entitled "Transferring Social Justice Initiatives into Lasallian

Schools” explains the importance one program has had on the implementation of social justice initiatives at Lasallian institutions. The United States and Toronto Regional Conference of Christian Brothers created the Lasallian Social Justice Institute, LSJI, to help Christian Brothers and lay educators identify with the Lasallian mission (Proehl and Suzuki). The LSJI program creates groups of Brothers, faculty, and staff from Lasallian institutions, encouraging them to spend a week together to study a specific social justice issue. For half of the week, the group has direct experience with the community being examined, learning the daily struggles of someone experiencing poverty, for example. The second half of the week brings the group together in a retreat setting to reflect on their experiences and contemplate how their newfound knowledge and experience with various social justice issues can be implemented at their institution. After the LSJI, a survey was sent out to participants asking them to review their experience:

“Participants resoundingly indicated that they were personally and professionally changed by their experience in the LSJI, reporting that they were more knowledgeable about the Lasallian tradition and more committed to social justice work” (Proehl and Suzuki). Most participants took further steps after their LSJI experience to learn more about the social justice topic or implement their knowledge from the LSJI into their classroom or daily work. This study and review of the LSJI is important because it shows that interaction with different social justice issues and first-hand experiences with individuals undergoing these issues encouraged most people to take further steps in learning about social justice or educating others on their experience. The LSJI was a week-long experience for Brothers, faculty, and staff and it still had a tremendous impact on most of the participants.

Returning to the ideas of Cipolle, educational experiences and exposure to social justice education can lead to a longer commitment to social justice. Cipolle held interviews, asking what

factors led to individuals' social justice commitment and formation in understanding concepts surrounding social justice. It was found that interviewee's schools and educators had a great impact in sparking their interest in topics related to social justice. Moreover, many of the interviewees stated that they attended Catholic high schools or institutions of higher education. Teachers and educators at all of these institutions talked about their involvement in service activities and commitment to social justice, and as Cipolle states, "These interactions can be catalysts for students to expand their view of possibilities and obligations and to think about how they can make a difference" (Cipolle). The LSJI program and Cipolle's ideas show that exposure to service and social justice education leads to a greater interest and commitment in the long-run. Imagine, then, what a semester's worth of learning and studying can do when relating to social justice topics. If students are exposed to social justice topics over the course of a 15-week semester, they should be more inclined and more interested to continue their work with these social justice topics, whether that is in an educational setting or a community-engaged setting.

Griffiths Morwenna's *Action for Social Justice in Education* dives into what it means to include social justice in education and how to go about doing it. As the book describes, social justice and education are two very intricate and complicated entities, so when combining them, the complexity increases. It is nearly impossible to seamlessly connect the two. When considering the idea of connecting social justice and education, Morwenna states, "If anyone were to attempt it, they would surely get it wrong, given its complex interconnections, its many levels, its unknowns" (Morwenna). Moreover, she explains that educators must always ask themselves questions such as: Who is or is not benefitting?, What do students think and/or feel about this?, and so on. Yet even with this critique of social justice education, Morwenna goes on to explain ways to implement social justice and social justice education in schools. She explains

that taking on the task is nearly impossible but attempting to integrate social justice education into higher education is better than doing nothing at all. Therefore, creating a course to touch on introductory social justice concepts and topics is much better than embracing ignorance and doing nothing at all because at least some effort is being made to learn about justice and educate others.

Not only does the material that is being taught matter, but the ways in which students are learning matters. The Association of American Colleges & Universities, AAC&U, explains high-impact educational practices within higher education, specifically liberal arts education. According to the AAC&U, liberal education promotes learning across various curricula, including both academic and experiential learning (Goldstein). The term “liberal arts” refers to a specific set of disciplines like the humanities or the social sciences; a liberal arts education is education grounded in liberal arts (Goldstein). La Salle University is a member of the AAC&U and is considered to be a liberal arts university. At La Salle as well as at other liberal arts institutions, high-impact practices are implemented to enhance the learning experience. First-Year Seminar courses bring small groups of incoming students together on a regular basis. Moreover, “the highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students’ intellectual and practical competencies” (Kuh). All FYS courses at La Salle University must include frequent reading and writing assignments, as described by the AAC&U. Additionally, Kuh states that courses focusing on diversity and global learning have become more popular within colleges and universities. The creation of this First-Year Seminar Course will bridge the gap between first-year seminars and global learning, combining two high-impact learning practices. Creating a FYS course that focuses on diversity and global learning will allow

students to learn more authentically and in a way which will have a greater impact on their growth, hopefully affecting them in their career and life choices after graduation.

To tie the way in which information is taught to social justice education, Adams and Barbara J. Love discuss the Four-Quadrant Analysis of Teaching and Learning in social justice education. The four quadrants include what students as active participants bring to the classroom, what instructors bring to the classroom, the curriculum and resources used for course content, and the pedagogical processes which are designed and facilitated to deliver course content (Adams and Love). These four entities create every classroom environment and course; all four are equally important. Students bring diverse perspectives to the classroom setting, with a wide variety of experiences and opinions. Faculty bring their expertise on subjects and their interest in educating students. Curriculum, materials, and resources used should include resources on inclusivity, diversity, and social justice; reading materials and resources should be collected from diverse authors and creators. Lastly, pedagogical processes through which course content is delivered should include student participation, interaction, and discussion, not just lectures or exams. Adams and Love state: “Our social justice education framework includes attention to both the micro levels, of classroom and interpersonal interactions, and the macro levels, of institutional and systemic change” (Adams and Love). The material that is taught is significant, but equally significant is how that material is taught by educators and learned by students. To use an analogy similar to one presented by Dr. Henry Taylor, the material itself acts as one hand and the method of teaching acts as the other (Taylor). Both hands are necessary in order to create any noise clapping, and both aspects of material and method are necessary to develop social justice education (Taylor).

III. Discussion

Throughout the compilation of the literature review, there were moments where sources seemed to be hidden or not easily accessible. There are limited sources on the purpose and importance of social justice education in higher education, especially in liberal arts education. I was surprised to have trouble in these areas, but that is why this project is so important. There are not endless amounts of information on social justice education, so pulling fruitful sources together in one short literature review is the first step in a long process of implementing social justice education in institutions of higher education.

This literature review shows why social justice education is important, and what early exposure to social justice education can do for students. With this research, I hope to inspire and motivate La Salle University officials in implementing more social justice education throughout the curricula of all students, regardless of major or interest. La Salle University lacks in providing substantial social justice education to all of its students. There are some courses that simply touch on social justice topics and encourage social justice education, but many of the courses offered do not. By the time many students graduate, they will have little to no social justice education and very minimal firsthand exposure to social justice issues, which may lead to a lack of interest and knowledge of social justice. The University surely provides ample resources for students who seek them out, but that leaves the majority of students in the dark when it comes to social justice education. By implementing an introductory social justice course for first-year students to take, the University would encourage and hopefully inspire those students to continue their social justice education and their social change work.

IV. Conclusion

This literature review provides a strong basis for the purpose of social justice education and the impact it has on students and educators. This collection of sources shows that social

justice education is important and should be implemented in institutions of higher education, namely Lasallian institutions. Lasallians have a responsibility to not only educate students, but to do so in a way which exemplifies the concepts of service and justice.

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Time? Panel discussion, 28 Jan. 2021.



Social Issues: Think Global, Act Local

“Think Globally, Act Locally.” – Patrick Geddes, 1915

Course Information

Course Number: FYS130

Credits: 3

Alexa Bannon

Email: bannaona1@lasalle.edu

Advisor: Tara Carr-Lemke

Class: HON499, Spring 2021

Course Structures

Course Catalog Description

This First-Year Seminar, a three-credit course, is intended to give students a small, personal, seminar-style learning experience. This course will help students develop an appreciation for social justice as well as skills related but not limited to critical thinking, writing, reading, presenting, reflection, and discussion. This particular seminar course will introduce students to various social justice issues and concepts such as oppression and privilege, which must be understood in order to combat those issues. Students will read, write, and discuss to better understand social justice and ways in which social justice can be promoted locally and globally.

Student Learning Outcomes (SLO)

By the end of this course, you will be able to

1. Define social justice and its importance locally, regionally, nationally, and globally.
2. Engage in difficult conversations, potentially with those who disagree with you, to consider issues from multiple perspectives and diverse people.
3. Evaluate various sources such as videos, literature, and articles to form educated opinions through critical thinking about world events, including past and present. Once these skills are developed, you will be able to form these opinions in future coursework and educational opportunities.
4. Lead classroom discussion and encourage deep thinking on social justice, civic engagement, and social change work.
5. Understand the interconnectedness and intersectionality of social justice issues.

6. Identify ways in which you can deepen civic and social change engagement outside of and after this course through additional classes, service-learning, majors/minors, volunteer commitments, career paths, etc.

Instructional Methods

This course uses discussion to foster learning. Your participation is key to your success. Discussing issues, raising and answering questions, and offering critical analysis are all ways you can show full engagement in this course.

This course uses a significant amount of reading and writing to encourage your engagement with course material and to assess your understanding of course concepts. Read and view all resources carefully and use critical thinking when writing about and reflecting on these resources.

This course uses service-learning as a way to encourage your engagement within the community and experience or see social injustices first-hand. Be present and open-minded at your service sites, and be reflective after your time spent there.

Instructional Technologies

You will find the syllabus and other course materials on the University's learning management system, Canvas, which is accessible from the Tools menu in the [mylasalle portal](#). All email communication should be conducted using your official La Salle email address.

Course Materials

Required readings

- No textbooks are required for this course. All reading materials will be accessible online.
- Each week the required readings are listed in the "Weekly Schedule" section of the syllabus. Materials should be read before the first class of each week.

Required materials

- Laptop or desktop computer with internet access to use and access Canvas (Firefox and Chrome work best with Canvas).
 - A place to take notes (notebook, journal, computer, etc.).
 - Community partner to engage in service-learning work (this will be discussed more in Week 2 of the course).
 - Clearances (child-abuse, fingerprinting, etc.) may be required for certain service-learning experiences, especially those engaging with children. More information will be provided to you if you need clearances for your chosen service-learning site.
-

Course Schedule

Weekly Schedule

The chart below provides an outline of the general schedule of course activities.

Week	Topic	Readings/Videos	Assignments
Week 1	Introductions, syllabus review, Lasallian values	Read and/or review La Salle University's Mission Statement & Core Values	
Week 2	What is social justice? Volunteering, service, & social justice	Read Boyles, Carusi, & Attick's " Chapter 4: Historical and Critical Interpretations of Social Justice " (pg. 30-42) Read Rachel Remen's Helping, Fixing or Serving? Do some research on your own (library or Google Scholar searches, etc.). What is social justice? Come to class with your own definition and be ready to share.	Reflection #1 due
Week 3	Basic concepts part 1: prejudice, discrimination, oppression, tolerance, empathy, differences of expression	Video: Prejudice vs. Discrimination Review this website: Types of Discrimination Read Iris Young's " Five Faces of Oppression " Do some research on your own. Come to class with your own definitions of tolerance and empathy, especially when considering individuals and opinions different from your own.	Current event #1 due
Week 4	Basic concepts part 2: privilege & positionality, planned injustice	Different types of privilege: Privilege... What Does it Mean? Skim this article on La Salle's First-Generation Students Review this website on La Salle students' gender, ethnicity, and Pell Grant eligibility: Student Diversity Watch this video, an example of planned injustice: Housing Segregation and Redlining in America: A Short History	Reflection #2 due

Week	Topic	Readings/Videos	Assignments
Week 5	Human Rights	<p>Read the United Nations' Declaration of Human Rights</p> <p>Review this website on How the UN Promotes and Protects Human Rights</p>	Current event #2 due; Research paper topic due
Week 6	Hunger & Food Insecurity; Affordable Housing & Homelessness	<p>The difference between hunger and food insecurity: Hunger vs. Food Insecurity</p> <p>Statistics on food insecurity in Healthy People 2020: Food Insecurity</p> <p>Read this article on The Basket at La Salle: On-Campus Food Pantry Meeting Needs of La Salle's Food-Insecure Students</p> <p>Read this fact sheet on the common causes of homelessness: National Law Center on Homelessness & Poverty</p>	Reflection #3 due
Week 7	Education; Healthcare	<p>Review this website: UNICEF: Education</p> <p>Read this article: Pennsylvania Schools Need An Additional \$4.6 Billion to Close Educational Gaps</p> <p>Read this article on educational injustice: Unequal Opportunity: Race and Education</p> <p>Review this website: US Healthcare from a Global Perspective, 2019: Higher Spending, Worse Outcomes?</p> <p>Spend 5-10 minutes reviewing Healthy People 2030</p>	Reflection #4 due
Week 8	Midterm Reflection		In-class midterm reflection

Week	Topic	Readings/Videos	Assignments
Week 9	Immigration; Refugee Resettlement	<p>Skim this resource: History of Immigration & Immigration Policies in the US</p> <p>Review this website on Philadelphia being a sanctuary city: Philadelphia Immigration Policies</p> <p>Spend 5-10 minutes exploring this website on the differences between Refugees, Asylum Seekers, & Migrants</p> <p>Review this website on facts from the UN Refugee Agency</p> <p>Review this Lasallian resource on immigration: DENA Immigration</p>	Current event #3 due
Week 10	Racism	<p>Review this website, specifically the 10 “quick facts about race” - What is Race?</p> <p>Review this website and the resources on this website: This History of Racism in America</p> <p>Read this theoretical framework on different levels of racism: A Gardener's Tale</p> <p>Watch this short summary of Ibram X. Kendi’s ideas on Racism and Antiracism: How to Be an Antiracist by Ibram X. Kendi</p> <p>Review this Lasallian website on Combatting the Pandemic of Racism</p>	Annotated bibliography for final paper due (draft of five sources and how they support your argument)

Week	Topic	Readings/Videos	Assignments
Week 11	Environmental Justice; Global Poverty	<p>Environmental Justice:</p> <ul style="list-style-type: none"> - Spend 5-10 minutes exploring the US Environmental Protection Agency's information on Environmental Justice - Read ONE of the following articles: "It Was Everywhere:" How Lead is Poisoning America's Poorest Children OR Philly Has an Air Pollution Problem - Review this website to see how environmental justice intersects with the Lasallian world: DENA Environmental Justice <p>Global Poverty:</p> <ul style="list-style-type: none"> - Watch this video: Global Poverty - Review UN SDG Goal #1 to end poverty: UN Sustainable Development Goals - Explore this map on global poverty: World Poverty 	<p>Student-led discussions</p> <ul style="list-style-type: none"> - Group 1: Environmental Justice - Group 2: Global Poverty
Week 12	Gender Equality; LGBTQ Rights	<p>Gender Equality:</p> <ul style="list-style-type: none"> - Click through this interactive website: Women's Rights Timeline - Review the UN SDG Goal #5 to achieve gender equality: UN Sustainable Development Goals - Skim this article on Lasallians advocating for Gender Equality in Education - Research or think of where we see gender inequality in our society today and bring those findings or thoughts to class. <p>LGBTQ Rights:</p> <ul style="list-style-type: none"> - Read this website and learn about the history of LGBTQ Rights: LGBTQ Rights Timeline - Review this website on LGBTQ Rights. Read one or two of the current articles on this page: LGBTQ Rights - Skim this infographic on LGBTQ Persons in Lasallian Ministries 	<p>Student-led discussions</p> <ul style="list-style-type: none"> - Group 3: Gender Equality - Group 4: LGBTQ Rights

Week	Topic	Readings/Videos	Assignments
Week 13	Intersectionality	Review this LibGuide compiled during a course at La Salle in Fall 2020: Intersectional Justice LibGuide Read at least three of the articles (each from a different “campaign”) to better understand intersectional justice.	Reflection #5 due
Week 14	Wrap it up: What did you learn? What is its importance? Moving forward...	Ivan Illich’s To Hell with Good Intentions Reflect on all that you have read, watched, discussed, experienced, etc. throughout this course. Bring your thoughts and observations to class.	Reflection #6 due
Week 15	Final		Final research paper due

Grading Methods and Evaluation

Assessment Methods

<i>Preparation & Class Participation</i>	20%
<i>6 Reflection Assignments</i>	20%
<i>3 Current Event Assignments</i>	15%
<i>Midterm Reflection</i>	15%
<i>Student-led Discussion</i>	15%
<i>Final Research Paper</i>	15%

Preparation & Class Discussion (SLO 2, 3)

- Come to class with readings already completed.
- Pay attention during class time and participate in class discussions regularly.

6 Reflection Assignments (SLO 3)

- Respond to the following prompts for each reflection assignment. Use class discussions and readings to support your ideas (don't forget citations!).
 - Reflection #1: What is YOUR definition of social justice? Is social justice important to you? Why or why not? Respond to this prompt either with a minimum of 200 words or a 2-5 minute video.
 - Reflection #2: Choose one word to summarize the past 4 weeks in this course. Then spend some time expanding on why you chose that word. This can be typed (200 words), handwritten (1-2 pages), or made into a video (2-5 minutes).
 - Reflection #3: Think freely about your service-learning site. Some questions to consider are: What did you pick as your service-learning site? What did you do there? Do you see any connections between your service and course material? Are there any general themes or connections? Written reflections should be 200 words minimum, or video reflections should be 2-5 minutes.
 - Reflection #4: Take some time (5-10 minutes) searching for quotes that relate to course material or your service-learning site. In your reflection, give the quote, its citation, and explain how this quote relates to your experiences in this class. Reflections should be 200 words or 2-5 minute videos.
 - Reflection #5: Spend 5-10 minutes brainstorming questions that you have regarding course material or your service site (i.e. Why does food insecurity exist? Where have I seen privilege?, etc.). Then spend 10 minutes considering some places and/or resources where you might uncover answers to these questions. Submit your questions and responses.
 - Reflection #6: In at least 200 words or a 2-5 minute video, explain what you learned from your experiences at your service site. Find connections between the course and your service-learning. Has your definition of social justice changed throughout the course and service-learning?

3 Current Event Assignments (SLO 3)

- For each current event assignment, find a recent article from a credible source (NY Times, Washington Post, BBCNews.com, theguardian.com, Philadelphia Inquirer, etc.). Articles should not be more than 6 months old and should relate to class material. In at least 250 words,

summarize the article and explain how it relates to class material. Cite your findings. Be prepared to give a brief overview of your article during class.

Midterm Reflection (SLO 1, 3, 5, 6)

- This in-class midterm will be a space for you to write and reflect upon what you have learned so far throughout the semester. You will use notes and sources in order to answer discussion and opinion questions; connections to class material should be made often to support your opinions. Possible questions may include: What is your definition of social justice? How does oppression contribute to social injustice? Why is it important to recognize privilege when considering justice? What injustices does your community partner/service site address and why is it important? The midterm reflection will also allow you to reflect on your performance throughout the course up to this point: Have you been prepared for class discussions by reviewing materials before class? Have you engaged in class discussions frequently, offering your opinions and thoughts? How do your reflections about previous work in this class inform your goals for the future?

Student-led Discussion (SLO 4)

- Throughout the first portion of the class, the instructor will lead class discussion with videos, activities, and prompts/questions. After being exposed to instructor-led class discussions in the first half of the course, you and your peers will lead class discussions in the second half of the course. You will be responsible for becoming masters of the material for your presentation date. You and your assigned group will lead discussion for your designated class period, approximately forty-five minutes to one hour. Come prepared with discussion prompts, multimedia, and/or activities. An outline of your discussion presentation should be handed in 24 hours prior to the start of your presentation class period.

Final Research Paper (SLO 1, 3, 6)

- In lieu of a traditional final exam, you will be writing one 6-8 page research paper on a social justice concept or topic of your choice. It can be one we discussed throughout this class or it can be something else you are interested in. Possible topic options can include food insecurity & hunger, racism, environmental justice, human rights, etc. Use at least 5 scholarly sources and recent articles to explain your issue, its importance, and steps to take toward justice. Connect to course material.
- Throughout the duration of the course different aspects of this paper will be due.
 - During Week 5, you will choose and submit a topic for the research paper.
 - During Week 10, you will identify and submit a draft of the five scholarly sources you will use in your paper (an annotated bibliography). Annotated bibliographies should include a complete citation list (5 scholarly sources), a summary of each source (2-4 sentences), and an explanation of how each source will support the paper's final arguments (2-4 sentences). More information on the annotated bibliography will be provided after the midterm point in the course.
 - During Week 15 (Finals Week) the final paper will be due.

Grading Scale

Grade	Percentage	Grade Point Value	Description
A	94-100%	4.0	Superior
A-	90-93%	3.7	Very good
B+	87-89%	3.3	Good
B	84-86%	3.0	Satisfactory
B-	80-83%	2.7	
C+	77-79%	2.3	
C	74-76%	2.0	
C-	70-73%	1.7	
D+	67-69%		
D	64-66%		
F	<64%	0	

Feedback on Assignments

On average, grades for assignments should be posted within 7-10 days after the scheduled due date.

Responsibilities and Expectations (Course Policies)

Attendance and Participation

Be on time for all classes, activities, and actively participate in classroom discussion. Review the assigned readings prior to class activities and take the initiative in seeking information, advice, and support if you have any problems or issues. Notify faculty if you are going to be late or miss a class as soon as possible and provide reasons and supporting documentation for absences. If excessive absences or lateness becomes a pattern, the instructor reserves the right to lower the student's grade after three unexcused absences.

Late Work and Missing Assignments

Complete and submit all coursework on time. If you need additional time, ask for it in advance of the due date. Points will be deducted if work is turned in late without prior notice or special circumstance.

Changes to the Syllabus

This syllabus is a guide and every attempt is made to provide an accurate overview of the course. However, circumstances and events may make it necessary for the faculty member to modify the syllabus during the semester and may depend, in part, on the progress, needs, and experiences of the students. The faculty member will give notice when changes to the syllabus are made.

Student Responsibility Statement

There is a high level of academic standards and rigor in all courses offered at La Salle. Student success is dependent on the individual student's intrinsic motivation, ability to be a self-regulated learner, and technology skills.

Take initiative to complete your coursework on your own and when working in groups especially when working outside the direct supervision of the professor. You will be expected to study and complete assignments independently. In addition, you may be expected to participate in discussions, group work, and regular class meetings. If you encounter any technical difficulties when trying to access coursework online, you should notify the instructor immediately as well as contact the La Salle University Helpdesk for technical support.

Communication Policy

The instructor will periodically send out emails and post messages and announcements on Canvas to remind students of deadlines or readings, to provide details on assignments and examinations, and to tell students about University events of interest. It is the student's responsibility to check their University emails on a regular basis to stay informed. There will be no allowances made for a failure to read your official University email. Similarly, the student must also be certain that they are receiving appropriate notifications from Canvas.

The instructor will make every effort to respond to your messages within 24 – 48 hours during the work week and within 48 hours for emails sent on the weekend or holidays. It is the expectation that you will adhere to these timeframes as well when communicated with the instructor or classmates about matters pertaining to your coursework in this class.

University Policies and Resources

You will find links to important policies and resources in our Canvas course. See the links below or go to Canvas and click on **Help** at the bottom of the global navigation menu or on **Getting Help** in the course navigation menu.

- [American Disability Act of 1990](#)
- [Academic Integrity Policy](#)
- [Student Guide to Rights and Responsibilities](#)
- [Technology Help and Support](#)
- [Classroom Accommodations](#)
- [Center for Academic Achievement](#)
- [Connelly Library](#)
- [Student Counseling Center](#)

Teaching Guide: Weekly Schedule

The following chart below provides an outline of the general schedule of course activities. This teaching guide is to be used as a supplement to reading materials and assignments in order to lead class time effectively and purposefully. Included in the teaching guide are classroom activities, multimedia items, and discussion prompts. This is meant to act as a guide; materials may be omitted or added based on the class' needs and time restraints.

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 1	Introductions, syllabus review, Lasallian values	<p>Ice breakers, get-to-know-you activities, review of syllabus</p> <p>Suggested activities:</p> <ul style="list-style-type: none"> - This or that? Facilitator asks questions (Coffee or tea? Summer or winter? Books or movies? Etc.) and students move to "This" side of room or "That" side of room. Can also be adopted to social distancing by sitting for "This" and standing for "That." - Two truths and a lie - Campus scavenger hunt in small groups - Human Bingo (see https://myfreebingocards.com/human-bingo for examples and templates) - Beach ball with questions on it – wherever right thumb lands when ball is caught, that is question that should be answered - Story of Me: explaining personal stories in small group/partner settings (first step in Public Narratives) - Ask students to submit "fun facts" and create a Kahoot <p>In all social change work, personal relationships are an important aspect, so it necessary that this first week is dedicated to getting to know one another. Here is a resource explaining the importance of storytelling and relationships in building communities focused on social change: From Storytelling to Social Change: The Power of Story in the Community Building</p> <p>Additionally, the instructor should engage in these activities. The instructor will be working closely with students (guiding discussions, provoking thought, adding input, etc.), so the student-instructor relationship is just as important as the student-student relationship in this course.</p> <p>Review syllabus:</p> <ul style="list-style-type: none"> - Read through syllabus as a class, explicitly stating guidelines and expectations since these students are first-year students. - Go through assignments for the class and what is expected for each. - Answer any questions students may have. <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What are the Lasallian values? - What lines or phrases stick out to you in the mission statement of La Salle University? - We will keep these in mind throughout the rest of the course – how do you think La Salle University's mission and the Lasallian values will connect to future course material?

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 2	<p>What is social justice?</p> <p>Volunteering, service, & social justice</p>	<p>Reflection #1 is due this week. Remind students what is expected for this assignment.</p> <p>Begin with ice-breaker to continue the relationship-building aspect of the course.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Review reading material. How has social justice changed since its beginning? - Review/show resources on charity vs. social justice: St. Mary's Charity vs. Justice; Mary Lupien's TEDTalk Charity v. Justice - Now that students understand what social justice is, break students into groups and have them brainstorm different social justice issues (homelessness, education, climate change, etc.). This should be a surface-level activity, preparing students for the weeks to come. - Discuss service opportunities at La Salle & service-learning as it relates to this course (service-learning will be a requirement for this course, minimum of 1-2 hours per week). Potential guest speakers to explain La Salle's offerings include Regina Gauss-Kosiek, Director of Campus Ministry, in UMAS, and junior/senior student-leaders of various programs. Additionally, if service sites require clearances, direct students to the correct websites and aid students in completing these clearances. <p>Resource on benefits of service-learning in higher education: "Against the Grain: A Philosophical Case for Requiring Service-Learning, Not Volunteer Hours, Among College Students"</p> <p>As described in this article, service-learning leads students to have more of an interest in moral reasoning, service-related careers, and a continuation of volunteering once the requirement is complete (22).</p> <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What is your definition of social justice? (Students should come to class after doing basic research on what social justice is and with their own definition. Take a moment for all students to share these responses.) - What is the difference between charity and justice? What do charity and justice address? Is one more important than the other? Do we need both charity and justice? - What are the differences between helping, fixing, and serving? Why is it important that we differentiate between these concepts? - How do you think the ideas and concepts from this week will guide your service-learning? <p>Exit ticket:</p> <ul style="list-style-type: none"> - Have all students share: Based on the service-learning options presented to you, what interests you most? Why do you think that is?

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 3	Basic concepts part 1: prejudice, discrimination, oppression, tolerance, empathy, differences of expression	<p>Check in on service-learning and make sure each student has a planned site/partner organization. Perhaps make an assignment on Canvas.</p> <p>Take 10-15 minutes to have students check their voter registration here (for PA residents; for all other states Google search “[state] voter registration”). If they are not registered, encourage them to register here.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Review reading materials. See discussion prompts for more questions regarding reading materials. - Have students read this article during class, either in small groups or alone: Linda Villarosa’s Pollution is Killing Black Americans. This Community Fought Back. How does this article relate to the readings for this week? Within the article, can you find examples of discrimination or the five faces of oppression? (Have this activity done in small groups; it might take a while since the article is long. Student groups can each be responsible for one face of oppression, rather than all five. Come together at the end of class and share responses). *This article is also a good example of what is expected for the Current Event #1 assignment due this week. Although it is over six months old, this is the type of article students should find, and this activity is the type of analysis expected for the assignment. <p>Discussion prompts:</p> <ul style="list-style-type: none"> - From the readings for this week, what stuck out to you? What surprised you? Did you learn anything new? - In your own words, what is the difference between prejudice and discrimination? Can you give an example (not the one from the video)? - What are some different types of discrimination and where do you see them in your own life? - What are the five faces of oppression? - How are the different types of discrimination and five faces of oppression related? How are they different? - Do you see any connections between this week’s topics and La Salle’s mission/values? - From where do you think discrimination and oppression stem? What are their origins? <p>The following questions should be able to be answered by all students after doing their own research, as described in the syllabus. Take a moment for students to share their answers:</p> <ul style="list-style-type: none"> - What is the difference between tolerance and empathy? Is one better than the other? - When should tolerance and empathy be used? (When learning? At service-learning sites? Always? etc.) <p>Empathy should always be practiced when discussing social justice, but there will be distinct times when empathy-related activities are promoted in this course to practice these skills.</p>

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 4	Basic concepts part 2: privilege & positionality, planned injustice	<p>Check in on service-learning. At this point in the semester, service activities run by UMAS should be running on a weekly schedule. Make sure that students have a plan to serve regularly.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Last week Current Event #1 was due. Spend some time having some or all students share their findings with the class. Make sure to encourage discussion on how the current event relates to course material. - Privilege Survey – this survey will take about ten minutes and asks some difficult questions. The higher the percentage score at the end of the survey, the more privilege you “have.” This survey will ask questions that most first-year students have never considered. Do not ask students to share their specific responses, just ask them to generally discuss their results. - Privilege Walk – video demonstration of privilege. - Privilege Activity - Marshmallow Challenge – this challenge is often used for individuals younger than college students, but this activity can be spun in a way that impacts first-year students. Instead of giving each group the same materials, give some less spaghetti sticks, some less tape, some less of both. Create “natural disasters” where some towers crack during the creation process, anything that might challenge some groups more than usual. Make sure that one group has all materials and no “natural disasters.” This activity shows not only privilege, but also planned injustice and the ways that it affects communities. <p>Discussion prompts:</p> <ul style="list-style-type: none"> - During the privilege survey and/or privilege walk video, what surprised you? General reactions? - During the Marshmallow Challenge activity, how did your group feel when you found out other groups had different materials? How does this relate to real-life situations? What do you think planned injustice is, and how is it seen in this activity? - What are some instances or examples where La Salle University students experience a lack of privilege? (Race, ethnicity, gender, parents’ degrees/careers, income, etc.) - In your own words, what is housing segregation? What is redlining? - How is redlining an example of planned injustice? - How do you think planned injustice influences other social justice issues? - Why is it important that we stop and learn about these different concepts (Weeks 3 & 4) before jumping into various social justice issues? <p>Exit ticket:</p> <ul style="list-style-type: none"> - On a piece of paper list: What is/is not working well for you in this class? What have you learned? Any other feedback?

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 5	Human Rights	<p>This week students will pick their topic for their final research paper. Review the paper guidelines and give advice for narrowing down a topic choice. Topics can include anything discussed in this course or a different social justice topic (other topics options may include: clean water access, living wages, criminal justice reform, Black Lives Matter movement, xenophobia, gentrification, etc. – there are many topics for students to choose).</p> <p>Activities:</p> <ul style="list-style-type: none"> - To emphasize the importance of human rights and to aid in the processing of reading the Declaration, have students think of one word or phrase to summarize the Declaration of Human Rights. Students can go to the board and write their word/phrase or words/phrases can be shared verbally. Discuss these results in small groups or as a class. Why did students choose this word or phrase? Have students expand upon their choices, either in small groups or as a class. - In small groups have students read and decipher the UN's Convention on the Rights of the Child and/or Brother Ernest Miller's Let Us Bear Witness to the Reign of God: Reimagining Lasallian Education in the Name of Justice (click on the pdf link to access the full text; rights of the child starts on page 125). Encourage students not to simply read through these documents, but to sit with the difficult text and complicated topics to try to really understand these resources. Questions to consider could include: <ul style="list-style-type: none"> Why are the human rights of children so important to acknowledge and uphold? How do Lasallians emphasize the importance of the rights of the child? - Watch one or all of the Stories on Human Rights, created by the Art for the World Series in partnership with the UN's Office of the High Commissioner for Human Rights. These short films will provide personable stories for when considering human rights. Reflect as a class. - The following link provides information and resources on the connection between Human Rights and COVID-19 <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What were your general thoughts when reading the UN's Declaration of Human Rights? - Why has the UN published and continue to uphold the Declaration of Human Rights and the Rights of the Child? - Returning to the ideas of privilege – what are the differences between rights and privileges? - Where do you see the United States succeeding in promoting and upholding human rights? Where does the United States fail or need improvement? Give specific examples, if possible. - Do Lasallians uphold and promote human rights? Can you give examples? - What can you personally do to uphold human rights?

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 6	Hunger & Food Insecurity; Affordable Housing & Homelessness	<p>Activities:</p> <ul style="list-style-type: none"> - Have students share findings and look for similarities among Current Event #2, which was due and submitted last week. - Take time during the class period to explore this website, viewing different counties and states and their levels of food insecurity: Food Insecurity in Philadelphia County - Take time during the class period to explore this website, viewing different states and rates of homelessness within those states: State of Homelessness: 2020 Edition - Have students review this website, either in one large group or small groups if enough students have devices, to see what organizations like Habitat for Humanity are doing to combat affordable housing issues in Philadelphia: Habitat for Humanity Philadelphia - Break students into small groups and have them research organizations in Philadelphia, or around La Salle's campus if possible, that work to fight against food insecurity, hunger, affordable housing, and homelessness. Bring students together to share their findings. How might these organizations be contributing to charitable works as compared to justice-related work? Refer to Week 2 for information on Charity vs. Justice. <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What are your initial thoughts from the readings? What surprised you or stuck out to you? - Does anyone's service-learning site focus on food insecurity, affordable housing, or homelessness? Can you make any connections from personal experiences? - Are food and housing a privilege or a right in the United States? Should it be considered a privilege or a right? How does this relate to the UN's Declaration of Human Rights? - When considering all social justice issues do you see a difference when saying a food insecure person compared to someone experiencing food insecurity, or a poor person compared to someone experiencing poverty? Is one of these options more empathetic? <p>*This is similar to Person-First or People-First Language when discussing disabilities. By putting the person before the disability, or in this case the hardship they are facing, it requires more respect, empathy, and dignity. Here is an article to learn more. If students are not grasping this concept, show or explain this article in more detail.</p> <p>A possible guest speaker could be someone from Face to Face in Germantown: Becky Messa, the volunteer coordinator, or Mary Kay Meeks-Hank, the executive director. Contact information can be found on facetofacegermantown.com. Becky and Mary Kay both have ties to La Salle and can provide first-hand accounts of working with individuals and families who experience food insecurity.</p>

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 7	Education; Healthcare	<p>The in-class midterm reflection will take place next week. Give students a brief overview of the low-pressure reflection assessment.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Watch this video on Health and Health Care Disparities in the US Some possible questions to think about while watching this video are: What leads to health care disparities in the US? Why do health care disparities still exist today? - Consider the issues of education and healthcare in a global context, reviewing dropout rates among school-age girls in Kenya: Why are Girls Dropping Out of Secondary School in Kenya? Some questions to consider may include: How does this article connect education and healthcare? Do you see any other issues in this resource? Is education and/or healthcare a right or privilege in Kenya? Is it different for males and females? - Break students into small groups and have each group brainstorm factors that lead to social injustice in education and/or healthcare. Give them a piece of paper to make a brainstorm web. This activity is meant to encourage deeper thinking into the factors that lead to injustice and the systemic and cyclical issues that continue to perpetuate that injustice. <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What are your general thoughts from this week's readings? Any surprises? - Is education a right or a privilege in the United States? In the world as a whole? - Is higher education a right or privilege in the US? - What leads to injustices in the US education system? - Is health care a right or a privilege in the United States? In the world as a whole? - Are you privileged enough to have an education and/or access to healthcare? What does this mean for you? - What communities are most affected by lack of quality education/ lack of all education and lack of access to quality health care? <p>A possible guest speaker for this week would be Dr. Candace Robertson-James (robertsonjames@lasalle.edu). She can explain healthcare disparities, as they relate to Public Health.</p> <p>Explain to students that the next steps for their final research paper will be to research articles and sources to support their arguments. Show students how to use Google Scholar searches as well as Connely Library Searches. The annotated bibliography will be explained more in Week 8. It is due in Week 10.</p>

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 8	Midterm Reflection	<p>The in-class midterm reflection is designed as a space for students to reflect on what they have learned so far. This should be a deeper reflection than Reflection Assignments and should be a place for students to demonstrate their knowledge of social justice thus far.</p> <p>Possible questions could include:</p> <ul style="list-style-type: none"> - What is your definition of social justice? - How do discrimination and oppression contribute to social injustice? - Where do we see and implement empathy when considering social injustices? - What is planned injustice? Can you give a specific example? - Why is it important to recognize privilege when considering justice? - What are human rights? What is the difference between a right and a privilege? - How does hunger and food insecurity affect Philadelphians? - Based on class readings, how is the education system in the United States unjust? - What injustices does your community partner/service-learning site address? Why is that site important to the community? - Have your previous beliefs changed throughout this course, either because of your service-learning site or because of the content of this course? Explain your response in detail. <p>These are opinion questions, so students should not be graded on their own personal opinion, but rather how they articulate that opinion. Students must use class material when answering questions.</p> <p>Additionally, students will use the midterm reflection as a time to reflect on their own performance and experience throughout the class.</p> <p>Possible questions could include:</p> <ul style="list-style-type: none"> - Have you been prepared for class discussions by reviewing materials before class? - Have you engaged in class discussions frequently, offering your opinions and thoughts? - Have you been respectful toward the instructor and your peers throughout the class, specifically during class discussions? - What is working well for you in this class? - What is not working well for you in this class? - Any other feedback? <p>Now that students have selected the topic for their final research paper, review the next step in the paper-writing process: finding scholarly sources to support their arguments. This link is to the Connelly Library's annotated bibliography guide. Students should work on their annotated bibliography regularly until it is due in Week 10. Students' annotated bibliographies should list a complete citation, a summary of the source (2-4 sentences), and how that source will support the paper's final arguments (2-4 sentences) for each of the five sources.</p>

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 9	Immigration; Refugee Resettlement	<p>Review the midterm reflection, if possible. Answer any questions and address students' concerns about the course, if applicable.</p> <p>Activities:</p> <ul style="list-style-type: none"> - This resource has a lot of different activities relating to immigration: Teaching Immigration with the Immigrant Stories Project. <ol style="list-style-type: none"> 1. Page 61 is an activity called "Fact, Myth, or Opinion." Read each option and have students, either individually or in small groups, decide which statement is a fact, which is a myth, and which is an opinion. This activity should deepen students' knowledge of immigration and their role in the United States, while hopefully dismantling a few myths or preconceived notions in the process. 2. Page 63 contains an activity titled "A History of Xenophobia." This activity includes a brief history as well as a gallery of where xenophobia has occurred in art, culture, and photography in the past. This activity will be a visual aid to help students understand the negative effects of xenophobia on immigrants and refugees, and how it relates to present-day media. - As a class, review this TIME article together: The Long and Winding Road View the video and give students a chance to read the article. This activity gives a small amount of insight into what it is like to be a refugee, moving from place to place, and looking for a new place to call home. Some questions to contemplate when doing this activity are: What are your initial reactions? What surprised you when viewing this? Put yourself in Taimaa's shoes – what do you think she is feeling? What struggles do you think she encounters? Imagine being the children in this family, moving from place to place – how do you think that would affect you? What do you think is truly important to Taimaa? <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What surprised you from this week's readings or activities? - Did any facts, myths, or opinions in the "Fact, Myth, or Opinion" activity shock you or encourage you to consider your previous beliefs? - What are your thoughts on the Gallery of Xenophobia? - What are some reasons individuals and families decide to immigrate or move? - What is the Lasallian network's view of immigration and refugee resettlement? - Are there differences in values between those who support immigration and those who oppose it? <p>Remind students that their annotated bibliography is due next week.</p>

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 10	Racism	<p>This week, students will submit their annotated bibliography with five sources. Here is a link to the Connelly Library's annotated bibliography guide.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Current Event #3 was due last week. If time allows, spend time discussing students' articles. - Give students about 10 minutes to take an Implicit Bias Test (one that relates to race or ethnicity, if possible). Have students journal independently on their results and what this means to them personally. - View this Lasallian dialogue on responses to racism as a class: Responding to Racism: A Lasallian Dialogue Stop after different segments to give students a space to digest what they just saw and heard. Possible questions to think about include: Why is it important that we engage in and encourage discussions about racism? How does being antiracist relate to the Lasallian mission? - Netflix film <i>13th</i>, which details the 13th Amendment to the US Constitution and how it contributes to mass incarceration, prison booms, and systemic racism. - The following article links artwork, race, and discrimination: Six Black Artists Depict Race and Discrimination Some questions to consider: How did the artwork make you feel? How can we use art when discussing social justice, specifically racism and discrimination? Can other forms of expression, like music, be used as well? What songs express ideas relating to racism? Allow students to use their phones to search and share their findings. <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What is the difference between being a racist and not being a racist? What is the between being a racist and being an antiracist? - Where do we see racism and antiracism in our society today? Globally? Nationally? Regionally? Locally? - What are the three levels of racism described in "A Gardener's Tale?" Can you give examples of these different forms of racism that you have seen or experienced? <p>A possible guest speaker for this week would be Brother Ernest Miller (miller95@lasalle.edu). He will be able to address the pandemic of racism and the Lasallian mission.</p> <p>Explain the guidelines for student-led discussions in the coming weeks. Student-led sessions can include anything that will aid in the processing and critical thinking of resources and information shared this week (discussion, activities, videos, etc.). Outlines for class discussions should be submitted 24 hours prior to their presentation.</p>

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 11	Environmental Justice; Global Poverty	Student-led discussions <ul style="list-style-type: none">- Group 1: Environmental Justice- Group 2: Global Poverty Encourage students to start to work on their final paper.
Week 12	Gender Equality; LGBTQ Rights	Student-led discussions <ul style="list-style-type: none">- Group 3: Gender Equality- Group 4: LGBTQ Rights Remind students to continue to work on their final paper.

