Much of this syllabus including reading selection and organization is taken from Dr. Judith Green.

Course Description
The goals of the course are to provide educational leaders with a framework for understanding the dynamics of oppression, to offer tools for ethical decision making, and increase awareness and responsibility towards social justice issues in education.

More Interesting Course Description
This course is not about answers. Instead, this course is set upon the principle that with more information, comes more perspective, and with more perspective, comes better decisions. I will never give “the answer.” I will, instead, engage you in a semester long conversation that will make you more equipped to negotiate that complex and often troubling ways that social justice is treated in education. In this course, we will:

- Read, Read, Read, Read, Read
- Reflect on our own experiences and apply read works
- Investigate current events and media and explore ways that our readings may better frame the conversation surrounding them

Texts


Additional reading as assigned on D2L

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<thead>
<tr>
<th>Percentage</th>
<th>Assignment</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Class Participation</td>
<td>Ongoing</td>
</tr>
<tr>
<td>10%</td>
<td>Reading Abstracts</td>
<td>Ongoing</td>
</tr>
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Policies

SIU Policy on “Incomplete” as a Course Grade:
The following text is taken from the 2011-2012 Undergraduate Catalog, p. 32:
An INC is assigned when, for reasons beyond their control, students engaged in passing work are unable to complete all class assignments. An INC must be changed to a completed grade within a time period designated by the instructor but not to exceed one year from the close of the term in which the course was taken, or graduation, whichever occurs first. Should the student fail to complete the course within the time period designated, not to exceed one year, or graduation, whichever comes first, the incomplete will be converted to a grade of F and the grade will be computed in the student's grade point average. Students should not reregister for courses in which an INC has been assigned with the intent of changing the INC grade. Re-registration will not prevent the INC from being changed to an F.

Attendance Policy
Attendance in this class is not optional. You are expected to be at all class meetings. If you are absent, you are expected to show professional courtesy, and let your professor know before class begins. If you know you will be absent for professional, academic, or personal reasons, it is best to tell your professor as soon as possible. Missing more than one unexcused absence may result in a negative effect on your participation grade and/or ultimately a lowering of your final grade. Missing more than three (3) unexcused classes will result in a failing grade. Excused absences include:
- Work-related responsibilities (do not abuse this)
- Conferences
- Religious observations (see University Policy on Accommodating Religious Student, SIU 2011-2012 Undergraduate Catalog, p. 494
- Illness and family emergencies are unexcused absences according to policy. However, when determining how absences will affect your grade, I will consider you reason for missing.

Remember that class meetings are not a numbers game. Ultimately, I want you present to increase your knowledge and comfort with the material.

Tardiness Policy
Recognize that students who show up late break up the natural flow of the classroom. Class meetings will never be a surprise. In fact, you individually chose to attend at this time. Respect your own decision by being punctual. I will return your kindness by being punctual in dismissal (unless, of course, the conversation is just too good to stop).

Class Preparation
I expect each student to be prepared for class. Being prepared for class means the following:
- Readings have been completed and are accessible for classroom discussion. Moreover, readings have been finished with enough time for each student to consider the works and anticipate conversation (if you are reading on the way into class, this is too late).
Assignments due each day are prepared in the required format and ready to submit.
Students come with questions as well as personal stories that connect their own experience (personal or professional) to the readings.

Technology
- Laptops are allowed for note-taking purposes, but if you are seen on websites or doing work that is not related to the class, you will be instructed to put your laptop away.
- Desktops are not allowed because they are bulky, awkward to set up, and other students may be distracted by the anachronism. If you must bring a desktop, we will discuss it.
- Pagers are allowed for people in emergency services, drug dealers, and students who refuse to leave 1994.
- Cell phones are allowed, but should not be used during class as it is incredibly rude. If you need to take a call, be an adult and step outside. DO NOT TEXT DURING MY CLASS.
- Smoke signals may be received but not sent.

Statement on Inclusive Excellence
SIU contains people from all walks of life, from many different cultures and sub-cultures, and representing all strata of society, nationalities, ethnicities, lifestyles, and affiliations. Learning from and working with people who differ from you is an important part of your education in this class, as well as an essential preparation for any career.

Statement on Academic Honesty/Plagiarism
Plagiarism (intended or unintended) will not be tolerated. All work should be your own, and cited work should be summarized in your own words or cited with quotation marks and internal citation. See the Morris Library Guide on Plagiarism (http://libguides.lib.siu.edu/plagiarism)

Papers found to be plagiarized will receive a failing grade. If the plagiarism is deemed purposeful, the student may fail the class.

Statement of SIU Emergency Procedures
SIU is committed to providing a safe and healthy environment for study and work. Because some health and safety circumstances are beyond our control, we ask that you become familiar with the SIU Emergency Response Plan and Building Emergency Response Team (BERT) program. Emergency response information is available on posters in every building on campus and in the Emergency Response Guideline pamphlet. It is also available on BERT’s website at http://www.bert.siu.edu/ and on the Department of Safety’s website www.dps.siu.edu. Instructors will provide guidance and direction to students in the classroom in the event of an emergency affecting your location. It is important that you follow these instructions and stay with your instructor during an evacuation or sheltering emergency. The Building Emergency Response Team will provide assistance to your instructor in evacuating the building or sheltering within the facility.

