Social Justice in Education for Sustainability, Fall 2023 Semester Syllabus

Important Note: This syllabus, along with course assignments and due dates, are subject to change. It is the student's responsibility to check Canvas for corrections or updates to the syllabus. Any changes will be clearly noted in a course announcement or through email.

Using this document

This document was developed using Styles for both navigation and Accessibility reasons. An easy way to navigate this document is to turn on the Navigation Pane. To turn on the Navigation Pane in Word, click View and check the box next to Navigation Pane, then click the heading of the section you wish to view to navigate directly to that section.

*You may have to download the document to the desktop Word App for this to function properly.

Course Information

Instructor Information

Instructor: Erin Redman
Virtual Office Hours: *Redman Office Hours:* Every Monday from 1:30-3:30pm CT and Every Thursday from 10:30am-12:30pm CT
Location: https://wisconsin-edu.zoom.us/j/8245076555

I am available outside of these hours, just email me (eredman@uwsp.edu) your availability and we can work together to schedule a time. Please email me prior to confirm your time so that I do not double book students.

Office Telephone: NA
E-mail: eredman@uwsp.edu

Instructor: Marcus Lewis

Course Information

Course Description: An advanced and in-depth exploration of the issues of power and inequality by addressing current issues from a variety of perspectives, possibilities, and geographies. Key course concepts for social justice in education include cultural frameworks, social construct, and politics of epistemology. Examine historic and contemporary examples of informal and formal educational institutions as mechanisms of social, political, ecological, and economic systems. Engage in critical research, analysis, writing, and development of programs in their field that strive to balance social justice education and learning as sustainability.

Credits: 3
Prerequisite: admission into the EdD program or special permission by Director.

Expected Instructor Response Times

- o I will attempt to respond to student emails within 24 hours during the work week. If you have not received a reply from me within 48 hours please resend your email.
- o I will attempt to reply to and assess student discussion posts within 48 hours of discussions closing.
- o I will attempt to grade written work within 72 hours, however longer written assignments may take me longer to read and assess.
- o If you submit assignments late, it may take longer to receive a grade on your late assignments.

Communicate with your Instructor

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

*Textbook & Course Materials (Bibliography)

Required Text: Kendi, I. X. (2016). Stamped from the beginning: The definitive history of racist ideas in America. Hachette UK.

Recommended Texts & Other Readings:

All other recommended readings and linked files in Canvas

*Course Learning Outcomes

See the [UWSP FAQs for Writing Learning Outcomes document](#) for useful information.

A learning outcome is a statement that describes what a student will know (knowledge), be able to do (skill), and/or value/appreciate (disposition) as a result of a learning experience.

Students will be able to:

1. Analyze a situation for equity and inclusivity (Module 4)

2. Formulate responses to difficult conversations about racism, equity, and microaggressions (Module 3)

3. Assess the impact of microaggressions in maintaining systems of power and privilege (Module 3)

4. Compare the patterns, history, and norms that shape sustainable or unsustainable systems in society (all modules, particularly Module 2)

5. Present solutions based on trends and forecasts for fostering social justice (Module 2)

6. Describe intersections of multiple axes of privilege, power, race, culture, and gender (all modules)

You will meet the outcomes listed above through a combination of the following activities in this course:

- Participate in Discussion Threads
- Complete Assignments in a timely matter
- Attend Synchronous Seminars
- Contribute to PLC work/presentation

Course Structure

This course will be delivered entirely online through the course management system Canvas. You will use your UWSP account to log in to the course from the Canvas Login Page. If you have not activated your UWSP account, please visit the Manage Your Account page to do so.

*Attendance

If you cannot make a seminar, please email Dr. Lewis and Dr. Redman so that they can find an alternative.

*Topic Outline/Schedule

Important Note: Refer to the Canvas course home page for pertinent information. Activity and assignment details will be explained in detail within each week's corresponding Module. As tasks come due, they will appear in your "to do" list. If you have any questions, please contact your instructor.

Table Format:

Module	Topic	Readings	Activities	Due Date
1	Introduction to Social Justice	"Stamped from the Beginning" and others in Canvas	Case Study & Discussion	September 24th

2	Global Trends and Patterns	Linked in Canvas	PLC activities and Reflection on Readings/Assignment	September 30th to October 22nd
3	Silence is Complicity	Articles in Canvas	Discussion thread and reflection	October 28th-Nov. 13th
4	Anti-Racism in Practice	Readings in Canvas	Anti-Racist Audit & Reflection	Dec. 3rd & 10th

Student Expectations

In this course you will be expected to complete the following types of tasks.
- communicate via email
- complete basic internet searches
- download and upload documents to the LMS
- read documents online
- view online videos
- participate in online discussions
- complete quizzes/tests online
- upload documents to Canvas to submit an assignment
- participate in synchronous online discussions

Technology

Canvas Support

UWSP contracts with Canvas for 24/7/365 support. Several support options are available to users.
Click on the help button (question mark) in the global navigation menu on the left side of the screen and select the support option that best meets your needs.

