

***SCHOOL OF EDUCATION***



***Location Address Mailing Address*** *University Hall North 1200 East Colton Avenue On Brockton Avenue P.O. Box 3080*

*Between University Street &Grove Street Redlands, CA 92373*

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***COURSE SYLLABUS***

**Course:** CMHC

**Course Title: Introduction to Social Justice and Advocacy**

**Term: Days/Times: Class Location:**

**Faculty: Office Phone: Fax:**

**E-mail:**

**Office Hours:**

**Office:**

**Catalog Description**

This course will assist students in achieving excellence in advocacy and social justice knowledge, skills, awareness, and action. Students will be provided with opportunities to gain a

heightened sense of critical consciousness, and foster a social justice orientation that can be used to inform their roles as counselors, educators, community leaders and advocates.

Note: Students may experience interpersonal challenges throughout this course in the process of self-examination which may result in uncomfortable feelings such as anxiety, guilt, shame, etc. All students are encouraged to participate in their own personal therapy or growth counseling throughout this course.

**Student Learning Outcomes**

In this course, students will learn:

1. Issues that may arise in organizational settings requiring a social justice analysis and advocacy approach (e.g., racism, sexism, heterosexism, classism).

2. Past and current theory, research, and practice on effective leadership on social justice and advocacy issues in organizational settings will be presented from a

multidisciplinary perspective.

3. Systemic barriers and challenges, leadership and organizational development, social

justice strategy frameworks, and community-building issues involved in social justice

and advocacy work in organizational settings.

4. Ethical and legal issues (e.g., confidentiality, informed consent, boundaries,

competence) that are unique to advocacy and social work in organizational settings.

5. Developmental stages of organizational change and community organizing.

6. Issues related to the development of the professional engaging in social justice and advocacy work in their organizations and communities, including reflections on personal and societal experiences or privilege and oppression.

7. Case conceptualization of individual and organizational challenges and strengths,

including a critical analysis (e.g., racism, sexism), while engaging in systemic change.

**Required Readings**

Adams, M., Blumenfeld, W.J., Castaneda, R., Hackman, H.W., Peters, M.L., Zuniga, X. (2010).

*Readings for diversity and social justice, 2nd edition.* New York, NY: Routledge. (ISBN: 9780415991407)

Allport, G. W. (1979). *The nature of prejudice: 25th anniversary edition*. Addison-Wesley Publishing

Company, Inc. (ISBN: 0-201-00179-9)

Freire, P. (2000). *Pedagogy of the oppressed: 30th anniversary edition.* (M. Bergman Ramos, Trans.).

New York: Continuum International Publishing Group. (Original work published in 1970, that text

will suffice as well). (ISBN: 0826412769)

Counselors for Social Justice (CSJ) Advocacy Competencies found online at:

<http://counselorsforsocialjustice.com/links.html>

**Recommended Textbooks**

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

relevant to class material:

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

Fancher, R.T. (2003). *Health and suffering in America.* New Brunswick: Transaction Publishers. Shavelson, L. (2002). *Hooked: Five addicts challenge our misguided drug rehab system*. New

York: New Press.

**Competencies**

 Advocacy Competencies: Lewis, Arnold, House & Toporek. Located at:

<http://www.counseling.org/Publications/>

 Competencies for Counseling with Transgender Clients. Located at:

<http://www.counseling.org/Publications/>

 Competencies for Counseling with Gay, Lesbian, Bisexual, and Transgendered (LGBT) Clients. Located at: <http://www.algbtic.org/competencies.html>

 Cross-Cultural Competencies and Objectives. Located at:

<http://www.counseling.org/Publications/>

**Journal Articles**

 Carr, D., & Friedman, M. A. (2005). Is obesity stigmatizing? Body weight, perceived discrimination, and psychological well-being in the United States. *Journal of Health and Social Behavior, 46*(3), 244-259.