Resources for additional academic help
With the cooperation of SIU’s Disability Support Services (DSS), each student who qualifies for reasonable supplementary assistance has the right to receive it. Students requesting supplementary assistance must first register with DSS in Woody Hall B-150, (453-5738) or http://disabilityservices.siu.edu/ Notice: If you have any type of special need(s) or disability for which
you require accommodations to promote your learning in this class, please contact me as soon as possible. The Office of Disability Support Services (DDS) offers various support services and can help you with special accommodations. You may wish to contact DDS at 453-5738 or go to Room 150 at Woody Hall to verify your eligibility and options for accommodations related to your special need(s) or disability.

Writing Center
The SIU Writing Center is paid for by student fees to help students. It is unwise to refuse help when it is offered and free. I highly recommend all students (regardless of their writing comfort or ability) to visit the Writing Center. They are located in Morris Library, and information can be found at http://write.siu.edu/

Please acknowledge that going to the Writing Center is not a sign of deficiency but a sign that you care about becoming a better writer.

SIU email policy
Official SIU Student Email Policy: http://policies.siu.edu/policies/email.htm
All communication will be done through your SIU email. It is your responsibility to check this email to keep up with class-related information.

SIU Student Conduct Code

Saluki Cares
The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. To make a referral to Saluki Cares click, call, or send: http://salukicares.siu.edu/index.html; (618) 453-5714, or siucares@siu.edu.

Bubblegum Policy
You may chew bubblegum, but do not remove the gum from your mouth except to throw it away in a trash bin.

Classroom Respect Policy
All students should be aware of how their comments may affect other students. This knowledge should not limit your freedom to speak. Instead, this awareness should empower you to both speak and recognize how your speech moves towards action.

While I enjoy a relaxed, welcoming, and even challenging environment for discussion, I will not tolerate those who seek to oppress, marginalize, or purposefully diminish other students or their voices. Quite simply, I will put a stop to it. This does not suppress your freedom any more than removing your hands from one’s neck suppresses your freedom. I encourage conversation, even conversation that could offend, but you will not use my classroom as a pulpit, regardless of what you are proselytizing.
Assignment Evaluation

- All assignments are expected at the beginning of each class unless instructed otherwise.
- All papers must have your name on them unless instructed otherwise.
- All papers must be in APA format.
- All papers citing other works must cite them (internally and externally) with correct APA format.
- Major papers will be turned in on D2L through turnitin.com.
- Assignments must meet the spirit as well as the requirement of the assignment.

A level work
Work earning an “A” shows significant effort and expertise. This work is an exception, not the rule. “A” papers are complete, thoughtful, engaging, and well-formed. There are little to know mechanical errors or grammatical problems. These papers flow in prose and logic to shape an argument or explanation. They are essentially flawless, representing high-level graduate work.

B level work
Work earning a “B” shows some effort and strong understanding of the purpose of the assignment. There may some grammatical or mechanical errors. The papers show developed ideas and conclusions. “B” papers are well-written and well-organized though there may be room for the author to improve their writing or argument.

C level work
Work earning a “C” meets the requirements for the assignment. The rules are followed, but followed in a way that precludes creativity, imagination, or effort was put into the assignment. In short, ‘C’ papers did what was required and met minimum goals. They are often characterized by very simple structure if there is structure at all and distracting grammatical or mechanical issues.

D level work
Work earning a “D” attempted in the spirit of the assignment but missed the mark. These papers often have gratuitous errors that make reading difficult or burdensome. There is rarely any structure or guiding themes. “D” papers are often hastily written and do not incorporate all dimensions of the assignment.

F level work
Work earning an F either did not follow the directions of the assignment or was plagiarized.

Grade Distribution

<table>
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<tr>
<th>Grade</th>
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<tr>
<td>A</td>
<td>89.5-100</td>
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<tr>
<td>B</td>
<td>79.5-89.49</td>
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<tr>
<td>C</td>
<td>74.5-79.49</td>
</tr>
<tr>
<td>D</td>
<td>64.5-74.49</td>
</tr>
<tr>
<td>F</td>
<td>0-63.49</td>
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*For questions on rounding, please consult me or your third grade mathematics teacher.