All options are available 24/7; however, if you opt to email your instructor, s/he may not be available immediately.

Self-train on Canvas through the Self-enrolling/paced Canvas training course

Course Technology Requirements

- View this website to see minimum recommended computer and internet configurations for Canvas.
- You will also need access to the following tools to participate in this course.
  - webcam
  - microphone

- printer
- a stable internet connection (don't rely on cellular)

Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, visit this website. https://www.wisconsin.edu/dle/external-application-integration-requests/

Tools not listed on the website linked above may not meet security, privacy, and data protection standards. If you have questions about tools, contact the UWSP IT Service Desk at 715-346-4357.

Here are steps you can take to protect your data and privacy.
- Use different usernames and passwords for each service you use
- Do not use your UWSP username and password for any other services
- Use secure versions of websites whenever possible (HTTPS instead of HTTP)
- Have updated antivirus software installed on your devices

RECOMMENDED SYLLABUS LANGUAGE FOR INSTRUCTORS WHO INTEND TO USE APPLICATIONS OR SERVICES THAT HAVE NOT BEEN APPROVED BY UW-SYSTEM (delete if you don't use unapproved services)

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly. Some assignments require account creation for online programs. The instructor of this course will not share your academic records (grades, student IDs). Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission. By participating in these assignments, you are giving consent to sharing of your work with others in this class and you recognize there is a small risk of your work being shared online beyond the purposes of this course. Examples of additional risks include data mining by the company providing the service, selling of your email to third parties, and release of ownership of data shared through the tool. If you elect to not participate in these online assignments due to confidentiality concerns, then an alternate assignment will be offered to you. [**UWSP Handbook Chapter 9 Section 5**]

Technology Support

- Participate in the Tech Essentials for Student Success (TESS) program.
- Seek assistance from the IT Service Desk (Formerly HELP Desk)
  - o IT Service Desk Phone: 715-346-4357 (HELP)
  - o IT Service Desk Email: techhelp@uwsp.edu

Grading Policies

Completing Assignments

All assignments for this course will be submitted electronically through Canvas unless otherwise instructed. Assignments must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

All discussion assignments must be completed by the assignment due date and time. Late or missing discussion assignments will affect the student's grade.

Graded Course Activities

Click the **Grades** link in Canvas to access the gradebook and view feedback from your instructor. Click the **Syllabus** link to see a chronological listing of assignments. The points associated with each module are listed in the module heading.

Late Work Policy

We will accept late work up to 2 weeks late with PRIOR notice that it will be late. All of the assignments must be turned in prior to December 16th, 2023 or you will get a 0 for the grade.

*Letter Grade Assignment

Final grades assigned for this course will be based on the percentage of total points earned and are assigned as follows:

Letter Grade	Percentage
A	93-100%
A-	90-92.99%
B+	87-89.99%
B	83-86.99%
B-	80-82.99%
C+	77-79.99%
C	73-76.99%
C-	70-72.99%
D+	67-69.99%
D	60-66.99%
F	Below 60%

Participation

Students are expected to participate in all online activities as listed on the course calendar. If you contribute to a Discussion Thread more than 1-week after the posted due date, you will lose 1-point. If you miss a seminar, please notify us prior to the seminar so that we can help find an alternative to participation.

Viewing Grades in Canvas

Points you receive for graded activities will be posted to Grades. Click on the Grades link to view your points. If you turn in an assignment late, please email your instructors. We will grade assignments in accordance with their due dates, so if you wait until the end of the semester to turn in all your assignments, you may be foregoing the scaffolded learning and feedback.

Student Support Resources

Academic and Career Advising Center (ACAC)

209 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3226
acac@uwsp.edu

Counseling Center

Delzell Hall
910 Fremont Street
Stevens Point, WI 54481
715-346-3553
counsel@uwsp.edu

Mental Health Resources for Students

Mantra Health
Teletherapy & Telepsychiatry

- Diverse therapists
- After-hours availability
- Medication evaluations & prescriptions

You@UWSP
Self-help & Well-being Platform

Didi Hirsch Mental Health Services
24/7 Mental Health Support:

- Call or text: 888-531-2142
- [Start a chat session](#)
- Crisis care available

Dean of Students Office

2100 Main Street
Old Main, Room 212
Stevens Point, WI 54481-3897
Phone: 715-346-2611
DOS@uwsp.edu

*Equal Access and Disability Accommodations

If you have a condition that may impact your learning and/or participation in course activities, please contact the Disability Resource Center (DRC). The DRC will engage in an interactive process with students and identify appropriate academic accommodations and auxiliary services in accordance with the University's legal obligations. Instructors, students, and DRC staff work collaboratively to establish any necessary adjustments or supports. Accommodations are rarely applied retroactively so it is vital that students make timely requests.