 Chavis, A. Z., & Hill, M. S. (2009). Integrating multiple intersecting identities: A

multicultural conceptualization of the power and control wheel. *Women & Therapy, 32*(1),

121-149.

 Chen-H ayes, S. (2001). Social justice advocacy readiness questionnaire. *Journal of Gay & Lesbian Social Services, 13*(1), 191-204.

 Estrada, D., & Rutter, P. (2006). Counselors as social advocates: Connecting a lesbian client to social justice. *Journal of LGBT Issues in Counseling, 1*(4), 121-134.

 Foster, M. (2009). The dynamic nature of coping with gender discrimination: Appraisals, strategies and well-being over time. *Sex Roles, 60*(9-10), 694-707.

 Garstka, T. A., Schmitt, M. T., Branscombe, N. R., & Hummert, M. L. (2004). How young and older adults differ in their responses to perceived age discrimination. *Psychology and Aging, 19*(2), 326-335.

 Johnstone, M., & Kanitsaki, O. (2008). Ethnic aged discrimination and disparities in health and social care: A question of social justice. *Australasian Journal on Ageing, 27*(3), 110-115.

 Martínez, C., Paterna, C., Roux, P., & Falomir, J. M. (2010). Predicting gender awareness: The relevance of neo-sexism. *Journal of Gender Studies, 19*(1), 1-12.

 McIntosh, P. (1990). White Privilege: Unpacking the Invisible Knapsack.

 McGuire, J. K., Anderson, C. R., Toomey, R. B., & Russell, S. T. (2010). School climate for transgender youth: A mixed method investigation of student experiences and school responses. *Journal of Youth and Adolescence, 39*(10), 1175-1188.

 Miller, R. L., Jr. (2007). Legacy denied: African American gay men, AIDS, and the black church. *Social Work, 52*(1), 51-61.

 Ratts, M. J., DeKruyf, L., & Chen-Hayes, S. (2007). The ACA advocacy competencies: A social justice advocacy framework for professional school counselors. *Professional School Counseling, 11*(2), 90-97.

 Sibley, C. G., Overall, N. C., Duckitt, J., Perry, R., Milfont, T. L., Khan, S. S., Fischer, R., & Robertson, A. (2009). Your sexism predicts my sexism: Perceptions of men’s (but not women’s) sexism affects one’s own sexism over time. *Sex Roles, 60*(9-10), 682-693.

 Smith, L. (2008). Positioning classism within counseling psychology’s social justice agenda.

*The Counseling Psychologist, 36*(6), 895-924.

 Smith, S. D., Ng, K., Brinson, J., & Mityagin, E. (2008). Multiculturalism, diversity, and social advocacy: A 17-year content analysis of counselor education and supervision. *Counselor Education and Supervision, 47*(4), 249-263.

 Smith, S. D., Reynolds, C. A., & Rovnak, A. (2009). A critical analysis of the social advocacy movement in counseling. *Journal of Counseling & Development, 87*(4), 483-491.

 Swami, V., Pietschnig, J., Stieger, S., Tovée, M. J., & Voracek, M. (2010). An investigation of weight bias against women and its associations with individual difference factors. *Body Image, 7*(3), 194-199.

 Wester, S. R., McDonough, T. A., White, M., Vogel, D. L., & Taylor, L. (2010). Using gender role conflict theory in counseling male-to-female transgender individuals. *Journal of Counseling & Development, 88*(2), 214-219.

 Whitehead, A. L. (2010). Sacred rites and civil rights: Religion's effect on attitudes toward same-sex unions and the perceived cause of homosexuality. *Social Science Quarterly, 91*(1),

63-79.

**Book Chapters**

 Chen-Hayes, S. F. (2001). Systemic anti-oppression strategies for school counselors as allies advocating for queer children, youth, and families of multiracial experience. In K. K. Kumashiro (Ed.), Troubling intersections of race and sexuality: Queer students of color and anti-oppressive education (pp. 163-178). New York: Rowman & Littlefield.

