



Exploring Social Justice and Culture: FLIGHT

Fall 2018 Syllabus

Instructor: Dr. Erin Lain
Class Meetings: Tuesday and Thursday, 3:30-4:45pm, Howard Hall 111
Office and Hours: By Appointment
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Note: Items within the syllabus are subject to change.

Your Participation

Your participation and attendance are key to your learning. Also, you will become important resources for each other. Therefore, regular attendance and full participation are required. You are expected to complete readings and assignments on time and be prepared to actively engage in class dialogues about the topics at hand. Active engagement includes learning new material, considering your personal and scholarly perspective on topics, listening to each others' perspectives, and contributing to the dialogue. Dialogue is often used to strengthen relationships, share perspectives and/or to solve problems and is distinct from debate (Yankelovich, 1999).

Our Roles

You will be actively involved in the class by sharing your questions and insights. My role is to facilitate the learning process by offering key questions and a framework for seeking answers, helping you understand the material and its applications, and encouraging you to engage in deeper thinking.

Classroom discussions will necessarily admit differences of opinion, experience, and belief. However, such differences must be discussed in a manner that does not belittle or demean the perspectives of others. Each person in the classroom, faculty and student, deserves to be treated in a respectful manner.

Course Content

Throughout this course material will be covered that may be troubling or even traumatic to some students. Psychological safety is very important. Psychological safety is the sense that one's identity, perspectives, and contributions are valuable, despite the experience or possibility of discomfort or harm within a learning setting. (Edmondson & lei, 2014, p. 24). If you feel the need to step outside the classroom during a discussion, please feel free to do so. You will not be penalized for stepping out, however will be responsible for any material covered while you were out.

If you feel the need to discuss any concerns regarding the course content with either myself, or the class, I welcome such discussions as essential to the classroom enterprise.

Course Description

Through this course, students will explore culture and society and how issues of social justice work to provide a framework for an equitable community. Students will explore how culture forms and shifts over time, and look at inequalities that can be addressed through principles of social justice. Students will engage in a hands-on community-based research project that brings to light the principles of culture, society and social justice, as well as providing a bridge to the students to become a part of the Drake and Des Moines Communities. Our inquiry will be both academic and experiential, as we explore questions

about how to sustain a commitment to personal well-being and academic success while simultaneously engaging larger questions about social justice.

Intended Outcomes

- Understand how culture is formed
- Understand systems of privilege and power
- Identify your lens through which you see the world
- Understand systems that contribute to privilege and oppression
- Utilize photo-ethnographic and ethnographic techniques to explore the community we live in
- Develop a research project that explores issues of social justice and culture within Des Moines.

Required Texts

1. White Bound: Nationalists, Antiracists, and the Shared Meanings of Race
By Matthew Hughey
ISBN-13: 978-0804776950

2. Deep Diversity: Overcoming Us vs. Them
By Shakil Choudhury
ISBN-13: 978-1771130257

Reading Schedule

Date	Reading Due (on the date to the left)
8/28	None
8/30	Deep Diversity 1-10
9/4	Deep Diversity 10-19
9/6	White Bound 1-18
9/11	Deep Diversity 21-35
9/13	White Bound 19-30
9/18	Deep Diversity 35-45
9/20	White Bound 30-44
9/25	Deep Diversity 47-62
9/27	White Bound 45-61
10/2	Deep Diversity 63-74
10/4	White Bound 62-78
10/9	Deep Diversity 75-88
10/11	White Bound 79-95
10/18	Deep Diversity 88-95
10/23	White Bound 95-112
10/25	Deep Diversity 97-113
10/30	White Bound 113-128
11/1	Deep Diversity 113-129
11/6	White Bound 128-147
11/8	Deep Diversity 131-144

11/13	White Bound 148-169
11/15	Deep Diversity 144-153
11/27	Deep Diversity 155-164
11/29	White Bound 170-183
12/4	Deep Diversity 164-175
12/6	White Bound 184-196

Assignments

Photo-ethnography Project

You will use the Des Moines Area Transit (Dart) Bus system to conduct to complete a photo-ethnography project. Throughout the semester, you will ride the DART bus and record pictures and your thoughts while doing so for a total of five rides by the end of the semester. You will use best practices as outlined in our course materials and discussions to conduct your research. You will write a 400-word journal entry using the DEAL model within 48 hours of each time you ride the bus that reflects on 1) your experience, 2) things you noticed, 3) themes from our course that you see in real life, 4) conclusions you have made. This along with any pictures you take while on the bus will be submitted.

#1 Bus ride, notes and materials, pictures and journal submissions are due by: September 28th

#2 Bus ride, notes and materials, pictures and journal submissions are due by: October 12th

#3 Bus ride, notes and materials, pictures and journal submissions are due by: October 26th

#4 Bus ride, notes and materials, pictures and journal submissions are due by: November 9th

#5 Bus ride, notes and materials, pictures and journal submissions are due by: November 30th

Final project

You will use all of your data collected during your five bus rides to develop themes through the photo ethnographic practices. You will present a 10-minute presentation on your findings which will include display of photographs, other creative ways of depicting your results, and your own narrative explanation. Your Photo-ethnographic presentation will take place on either 11/29, 12/4 or 12/6.

Paper

You will write a five-page paper exploring an issue of social justice, culture or ethnography that relates to the photo ethnography project. Your paper must include five reputable sources, one interview source, and contain a thoughtful thesis that explores issues of social justice and subscribes to APA guidelines. The first draft of the paper is due by 11/16. The final draft is due on 12/6.

Grading

Bus Ride/Journal/Materials #1	10 points
Bus Ride/Journal/Materials #2	10 points
Bus Ride/Journal/Materials #3	10 points
Bus Ride/Journal/Materials #4	10 points
Bus Ride/Journal/Materials #5	10 points
Final Photo ethnography project and presentation	50 points
Paper	50 points
Participation	50 points

Attendance

Attendance in this class is vital to your success. You are allowed 4 absences before you fail this course. Please conserve your absences as fall is a time that illness goes around or you may have a family emergency. You will not be able to ask for more absences beyond the 4 given to you.

It is important for students to be on time to class, on your third time being late to class it will be counted as an absence. Each additional time being late will count as an absence.

Student Resources

Cowles Library

The Library is your friend. Librarians are your friends. In fact, you can call, text, email, or schedule a time to visit with a librarian here: <http://libraryhelp.drake.edu/>

General Cowles Library website: <https://library.drake.edu/>

Cowles Library website for research guides: <http://researchguides.drake.edu/>

The University Counseling Center (UCC)

The Counseling Center offers to all currently enrolled Drake students a variety of counseling services. Depending on the student's need, individual, couple, family, or group counseling may be provided. The UCC is available for workshops, training, psychological testing, and for referral information. In addition, we offer consultation services to students, staff, and faculty who might have questions about student mental health issues or topics.

Drake University Counseling Center

3116 Carpenter Avenue

Des Moines, Iowa 50311

(515) 271-3864

Hours:

Monday through Friday from 8:00am to 5:00pm

<http://www.drake.edu/counselingcenter/>

Office of Student Disability Services

Students with disabilities requesting accommodations for this class should contact the Office of Student Disability Services,

Old Main, Room 105:

(o) 515-271-3100 (voice) 515-271-1855 (f) 515-271-1835

or to leave a message after hours call 271-2825

(TTY) Telecommunications for the Deaf.

<http://www.drake.edu/acadassist/disabilityservices/>

Title IX and Sexual Assault Response and Prevention

The University has resources available for students who have experienced sexual or interpersonal misconduct, which can include sexual harassment, sexual assault, dating violence, and stalking, for example. Some resources are legally confidential, which means personal information will not be shared with anyone else. Other non-confidential (yet still private) resources can explain how to locate support resources, file a complaint within the university, or file criminal charges – these non-confidential resources need to share incidents of sexual and interpersonal misconduct with the Title IX Coordinator. As an instructor, I am non-confidential; however, please know that sharing with the university does not mean the individual must participate in a formal university or criminal process; an individual could request confidentiality through the University, for example. Other services the university can provide include safety

planning, counseling, disability or immigration services and assistance in academic and housing accommodations as needed.

University contacts:

- Resources and reporting options can be found on the Title IX webpage at www.drake.edu/titleix.
- Violence Intervention Partner (V.I.P.) provides peer-based 24/7 confidential support and advocacy services. To access a V.I.P. advocate call or text 515-512-2972.
- Katie Overberg, Title IX Coordinator: 271-2982 or titleix@drake.edu

Non-Discrimination Statement

The principles of equal access and equal opportunity require that all interactions within the University be free from invidious discrimination. Drake University therefore prohibits discrimination based upon race, color, national origin, creed, religion, age, disability, sex, pregnancy, gender identity or expression, sexual orientation, genetic information, veteran status or any characteristic protected by law in its educational programs and activities, admissions, or employment. Inquiries regarding non-discrimination policies may be directed to the Title IX Coordinator, 208 Old Main, 2507 University Ave., Des Moines, IA 50311, (515) 271-2982, titleix@drake.edu or the Director, Human Resources, The Point, 1331 27th Street, Des Moines, IA 50311, (515) 271-4804, drakehr@drake.edu.