Please let me know if you have questions. The DRC is located in 108 Collins Classroom Center and can be reached at 715/346-3365 and drc@uwsp.edu.

Student Health Service

Delzell Hall
910 Fremont St
Stevens Point, WI 54481
715-346-4646

Tutoring-Learning Centers

Stevens Point Campus Tutoring-Learning Center

234 Collins Classroom Center (CCC)
1801 4th Ave.
Stevens Point, WI 54481
715-346-3568
tlctutor@uwsp.edu

Marshfield Campus Tutoring-Learning Center

Library
2000 W. 5th Street
Marshfield, WI 54449
715-898-6036
roleary@uwsp.edu

[Wausau Campus Tutoring-Learning Center](#)

Library
518 S. 7th Ave
Wausau, WI 54401
715-261-6148
lorandal@uwsp.edu

Additional UWSP Policies

Absences due to Military Service

As stated in the UWSP Catalog, you will not be penalized for class absence due to unavoidable or legitimate required military obligations, or medical appointments at a VA facility, not to exceed two (2) weeks unless special permission is granted by the instructor. You are responsible for notifying faculty members of such circumstances as far in advance as possible and for providing documentation to the Office of the Dean of Students to verify the reason for the absence. The faculty member is responsible to provide reasonable accommodations or opportunities to make up exams or other course assignments that have an impact on the course grade. For absences due to being deployed for active duty, please refer to the [Military Call-Up Instructions for Students](#).

Academic Honesty Policy & Procedures

Student Academic Disciplinary Procedures
UWSP 14.01 Statement of principles
The board of regents, administrators, faculty, academic staff and students of the university of Wisconsin system believe that academic honesty and integrity are fundamental to the mission of higher education and of the university of Wisconsin system. The university has a responsibility to promote academic honesty and integrity and to develop procedures to deal effectively with instances of academic dishonesty. Students are responsible for the honest completion and representation of their work, for the appropriate citation of sources, and for respect of others' academic endeavors. Students who violate these standards must be confronted and must accept the consequences of their actions.
UWSP 14.03 Academic misconduct subject to disciplinary action.
(1) Academic misconduct is an act in which a student:
    (a) Seeks to claim credit for the work or efforts of another without authorization or citation;
    (b) Uses unauthorized materials or fabricated data in any academic exercise;
    (c) Forges or falsifies academic documents or records;
    (d) Intentionally impedes or damages the academic work of others;
    (e) Engages in conduct aimed at making false representation of a student's academic performance; or
    (f) Assists other students in any of these acts.

(2) Examples of academic misconduct include, but are not limited to: cheating on an examination; collaborating with others in work to be presented, contrary to the stated rules of the course; submitting a paper or assignment as one's own work when a part or all of the paper or assignment is the work of another; submitting a paper or assignment that contains ideas or research of others without appropriately identifying the sources of those ideas; stealing examinations or course materials; submitting, if contrary to the rules of a course, work previously presented in another course; tampering with the laboratory experiment or computer program of another student; knowingly and intentionally assisting another student in any of the above, including assistance in an arrangement whereby any work, classroom performance, examination or other activity is submitted or performed by a person other than the student under whose name the work is submitted or performed.

Clery Act

The US Department of Education requires universities to disclose and publish campus crime statistics, security information, and fire safety information annually. Statistics for the three previous calendar years and policy statements are released on or before October 1st in our Annual Security Report. Another requirement of the Clery Act is that the campus community must be given timely warnings of ongoing safety threats and immediate/emergency notifications. For more information about when and how these notices will be sent out, please see our Jeanne Clery Act page.

Commit to Integrity

As a student in this course (and at this university) you are expected to maintain high degrees of professionalism, commitment to active learning and participation in this class and also integrity in your behavior in and out of the classroom.

Confidentiality

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

Copyright infringement

This is the act of exercising, without permission or legal authority, one or more of the exclusive rights granted to the copyright owner under section 106 of the Copyright Act. Each year students violate these laws and campus policies, putting themselves at risk of federal prosecution. For more information about what to expect if you are caught, or to take preventive measures to keep your computing device clean, visit our copyright page.

Dropping UWSP Courses

It is the student's responsibility to understand when they need to consider unenrolling from a course. Refer to the UWSP [Academic Calendar](#) for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Drug Free Schools and Communities Act

The Drug Free Schools and Communities Act (DFSCA) requires institutions of higher education to establish policies that address unlawful possession, use, or distribution of alcohol and illicit drugs. The DFSCA also requires the establishment of a drug and alcohol prevention program. The Center for Prevention lists information about alcohol and drugs, their effects, and the legal consequences if found in possession of these substances. [Center for Prevention – DFSCA](#)

Emergency Procedures

- See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](#) for details on all emergency response at UW-Stevens Point."