Please recognize that you know what grade you desire in this class NOW. Do not wait until the last week to discuss the many reasons that you need a (presumably) better grade. Recognize your needs and work towards those needs with each assignment, reading, and class discussion. Your scholastic, family, personal, or societal expectations pale in juxtaposition to your work in class.
Assignments

Participation (10%)
To participate in class means to fully engage in class discussion and activities. It is impossible to fully engage in either of these if you are un- or under-prepared. Participation includes asking questions, answering questions, active listening, synthesis, and suggestion. I teach with an emphasis on student inquiry. It will be both obvious and distracting if you are not participating. Participation includes but is not limited to:

- Punctuality
- Presence
- Preparation

Reading Abstracts (10%)
In order to make sure that you are reading each article or book assigned, you will write a short summary. The summary should use the following format:

<table>
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<tr>
<th>Name:</th>
<th>Class:</th>
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<tbody>
<tr>
<td>Citation:</td>
<td></td>
</tr>
<tr>
<td>Abstract:</td>
<td></td>
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<tr>
<td>Summary:</td>
<td></td>
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<tr>
<td>Notable Quotes:</td>
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<tr>
<td>Questions:</td>
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<tr>
<td>Future Uses:</td>
<td></td>
</tr>
<tr>
<td>Notable Citations:</td>
<td></td>
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</table>

The purpose of this exercise is to help you organize your thoughts, prepare for discussion, and organize your notes for future uses of this material. While you may be annoyed by it now, you will thank me later. As an additional recommendation, I suggest you do this in all other classes as well, especially those whose texts you may be using again in future study.

Your grade for this section will simply be a percentage of those assignments completed. These assignments will be due the day that each reading is due.

Short Writing Assignments (20%)
These papers will give you an opportunity to respond to class discussion and class activities. The papers are discussed in the course content on the day that they are due.

These papers will be 3 pages, double-spaced, APA format. You will write 4 throughout the semester.
Analysis Paper (15%)  
Choose a topic that interests you that broadly relates to the theme of ethics and social justice in education. Select 5 articles that speak to this topic, and write an essay review (4-6 pages) of these five articles. Taken together, what do they say about your topic? What themes cut across the articles? What gaps exist? What questions do they lead you to for your final paper? This paper is intended to help you begin to develop your ideas for your final paper. You may include sections of this paper in your final paper.

Final Paper (30%)  
Write a 15-20 page research paper on some topic in the broad area of ethics and social justice in education. You should be working on this paper throughout the semester and be thinking about possible publication of presentation (e.g. at a conference in your field). You must cite at least 10 sources (in addition to anything you cite form the course readings) and use APA style. We will talk more about this paper throughout the course of the semester.

You will also present your paper in a mock conference held at the end of the semester. These conferences offer between 10 and 20 minutes for each presenter. In the interest of time, you will be limited to 12 minutes.

Class Workshop (15%)  
You will lead one class discussion with a partner. You will select a topic and lead the class in a discussion of your topic. It is important that you:
- Prepare a presentation of some kind
- Prepare some discussion questions to motivate students to think
- Develop some game, process, or activity that helps students to think about your topic in a new way
- Assess student understanding and application of your topic

Schedule  
Subject to change throughout the semester

Tuesday January 19, 2016
Topic: Class Introduction and Expectations
What is Social Justice?
Readings: Handouts
Due: Sign up for Presentation

Tuesday January 26, 2016
Topic: Social Justice in Education
Preliminary works
Readings:


Due: Reading Abstract Due

Tuesday February 2, 2016
Topic: Theoretical Foundations

Readings:


Due: Short Writing Assignment Due #1
Reading Abstract Due

Tuesday February 9, 2016
Topic: Social Justice Education

Readings:


North, C. E. (2008). What is all this talk about "social justice"? Mapping the terrain of
education's latest catchphrase. *Teachers College Record, 110* (6), 1182-1206.

Due: Reading Abstract Due

Tuesday February 16, 2016
Topic: Social Justice Discourse and Moral Education

Readings:


Due: Short Writing Assignment Due #2
Reading Abstract Due

Tuesday February 23, 2016

Work on analysis paper

Tuesday March 1, 2016
Topic: Ethics

Readings:


Due: Reading Abstract Due
Analysis paper due
Tuesday March 8, 2016
Topic: Character Education

Readings:


Due: Reading Abstract Due

Tuesday March 15, 2016

Spring Break

Tuesday March 22, 2016

Topic:

Readings: Critical Pedagogy

Pedagogy of the Oppressed (Chapters 1 & 2)


Due: Short Writing Assignment Due #3
Reading Abstract Due
Tuesday March 29, 2016
Topic: Culturally Relevant Teaching

Readings:
The Dreamkeepers

Due: Reading Abstract Due

Tuesday April 5, 2016
Topic: Compassion, Activist Teaching

Readings:


Due: Reading Abstract Due

Tuesday April 12, 2016 (AERA Conference)
Work on final paper

Tuesday April 19, 2016
Topic: Privilege

Readings:


Due: 
Reading Abstract Due

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Tuesday April 26, 2016
Topic: Sexuality and Gender Identification

Readings:
The Social Justice Advocate’s Handbook


Due: 
Short Writing Assignment Due #4
Reading Abstract Due

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Tuesday May 3, 2016
Topic: Conference

Readings:

Due: 
Final paper due

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Tuesday May 10, 2016
Topic: Conference

Readings:

Due: