



**HC 497: Social Justice, Intersectionality, & Advocacy  
Course Syllabus Spring 2022**

**Instructor:** Tana Yager, MS, LPC, NCC  
**Time and Location:** MWF at 10am, EDS 134  
**Office Location:** Prairie Crossing 3<sup>rd</sup> floor (Honors College Workroom)  
**Office Hours:** By appointment; typically on campus MWF 830a-1130a  
**Office Phone:** 903-468-3045  
**E-mail Address:** Tana.Yager@tamuc.edu

**COURSE INFORMATION**

**Course Description**

This course will explore the topics of social justice, intersectionality, and advocacy. Students will explore intersecting identities between privilege and oppression. Identities such as race, nationality, sexual orientation, gender, and class will be examined to help students gain a better understanding of systemic injustice. Students will learn about social justice history and discuss what it means in the present. Additionally the course will address advocacy and leadership so students leave with practical ideas of how to apply the knowledge gained.

**Materials – Textbooks, Readings, Supplementary Readings**

Required:

Is Everyone Really Equal? An Introduction to Key Concepts in Social Justice Education (2<sup>nd</sup> edition)  
Robin DiAngelo and Ozlem Sensoy  
ISBN-13: 978-0807758618

Suggested:

Social Justice Advocacy 101: How to Become a Social Justice Advocate from A to Z  
Selys Rivera  
ISBN-13: 978-1950864089

**Learning Outcomes**

- Students will develop a working definition of social justice
- Students will gain insight into the concepts of privilege, oppression, and intersectionality
- Students will be able to discuss difficult social justice concepts in a safe learning environment
- Students will learn practical ways that can advocate for change and equitability

**COURSE REQUIREMENTS**

**Instructional Methods, Activities, and Assessments**

This class will be ran as a seminar course with numerous discussions and critical thinking. It will not be a typical lecture course. The skills and concepts you learn in this course shouldn't be merely memorized – they should be put into practice in your daily lives. Those practices require us to discuss your experiences during implementation. This course also has an online component as assignments will be submitted via D2L unless otherwise noted.

All assignments, schedules, and due dates are subject to change.

### **Class Participation and Attendance**

As you read above, this course relies upon your participation. Thus, a portion of your grade will rely upon participation. There are numerous elements that go into class participation: (1) Good attendance (according to University rules, students may be dropped from the class for excessive unexcused absences). (2) Frequent, and preferably intelligent, contributions to class discussion; (3) Active participation in group exercises; (4) Polite and civil interactions with all members of the class ["All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment." (See Student's Guide Handbook, Policies and Procedures, Conduct)].

**Points: 100**

### **Journal Entry One:**

Students will complete a 1-2 page journal entry responding to the prompt:

What is social justice? Why does social justice matter? What do I hope to get from this class?  
No citation required. Response should be 12pt font and double spaced.

**Points: 25**

### **Journal Entry Two:**

Students will complete a 1-2 page journal entry responding to the prompt:

What privileged identities do I possess? What oppressed identities do I possess? How do these identities work together and/ or contrast? (can include both visible and invisible identities here)  
No citation required. Response should be 12pt font and double spaced.

**Points: 25**

### **Journal Entry Three:**

Students will complete a 1-2 page journal entry responding to the prompt:

Who is an advocate you admire (personal or public figure)? What do you appreciate about this person?  
What makes them an advocate?  
No citation required. Response should be 12pt font and double spaced.

**Points: 25**

### **Journal Entry Four:**

Students will complete a 1-2 page journal entry responding to the prompt:

What is social justice? Why does social justice matter? What did I learn and / or take away from this class?

No citation required. Response should be 12pt font and double spaced.

**Points: 25**

### **Student Leader**

Students will facilitate a class discussion about their chosen social justice issue. A list of topics will be provided at the beginning of the semester. Students can sign up to work individually or with a partner to lead a class discussion regarding their chosen topic. For full credit, the student leader(s) should be prepared to present on the topic for 5-10 minutes and then lead a class discussion for 10-15 minutes. A handout should be provided to help classmates learn key points and follow the discussion.

**Points: 150**

### **Advocacy Project**

Students will complete an advocacy project based on the material discussed in class. Multiple options available for assignment. For full credit, the project should identify your social justice issue, your source of advocacy/ what action you completed, and your reflection of the event. This should be in presentation format (creativity welcome).

**Points: 150**

### **Grading**

Participation	100
Journal Entry One	25
Journal Entry Two	25
Journal Entry Three	25
Journal Entry Four	25
Student Led Discussion	150
Advocacy Project	150

A total of 500 points is available this semester. Final grades are based on the total number of points earned during the term in accordance, generally, with the following levels of proficiency:

A = 450-500

B = 400-449

C = 350-399

D = 300-349

F = 299 and below

## **TECHNOLOGY REQUIREMENTS, ACCESS AND NAVIGATION**

Students will need access to the internet, a word processor, some presentation software (Powerpoint, Prezi, Canva, etc.) and a computer to access D2L for assignment submission.

## **COURSE AND UNIVERSITY PROCEDURES/POLICIES**

**(1) ADA Statement**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
Gee Library- Room 132  
Phone (903) 886-5150 or (903) 886-5835  
Fax (903) 468-8148  
Email: [StudentDisabilityServices@tamuc.edu](mailto:StudentDisabilityServices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)  
<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

**(2) Statement on Nondiscrimination:**

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

**(3) “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” (See Student’s Guide Handbook, Policies and Procedures, Conduct). **Silence all cell phones. Texting during class is not permitted.****

Further, students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

**(4) Texas Senate Bill – 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02R1, license holders may not carry a concealed handgun in restricted locations. For a list of locations, please refer to <http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf> and or consult your event organizer). Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.**

**(5) Attendance:**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

**(6)** Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

**(7)** The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit [www.tamuc.edu/counsel](http://www.tamuc.edu/counsel)

### COURSE OUTLINE / CALENDAR

<b><u>Wk</u></b>	<b><u>Date</u></b>	<b><u>Topic</u></b>	<b><u>Activities and Due Dates</u></b>
1	Jan. 10	Introductions & Syllabus	
2	Jan. 17	What is Social Justice?	1/17/21 no class; Journal Entry 1 due 1/21
3	Jan. 24	Social Justice History	
4	Jan. 31	Intersectionality	
5	Feb. 7	Privilege	
6	Feb. 14	Oppression	
7	Feb. 21	Intersecting Identities	Journal Entry 2 due 2/25
8	Feb. 28	Social Justice Issues	
9	Mar. 7	Social Justice Issues	
10	Mar. 14	Social Justice Issues	
11	Mar. 21	History of Social Justice Advocacy	
12	Mar. 28	Social Justice Advocates	Journal Entry 3 due 4/1
13	April 4	How can I advocate?	
14	April 11	Advocacy	
15	April 18	Advocacy	Advocacy Projects due 4/18
16	April 25	Advocacy in Action	

17	May 2	Moving Forward	5/2 Last Class Day; Journal Entry 4 due 5/2
18	May 9	Finals Week	

\*5/9-5/13 can be utilized for office hours and make up work as needed. No live class scheduled\*  
**The instructor will notify the class accordingly if this schedule changes.**