FERPA

The [Family Educational Rights and Privacy Act](#) (FERPA) provides students with a right to protect, review, and correct their student records. Staff of the university with a clear *educational need to know* may also have to access to certain student records. Exceptions to the law include parental notification in cases of alcohol or drug use, and in case of a health or safety concern. FERPA also permits a school to disclose personally identifiable information from a student's education records, without consent, to another school in which the student seeks or intends to enroll.

Lecture materials and recordings are protected intellectual property at UW-Stevens Point. Students in this course may use the materials and recordings for their personal use related to participation in this class. Students may also take notes solely for their personal use. If a lecture is not already recorded, you are not authorized to record my lectures without my permission unless you are considered by the university to be a qualified student with a disability requiring accommodation. [Regent Policy Document 4-1] Students may not copy or share lecture materials and recordings outside of class, including posting on internet sites or selling to commercial entities. Students are also prohibited from providing or selling their personal notes to anyone else or being paid for taking notes by any person or commercial firm without the instructor's express written permission. Unauthorized use of these

copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Inclusivity Statement

I am committed to diversity, equity, and inclusive excellence in my teaching. I strive to create affirming learning spaces for students of all abilities, genders, racial identities, sexual identities, and ages in my classes. I recognize that everyone has a unique lens of lived experiences and that you all bring valuable insights with you into the learning spaces. That said, though I am a diversity and inclusion practitioner, I am still on my own journey of learning and will undoubtedly make mistakes along the way. I ask that you please make me aware of those instances and extend me the same grace that I will extend to you. I am excited to learn from you this semester!

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it, please visit [the Dean of Students – Bias/Hate Incident Reporting website](). You may also contact the Dean of Students office directly at [dos@uwsp.edu]().

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if the student has already completed 50% of the course requirements. An Incomplete will not be assigned if the student petitions for the Incomplete later than December 16th, 2023.

Netiquette Guidelines

Netiquette is a set of rules for behaving properly online. Your instructor and fellow students wish to foster a safe online learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are

not to attack an individual. Working as a community of learners, we can build a polite and respectful course community.

The following netiquette tips will enhance the learning experience for everyone in the course:
- Do not dominate any discussion.
- Give other students the opportunity to join in the discussion.
- Do not use offensive language. Present ideas appropriately.
- Be cautious in using Internet language. For example, do not capitalize all letters since this suggests shouting.
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.
- Avoid using vernacular and/or slang language. This could possibly lead to misinterpretation.
- Never make fun of someone's ability to read or write.
- Share tips with other students.
- Keep an "open-mind" and be willing to express even your minority opinion. Minority opinions have to be respected.
- Think and edit before you push the "Send" button.
- Do not hesitate to ask for feedback.
- Using humor is acceptable

Adapted from:

Mintu-Wimsatt, A., Kernek, C., & Lozada, H. R. (2010). *Netiquette: Make it part of your syllabus*. Journal of Online Learning and Teaching, 6(1). Retrieved from http://jolt.merlot.org/vol6no1/mintu-wimsatt_0310.htm

Shea, V. (1994). Netiquette. Albion.com. Retrieved from: http://www.albion.com/netiquette/book/.

Religious Beliefs Accommodation

It is UW System policy (UWS 22) to reasonably accommodate your sincerely held religious beliefs with respect to all examinations and other academic requirements.
You will be permitted to make up an exam or other academic requirement at another time or by an alternative method, without any prejudicial effect, if:
- There is a scheduling conflict between your sincerely held religious beliefs and taking the exam or meeting the academic requirements; and
- You have notified your instructor within the first three weeks of the beginning of classes (first week of summer or interim courses) of the specific days or dates that you will request relief from an examination or academic requirement.
- Your instructor will accept the sincerity of your religious beliefs at face value and keep your request confidential.
- Your instructor will schedule a make-up exam or requirement before or after the regularly scheduled exam or requirement.

- You may file any complaints regarding compliance with this policy in the Equity and Affirmative Action Office.

Title IX

UW-Stevens Point is committed to fostering a safe, productive learning environment. Title IX and institutional policy prohibit discrimination on the basis of sex, which includes harassment, domestic and dating violence, sexual assault, and stalking. In the event that you choose to disclose information about having survived sexual violence, including harassment, rape, sexual assault, dating violence, domestic violence, or stalking, and specify that this violence occurred while a student at UWSP, federal and state laws mandate that I, as your instructor, notify the Title IX Coordinator/Office of the Dean of Students.

Please see the information on the Dean of Students webpage for information on making confidential reports of misconduct or interpersonal violence, as well as campus and community resources available to students. For more information see the Title IX page.