



Exploring Social Justice and Culture: FLIGHT

Fall 2019 Syllabus

Instructor: Dr. Erin Lain
Class Meetings: Tuesday and Thursday, 12:30-1:45pm, Meredith 202
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 photoethnographic 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

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

Course Schedule

Date	Topic	Reading Due (on the date to the left)
Week 1		
27-Aug	<ul style="list-style-type: none"> • Introduction • What is culture • What is Diversity, Equity, Inclusion and Social Justice • What is “Social’ about Justice? What is a Social Injustice? Social Norms and • Examples of Justice 	None
29-Aug	<ul style="list-style-type: none"> • Reading comp quiz • What is “ethnography”? • Basic overview of its practice • Merits of ethnographic research • What is a good discussion • Discussion on Deep Diversity 1-19 	Deep Diversity 1-19
Week 2		
3-Sep	NO CLASS	
5-Sep	<ul style="list-style-type: none"> • Reading comp quiz • Power • Deal reflection: Renee Sedlacek 	Deep Diversity 21-38 (end at the bottom of the page)

		Watch: https://www.youtube.com/watch?v=EtskzQSh5OQ&feature=youtu.be
Week 3		
10-Sep	Photography 101 Guest speaker: Keesha Ward	No homework
12-Sep	<ul style="list-style-type: none"> • Reading comp quiz • Ride the bus 	Deep Diversity 39-54 (end before the next bias hinders header)
Week 4		
17-Sep	<ul style="list-style-type: none"> • Reading comp quiz • Five Faces of Oppression 	Article 1
19-Sep	<ul style="list-style-type: none"> • Reading comp quiz • Discussion leaders: Sandoval, Kat & Chaparro, Victoria L. 	Deep Diversity 54-74
Week 5		
24-Sep	<ul style="list-style-type: none"> • Reading comp quiz • Cycle of Socialization 	Article 2
26-Sep	<ul style="list-style-type: none"> • Reading comp quiz • Discussion leaders: Jorge, Albanee M. & Glenn, Annie L. 	Deep Diversity 75-95
Week 6		
1-Oct	<ul style="list-style-type: none"> • Reading comp quiz • Cycle of Liberation • The Uses of Experience in Ethnography 	Article 3
3-Oct	<ul style="list-style-type: none"> • Reading comp quiz • Discussion leaders: NiCuai, Abishag V. & Barnett, Trezure R. 	Deep Diversity 97-112 (end before Psychological Distortions header)
Week 7		
8-Oct	<ul style="list-style-type: none"> • Reading comp quiz • Analyzing and Coding Data—Part I 	Article 4
10-Oct	<ul style="list-style-type: none"> • Reading comp quiz • Discussion Leaders: Rose, Mya M. & Mitchell, Imaia A. 	Deep Diversity 112-129
Week 8		
15-Oct	No Class Fall Break	

17-Oct	<ul style="list-style-type: none"> • Reading comp quiz • Discussion Leaders: Hutchinson, Blessing F. & Kabuba, Chiru W. 	Deep Diversity 131-144 (end before Applying Personal Power header)
Week 9		
22-Oct	<ul style="list-style-type: none"> • Reading comp quiz • System of Oppression: Ableism 	Article 5
24-Oct	<ul style="list-style-type: none"> • Reading comp quiz • Discussion Leaders: Sarpong, Pandora & Kaka, Nornubari 	Deep Diversity 144-153
Week 10		
29-Oct	<ul style="list-style-type: none"> • Reading comp quiz • System of Oppression: Classism • Displaying findings 	Article 6
31-Oct	<ul style="list-style-type: none"> • Reading comp quiz • Discussion leaders: Eldau, Sounya & Mechah, Erica K. 	Deep Diversity 155-167 (end at Learning New Implicit Habits)
Week 11		
5-Nov	<ul style="list-style-type: none"> • Reading comp quiz • System of Oppression: Sexism • System of Oppression: Racism • Ethnography as Public Sociology or Social Criticism? 	Article 7
7-Nov	<ul style="list-style-type: none"> • Reading comp quiz • Discussion leaders: Bridges, Sydney A. & Richardson, Alandria 	Deep Diversity 167-175
Week 12		
12-Nov	<ul style="list-style-type: none"> • Reading comp quiz • System of Oppression: Religious Inequity • System of Oppression: Gender/Cissexism 	Article 8
14-Nov	Presentations	
Week 13		
19-Nov	Presentations	
21-Nov	Presentations	Picture for show due
Week 14		
26-Nov	No Class Thanksgiving	

28-Nov	No Class Thanksgiving	
Week 15		
3-Dec	Setup for show	
5-Dec	Reflections	

Assignments

Reading comprehension quiz

Every class day students will fill out the reading comprehension quiz that asks the students to reflect on the readings due for the day. There will be 2-5 questions on the quiz and the questions will either be short answer or multiple choice. The comprehension quizzes help the student to identify key themes from the reading and begin reflecting on the meaning of the reading.

Discussion Activity

Two students will be paired during every other class period to lead the discussion about the assigned reading for the day. The assigned students will need to prepare at least 5 discussion questions or a 30 minute activity to engage the class on the readings. The discussion questions and/or activity needs to be turned in the day prior to the discussion in class, so that the professor can give feedback on the questions. The pairs will be evaluated on:

- Understanding of the reading material
- Helping the class to identify the key themes and concepts from the reading
- Thoughtfulness of the discussion questions and or activity
- Ability of the discussion leaders to engage the entire class
- The connections the activity or questions make between class themes and reading themes

Photoethnography Project

You will use the Des Moines Area Transit (Dart) Bus system to conduct to complete a photoethnography 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 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 26th

#2 Bus ride, notes and materials, pictures and journal submissions are due by: October 10th

#3 Bus ride, notes and materials, pictures and journal submissions are due by: October 24th

#4 Bus ride, notes and materials, pictures and journal submissions are due by: November 7th

#5 Bus ride, notes and materials, pictures and journal submissions are due by: November 21st

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 Photoethnographic presentation will take place on either 11/14, 11/19 or 11/21.

The two Flight FYS' will host an art show of all the photographs taken over the course of the semester. The art show will be held **December 3rd from 7-8pm in the Wesley House**. Attendance at the art show is required and is worth 10 Points of your final project grade. You will select one of your photos to

Paper

You will write a five-page paper exploring an issue of social justice, culture or ethnography that relates to the themes of the class. You will use one interview source to inform your paper and your thesis. 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. Your paper is due by 11/14.

Grading

Reading comprehension quizzes	100 points
Bus Ride/Journal/Materials #1	20 points
Bus Ride/Journal/Materials #2	20 points
Bus Ride/Journal/Materials #3	20 points
Bus Ride/Journal/Materials #4	20 points
Bus Ride/Journal/Materials #5	20 points
Final Photo ethnography project	100 points
Paper	100 points
Discussion	50 points
Participation	20 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.

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.