

EDSU 820

Social Justice Education for Sustainability

Fall 2021

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LINDSAY BERNHAGEN

Dr. Bernhagen directs the Center for Inclusive Teaching and Learning at UWSP, where she also serves as the Diversity Officer for Academic Affairs and teaches courses in education, sociology, and gender studies. She holds a Ph.D. in Comparative Studies, and M.A.s in Gender Studies and Ethnomusicology all from Ohio State. She speaks and publishes regularly on issues of equity, identity, and emotional labor in higher education, and she currently serves as the editor-in-chief for *To Improve the Academy: A Journal of Education Development*. She lives outside of Stevens Point with her husband Peter, and their five rescue dogs, four chickens, and two Roombas.

AARON REDMAN

Dr. Redman is an instructor at ASU's School of Sustainability, teaching a range of undergraduate courses. He also consults on sustainability projects around the world, most recently in Afghanistan, Djbouti, Nepal, and Nigeria. Aaron completed his PhD in 2020, his dissertation focusing on elucidating a framework of key competencies in sustainability (what we students need to learn) and how we can assess these competencies (measuring whether they are learning it). Previously he worked with leading scholars as part of the Educating Future Change Agents project, based half the time at Leuphana University in Germany. After completing his Masters in Sustainability in 2010, Aaron helped to establish a sustainability program at a new national university campus in Leon, Mexico.

Upon graduating with his undergraduate degree in Environmental Policy, Aaron had the opportunity to serve in the Peace Corps in El Salvador. He continues to work closely with community leaders there supporting a variety of projects over the years including a scholarship program which has supported over 20 local youths in attending university. Besides his PhD research in sustainability education Aaron's other principal research interest lies in understanding how we can advance sustainability in low income contexts.

MARCUS LEWIS

Dr. Marcus Lewis is a faculty member in the Center for Excellence in Teaching and Learning (CETL) and the Research Director for the Institute for Equity and Transformational Change (IETC) at Madison College. As a nationally trained Seeking Educational Equity and Diversity (SEED) facilitator and the Higher Education Director for the Ho-Chunk Nation, Dr. Lewis has dedicated his career to working in educational administration, Native American education, and inclusive advocacy. Recently, he has served as the chairperson for the Ho-Chunk Nation Institutional Review Board (IRB) and has been invited to join several UWSP Ed.D. dissertation committees.

Dr. Lewis is also a proud Pointer Alumnus having completed his Bachelor of Music there in 2007. He also holds a Master of Music degree from the University of Nevada, Las Vegas, earned his Doctor of Education degree in Career and Technical Education from the University of Wisconsin, Stout in 2018, and received a Doctor of Humane Letters (honoris causa) from Lakeland University in 2019. He lives in the Fox Valley with his wife, Lindsey, and their two beautiful children.

JESS GAFFNEY

Dr. Gaffney Is the Health Equity, Diversity and Inclusion Manager At Marshfield Clinic Health System (MCHS), the largest Integrated rural health care system in the nation with more than 10,000 employees, 1,200 providers and more than 50 locations in 34 Wisconsin communities. She is a proud member of the inaugural graduating cohort of the Ed.D in Educational Sustainability at UW-Stevens Point, completing her dissertation on the development of an ethic of care through transformative learning in a Women’s Leadership program. She also holds a M.S. in Counseling from UW-Whitewater and a B.S. in Communicative Disorders from UW-Stevens Point. Previously, she worked in higher education as an Assistant Provost for Adult Education. She lives in Stevens Point with her partner John and her children Noah (19) and Ireland (11).

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# Communicating with your Instructors

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| --- | --- |
|  | **EMAIL and CANVAS:** For course subject matter related questions and dialogues, use email or the Canvas Inbox/messaging. We will check them all regularly every 24-48 hours and respond within that timeframe on the weekdays, if not sooner. |
|  | **VIDEO:**  Individual Zoom conversations are available by appointment. Please contact us to schedule. |

# Course Description

This course is 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. Students will examine historic and contemporary examples of informal and formal educational institutions as mechanisms of social, political, ecological, and economic systems. Students will engage in critical research, analysis, writing, and development of programs in their field that strive to balance social justice education and learning *as* sustainability.