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 13	Intersectionality	<p>Activities:</p> <ul style="list-style-type: none"> - Jasper Halos Activity: this traditional activity from Manhattan College, a Lasallian college in New York, will allow students to explore their identity and recognize intersectionality in their own lives. This video by Hayden Green (from 4:40 on) describes the halo exercise. This video can be played while students fill out their halo or the instructor can describe the activity and have students complete this during a reflective class time. The video explores different aspects of one's identity. There are two main goals of this activity and how it applies to this class: <ol style="list-style-type: none"> 1. Explore one's personal identity in a more reflective state after learning the challenges and struggles our world experiences on a daily basis. Hopefully, students will recognize that they are many things all at once (i.e. someone can be male, Hispanic, homosexual, and able-bodied, meaning they experience injustices that relate to all of these categories at the same time. Someone cannot "turn off" or "stop being" part of their identity). 2. By recognizing their own identity and the intersectionality within themselves, students should be able to understand the intersectionality of other social justice issues (i.e. the connection between racism and urban poverty, LGBTQ Rights and privilege, or gender equality and education, for example). - In class, review the UN's Sustainable Development Goals again. Considering all 17 of the SDGs, where is there intersectionality? Have students review and determine points of intersectionality individually or in small groups. Do we see any overlapping of the SDGs in our daily lives in the US or can we relate it to past experiences? Share responses as a class. - Create a Padlet where students can add their responses to one or some of the discussion prompts as a way to change the flow of class from previous weeks. In Padlets, students can connect their responses to the responses of their peers, like, and comment on responses. It is a good way to start conversations before verbal discussion. <p>Discussion prompts:</p> <ul style="list-style-type: none"> - What is intersectionality? What is intersectional justice? - What articles did you choose to read from the LibGuide? Where did you see intersectionality? - Where have you seen intersectional justice throughout this course? Or where have you seen overlapping throughout this course? - Have students break out into small groups and answer this question: Can you give a specific example of intersectional justice? Perhaps students can link together their experiences at their service-learning sites.

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 14	Wrap it up: What did you learn? What is its importance? Moving forward...	<p>Remind students that their final research paper is due next week.</p> <p>Activities:</p> <ul style="list-style-type: none"> - Last week Reflection #5 was due. It focused on asking and trying to answer difficult questions regarding course material and service-learning. Have students share some of the questions they had and spend time as a class trying to answer the questions. This activity is used to help students consider justice issues, their roots, and possible solutions. - Ikigai Method – students can reflect on their passions, vocations, missions, etc. using this method. Pull the chart up, give students a minute or two to read it and brainstorm ideas, have students share either in small groups or large groups where their interests, careers, etc. intersect and what that may mean for them moving forward. - Social Change Wheel – show the Social Change Wheel, by Campus Compact, to the class and have students individually reflect on ways in which they did or did not engage in actions on the social change wheel throughout this course. Do students’ community partners engage in any of these actions? Students can also explore what this wheel could mean for them moving forward. Sharing can be done in partners, small groups, or as a class. <p>Discussion prompts:</p> <p>In small groups, have students share their responses to these questions:</p> <ul style="list-style-type: none"> - Do intentions matter (referring to Illich piece)? - What did you learn throughout this course? About yourself? About others? - What is the importance of what you learned? <p>In a large group, have students discuss these prompts:</p> <ul style="list-style-type: none"> - What are the common themes from your small groups? - What is the importance of what you have learned? - What steps can you take moving forward? - How can you encourage others to get involved in social change work and social justice education? <p>After this time for reflection, explain to students ways in which they can stay involved in social change work at La Salle University:</p> <ul style="list-style-type: none"> - Service-learning courses - Minors and majors (LGU minor) - Civic engagement and voting initiatives - FOCUS and LIVE programs - Religion and theology courses centered around justice - Continuing to stay up to date on current news - Asking questions, even when it seems difficult <p>Exit ticket for the final class period:</p> <ul style="list-style-type: none"> - What is one takeaway from this course that you will carry with you in the future?

Week/Date	Topic	Activities, multimedia, discussion prompts, etc.
Week 15	Final	Final research paper is due. The paper should focus on one social justice topic, it can be one discussed in class already, or something different. The paper should be 6-8 pages, have at least five scholarly sources, and should connect to class material.

Reflection

This project has been an immensely valuable learning experience as well as a great opportunity to grow in my knowledge of social justice education. I was able to conduct a survey, work closely with a mentor, learn about various social justice topics through research, and understand what is necessary when creating social justice education content. More importantly, however, this project provides La Salle University faculty and staff with a comprehensive course to implement introductory social justice education into their classrooms for the betterment of first-year students. As stated in the Project Memo, it is my hope that this course will have a ripple effect on the Philadelphia community and beyond. Throughout this course, students will engage in service-learning and community-based work within the Philadelphia community. Hopefully their experiences and knowledge gained relating to local, regional, national, and global social issues throughout this course will spark interests and passions, and follow students after graduation into their careers and lives throughout the country and around the world.

This course is not meant to be an all-encompassing social justice course. There are immense injustices within our local communities and throughout our world. This course is simply meant to be the first step in engaging students with social justice education to hopefully spark their interest and passion in using their talents, knowledge, and privilege to eliminate some injustice in the world, even if it is one very small step at a time. That being said, there is much more content and information that could be included in this project, and that is a place where further research or a continuation of this project could be adopted. However, given the time constraints of this one-semester undergraduate project, I believe that the course I developed titled “Social Issues: Think Global, Act Local” truly encompasses most, if not all, that is needed for a one-semester, first-year student introductory social justice course. Additionally, it is important to

note that social justice issues are always changing and evolving. Certain resources may need to be eliminated or added as a result of current worldwide events before part of or all of this course is implemented. Lastly, I will highlight a limitation of this course: if this course were to be implemented, it would only affect about twenty first-year students per semester. Although this project will have an impact on that small group of students, there are many more students that could benefit from social justice education and this course. Referring back to Morwenna, doing something, even if it is small, is better than doing nothing.

Moving forward, I would like to attempt to implement this course at La Salle University. I have stated before that I understand this task may be unrealistic, but I will share this completed project with professors and educators involved in social change or civic engagement work. Whether they adopt a large portion of this course, or just one activity, this project and course has the potential to expand upon current social change work at La Salle University. I also will share this project with the director of all First-Year Seminar Courses, with the hopes of the implementation of this course. Again, any instance where students as well as faculty and staff can be exposed to social justice issues and expand upon their social justice education, is an opportunity for growth and change-making. We must think globally when considering social injustices and possible solutions, but we must act locally in order to start any change... How much more local can we get than our own community here at La Salle University?