 Smith, S. D. (2004). Sexual underrepresented youth: Understanding gay, lesbian, bisexual, transgendered and questioning youth. In J. L. Chin (Ed.) *The Psychology of Prejudice and Discrimination (Vol 3): Gender and Sexual Orientation, 151-199.* Praeger Press.

**Other Documents & Videos**

 Universal Declaration of Human Rights (United Nations, 1948). Located at:

[www.un.org/rights](http://www.un.org/rights)

 Amnesty International’s Campaign for International Justice. Located at:

<http://www.amnesty.org/en/international-justice/background>

 Human Rights Watch: Dear Obama: A Message from the Victims of the LRA. Located at:

<http://www.hrw.org/en/node/94226>

 IWGIA's Mission Statement. Located at: <http://www.iwgia.org/sw17673.asp>

 Amazonia For Sale. Located at: [http://www.dailymotion.com/video/xcdem0\_amazonia-for- sale\_news](http://www.dailymotion.com/video/xcdem0_amazonia-for-sale_news)

**Grading System/Scale**

**Evaluation of your work will be based on the following criteria:**

**A/4.0:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, attention to detail, evidence of originality, organization and reflection. Learning is demonstrated by careful preparation for class, and thoughtful contributions as an individual and group member.

**A-/3.7:** All assignments are complete, on time, thorough, well edited, and exceed stated course requirements. All written work shows superior graduate level quality in expression, evidence of originality, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B+/3.3:** All assignments are complete, edited, and at least meet all stated course requirements. All written work shows graduate level quality in expression, organization and reflection. Learning is demonstrated by preparation for class, and thoughtful contributions as an individual and group member.

**B/3.0:** All assignments are complete, edited, and at least meet all stated course requirements. Al l written work shows graduate level quality in organization and reflection. Learning is demonstrated by preparation for class, and contributions as an individual and group member.

 **It is important to realize that grades below 3.0 indicate a problem. The cumulative grade point average must remain at 3.0 or higher, so grades lower than this can affect your degree and/or credential receipt.**

**B-/2.7:** All assignments are complete, edited, and meet most stated course requirements. Written work is slightly below graduate level quality. Preparation for class, and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conferences with the professor and advisor to discuss it.

**C+/2.3:** All assignments are complete and some meet most stated course requirements. Written work is below expected graduate level quality. Preparations for class and contributions as an individual and group member are slightly below an acceptable level.

 Student should arrange conference with the professor; and a conference with the advisor is **required.**

**C/2.0:** Assignments are complete but do not meet stated course requirements. Written work is well below expected graduate level quality.

 A meeting with the professor should be arranged; and a meeting with the advisor is

**required.** The professor will notify the advisor of the grade.

**D/1.7 and F 1.3 – 0.0:** Assignments not met – no credit for class. **Grades below 2.0 are not acceptable for credit toward a degree or credential.** A conference with the advisor is **required** and a plan to correct the problems that led to the grade will be developed. Further unacceptable grades could lead to the students being dropped from the program. The professor will notify the advisor of the grade.

**Course Policies & Expectations**

**Evaluation, Assessment, and Grading**

A letter grade and narrative feedback will be provided on all assignments. As well as your

successful completion of assignments, you are asked to demonstrate the following professional responsibilities:

 Being a self-disciplined “active” listener rather than a “side-bar” conversationalist.

 Being prepared with written work, oral presentations and willingness to participate in activities.

 Attending class and meeting with me if you must miss any class or need to leave early.

 Respecting other people.

 Understanding that in everything you do or say, you are modeling values, attitudes, and behaviors that impact the lives of others.

Being “on purpose” (i.e. the person comes to class with an attitude of wanting to contribute to the learning of everyone and is responsible for creating dynamic and worthwhile class meetings).

**Academic Honesty**

All students are expected to demonstrate integrity and honesty in completion of class assignments. Students must give credit to appropriate sources utilized in their work. Plagiarism

can result in dismissal from the University.

Academic honesty stands at the center of intellectual pursuits in the academic community. Faculty and student scholarship in all forms, individual and collaborative, expresses our understanding and esteem for intellectual honesty. Nurturing and sustaining a climate of honesty are the responsibilities of every member of the community. The academic policy statement includes standards of academic honesty, obligations and responsibilities of the members of the academic community for cultivating a climate of academic honesty, violations of academic honesty, and procedures for addressing academic dishonesty.

**(For complete text of student responsibility please see the University of Redlands Catalog under Academic Standards)**

**Assignments, Presentations, and Facilitation**

All assignments should be approached with professionalism as a foundation. Material is to be typed; no hand-written assignments will be accepted. Oral presentations will be graded on the

basis of content as well as delivery. If you need help with effective presentation skills please feel free to seek my assistance. Learning to communicate well is an important quality to develop as a

counselor.

**Late Work**

Any work that is turned in late will automatically earn one half a letter grade less, unless prior

approval has been granted (i.e. a 4.0 would become an 3.7, etc.) All late work must be pre- approved. If an incomplete grade for the course is requested (for an extenuating circumstance) a written plan defining requirements and specifying new deadlines will need to be developed and signed by the student and the instructor.

**Reasonable Accommodations**

The University of Redlands seeks to comply fully with the Americans with Disabilities Act

(ADA). Students requesting accommodations based on a disability must be on file with

**Respect for Diversity**

Guided by the American Counseling Association Code of Ethics and the mission of the

University, students and faculty have a shared responsibility for championing social and

economic justice for all members of society. This includes a commitment to eliminate personal and institutional discrimination, ensure access to needed resources and opportunities for all

persons, especially those who are disadvantaged or disenfranchised because of prejudicial attitudes and discriminatory practices. Students are expected to be respectable of the opinion of others while at the same time striving to attain the ideas of social justice.

**Candidate Assessment**

1. **Class attendance**. Working on the premise that any class missed is a loss of alearning/sharing opportunity, attendance at all classes is expected. Please be present and on time. **10% of your final grade**

2. **Advocacy Projects.** Because this is a class about advocacy, it encourages students to go beyond what a multicultural class might attempt to do in terms of immersion experiences

– and thus, advocate. Therefore, students will participate in doing advocacy; rather than just being immersed into a different culture. So, with that rationale as the backdrop,

students will conduct **two** advocacy projects:

a. the first project must involve advocacy for the homeless,

b. the second project must involve advocacy for either an underrepresented and oppressed group or a social justice topic or issue.

These projects can be done in groups or individually. Time allotment for each project is

10-15 hours. These are designed to be *service-learning* projects which are an important aspect of this course. Students have the option of engaging in partnerships with community organizations as a way to integrate course material with reflections on real- life experience. It is anticipated that students will complete the first advocacy project in the first half of the semester, and the second advocacy project during the last half of the semester. This expectation is based upon the rationale that students will incorporate knowledge learned and apply it accordingly to each project as a way to maximize and enhance the overall experience and development of advocacy skills. These will be shared in class **40% of your final grade (20% for each project)**

3. **Social Justice Issue: Class Discussion/Presentation.** You will work in a small group (4 people assigned by your instructor) to design a class presentation that: (a) highlights the main points of a set of readings on an issue of privilege and oppression within school, college, mental health or other professional settings, (b) includes a group activity that “brings to life” the main points of discussion for these readings (activity should be pertinent to a “group” setting in which you work such as a group of college administrators, Board of Education, group home, hospital etc.), and (c) provides the class with relevant resources for future action on this particular issue. **20% of your final**

**grade**

4. **Social Justice Paper: Understanding Myself as an Advocate.** The purpose of this paper is to reflect on the reasons you have decided to undertake the challenge of becoming an advocate, in addition to applying theoretical constructs to your understanding of yourself. All of us, whether or not we are aware or choose to acknowledge this, wrestle with emotions, behaviors, beliefs/cognitions, and/or relationships that pose strengths and challenges for us. As advocates, we need to have a good understanding of how these strengths and challenges manifest. **30% of your final grade**

In this paper, you should spend some time developing your reasons for wanting to become an advocate. The paper should be conceptualized into three sections: The first section, which should be approximately three (3) pages, should provide some depth about your motivations for entering the field. Here you should demonstrate significant understanding and reflection, and explore the reasons that undergird your decision to embark on advancing your academic training in a program based on social justice principles. As opposed to merely listing reasons why you want to become an advocate, you should explore the reasons with insight and forethought. For instance, stating that

you want to help people, while commendable, is not the aim of this section. Exploring

what advocacy/helping means to you, how you have been impacted by advocates/help in your life, explaining what you mean by “helping behavior,” what you need to recognize as an advocate/helper, etc., is more fitting with this section of the paper).

In the next section, which should also be about three (3) pages, you should choose one or more social justice issues in your life and analyze these theoretically from a minimum of three (3) social justice theories. In order for your paper to be the best it can be, you

should choose something that is especially pertinent and meaningful for you. For

example, suppose racism or poverty has impacted your life in a significant way. You should explain how this issue has been a challenge in your life, and then explore it from several systemic theoretical perspectives. What would each theory state about the origin of this problem and how might each understand its systemic development and maintenance? Lastly, how would each social justice theory recommend you address this problem? You may use any social justice theories covered in the course readings. Be sure to discuss the connection between your individual experience of the social justice issue and the connection to systemic opportunities and/or barriers (e.g., access to education).

Your last section should be a concluding section and should be about approximately two (2) pages in length. Address what you have learned by writing your paper, what conclusions you draw about which social justice theories seem to best explain your advocacy issue and why, and what the process of writing the paper was like for you (e.g., what feelings emerged, what you realized, any struggles you faced). *The minimum length of this paper is 8 pages. Aim to not exceed 12 pages.*

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| **Class Session** | **Class Activities** | **Readings** |
| Session One  4/30/13 | Introduction  Review Syllabus  Preparing to Learn for Social Justice  Advocacy Competencies |  |
| Session Two  5/7/13 | Identifying your values and Biases  2:30-Jenny Sorenson re: Student Project | Adams Chapters 1-3  Allport 1 |
| Session Three  5/14/13 | The Use of “Self” in Advocacy  Guest Speakers: Social Justice Panel | Adams Chapters 3-6  Allport 2 |
| Session Four  5/21/13 | Global and U.S. Social Justice  Movements,  Social Justice Theory: Privilege and  Oppression, Liberation Theory | Adams Chapters 86-87  Allport 3 |
| Session Five  5/28/13 | The Role of Language in Social Justice  Social Justice Quilt  **Class Presentations** | Adams Chapters 88-89  Allport 4 |
| Session Six  6/4/13 | Organizational Theory: Challenges and Opportunities  Presentations Begin  **DUE: Completion of FIRST advocacy project-Share in Class** | Allport 5, 6 & 7 |
| Session Seven  6/11/13 | Social Justice and Leadership:  Discussing Social Conditions Effectively  **Class Presentations** | Freire Chapter 1  Allport 8 & 9 |
| Session Eight  6/18/13 | Community-Building:  Personal and Community Empowerment  **Class Presentations** | Freire Chapter 2  Adams 92-95 |
| Session Nine  6/25/13 | Systemic Intervention: Consultation, Collaboration, and Legislative Advocacy  Guest Speaker | Freire Chapter 3  Allport 10 & 11 |
| July 2nd | Off for Fourth of July | No Class |
| Session Ten  7/9/13 | Social Justice and Technology: Promoting a Plan and Vision for Change  Reflections and Connections | Freire Chapter 4  Allport 12 & 13 |
| Session Eleven  7/16/13 | Due: Social Justice Papers |  |
| Session Twelve  7/30/13 | Wrap-up  **DUE: Completion of SECOND**  **advocacy project-Share in Class** |  |