## Learning Outcomes

1. Students will be able to identify the social, cultural, economic, and political human systems that create a sustainable society
2. Students will be able to consider diverse audiences and integrate inclusive practice into sustainable environments
3. Students will be able to demonstrate leadership to challenge existing norms, and create a holistic and ecological model for decision making as it relates to educational and community systems

## Course Overview

This course will be team-taught by four instructors who all have unique interests and expertise in social justice. We will all meet together during the first and last weeks of class, but in the intervening weeks, we will take turns facilitating the following modules:

Weeks 2-4 – Dr. Bernhagen, Scarcity

Weeks 5-7 – Dr. Redman, Global Equity and Climate Justice

Weeks 8-10 – Dr. Lewis, Anti-Racism Foundations

Weeks 11-14 – Dr. Gaffney, Social Determinants of Health and Health Equity

## Course Materials

Required Textbooks



*Scarcity: The New Science of Having Less and How it Defines Our Lives* by S. Mullainathan and E. Shafir (2013). ISBN: 125005611X

###

*Stamped from the Beginning: The Definitive History of Racist Ideas in America* by Ibram X. Kendi (2017). ISBN: 1568585985

# Grading and Evaluation

## Core Course Projects

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Core Projects** | **CLOs** | **Group** | **Individual** | **Points** |
| Project #1: Scarcity: Application and Discussion | 1, 2 | X |  | 20 |
| Project #2: Opinion Piece on COP26 | 1,2,3 |  | X | 20 |
| Project #3: Anti-Racism Organizational Audit and Recommendations for Improved Practice | 1,2,3 |  | X | 20 |
| Project #4: Request for Concept Paper (RFCP): Community Based Programming (SDOH focus) | 1,2,3 | X |  | 20 |
| Overall Citizenship in Course (attendance, participation, engagement, constructive critique, support for peers) |  |  | X | 20 |

## Late Work

The projects in this program as a whole and in the course are scaffolded (broken into smaller, sequential pieces) to help you manage your time. As such, it is important that you are completing each of the parts of the projects. Late work may result in lower marks in this rubric effecting your overall grade.

We understand that you live a busy, complex, and sometimes unpredictable life. So, if you do need an extension, please get in touch with Lindsay and Cathy. We will work together to find a suitable solution.

## Attendance and Participation

There are several moving parts in each week of this course, so we highly recommend that you log in to Canvas at least 3x per week.

We will be meeting synchronously once per module (about once per month) and expect you to make every effort to attend those meetings. If you are having issues and need to step out for a few days/week, please let us (and your classmates know) if it will affect your contributions to class. Communication is KEY!

Regular participation and engagement in the course are expected, and so we will be very present in the course to ensure that you are active, and that you have the support you need to be successful. If we do not “see” you, we will reach out to you.

## Incompletes

Under emergency/special circumstances, students may petition for an incomplete grade. An incomplete will only be assigned if there is evidence and/or explanation of some work completed. All incomplete course assignments must be completed within one calendar year (extensions may be granted under special circumstances). The grade will reflect this effort. Please speak with instructor regarding procedure for incompletes.

# Learning Technology

## Technology Policy

This course requires posting of work online that is viewable only by your classmates. None of the work submitted online will be shared publicly other than (Edublog) which is password protected but you can share the password of your site. Some assignments require account creation for online programs. In any technology we use, your academic records (grades, student IDs, personal identification information) will not be shared by the instructor of this course. Confidentiality of student work is imperative, so you should not share the work of your peers publicly without their permission, including FlipGrid, which is also password protected. 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. If you elect to not participate in these online assignments due to confidentiality concerns then you may request an alternative mode of delivery.

## Technology Expectations

In this course you will be expected to complete the following types of tasks:

* communicate via email and the Canvas Inbox
* complete basic internet searches
* download and upload documents to Canvas
* read documents online
* view online videos
* participate in written online discussions
* participate in synchronous online discussions via Zoom
* record online video discussion posts (optional)

## Technology Requirements

* Minimum recommended computer and internet configurations for online courses can be found [here.](https://www3.uwsp.edu/d2l/Pages/requirements.aspx)
* You will also need access to the following tools to participate in this course.
* Webcam,
* Microphone,
* A stable internet connection (i.e., not cellular).

## Course Structure and LMS

This course uses Canvas, the Learning Management System (LMS) used across the UW System. Canvas can be accessed via a launch portal at [https://www.uwsp.edu/canvas](https://www3.uwsp.edu/canvas) using your campus login and password. Help in Canvas is available at the bottom of the launch portal, and through the “Help” menu within Canvas. A student orientation / training course is available for self-registration at <https://uws.instructure.com/enroll/FNRAL8>.

By registering for this course, you have agreed in an alternative technology plan should your computer stop working or you lose internet. The library is a good alternative.

## UWSP Technology Support

* Visit with a [Student Technology Tutor](https://www3.uwsp.edu/tlc/Pages/techTutoring.aspx%22http%3A/www.uwsp.edu/tlc/Pages/ComputerGuides.asp%22http%3A/www.uwsp.edu/tlc/Pages/ComputerGuides.asp)
* Seek assistance from the [IT Service Desk](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (Formerly HELP Desk)
	+ IT Service Desk Phone: 715-346-4357 (HELP)
	+ IT Service Desk Email: techhelp@uwsp.edu

## Getting Canvas Help

Click on the   button in the global (left) navigation menu and note the

options that appear:

|  |  |
| --- | --- |
| Options | Explanations |
|  | Use **Ask Your Instructor a Question** sparingly; technical questions are best reserved for Canvas personnel and help as detailed below.  |
|  | **Chat**ting **with Canvas Support (Student)** will initiate a *text chat* with Canvas support. Response can be qualified with severity level. |
|  | **Contact**ing **Canvas Support via email** will allow you to explain in detail or even upload a screenshot to show your particular difficulty.  |
|  | Calling the Canvas number will let Canvas know that you're from UWSP; phone option is available 24/7.  |
|  | **Search**ing **the** [**Canvas guides**](https://community.canvaslms.com/docs/DOC-10701) connects you to documents that are searchable by issue. You may also opt for [**Canvas video guides**](https://community.canvaslms.com/docs/DOC-3891)**.**  |
|  | If you have an idea for Canvas that might make instructions or navigation easier, feel free to offer your thoughts through this **Submit a Feature Idea** avenue.  |

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

## UWSP Technology Support

* Visit with a [Student Technology Tutor](https://www3.uwsp.edu/tlc/Pages/techTutoring.aspx%22http%3A/www.uwsp.edu/tlc/Pages/ComputerGuides.asp%22http%3A/www.uwsp.edu/tlc/Pages/ComputerGuides.asp)
* Seek assistance from the [IT Service Desk](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (Formerly HELP Desk)
	+ IT Service Desk Phone: 715-346-4357 (HELP)
	+ IT Service Desk Email: techhelp@uwsp.edu

## Protecting your Data and Privacy

UW-System approved tools meet security, privacy, and data protection standards. For a list of approved tools, view 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 (HTTPS instead of HTTP) whenever possible
* Have updated antivirus software on your devices

## Netiquette Guidelines

Netiquette is a set of rules for behaving properly online both in Canvas and Teams. 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 learning experiences 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 ☺ 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 “Post Reply” 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/>.

# University Policies

## Inclusivity Statement

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.

## Religious Beliefs Accommodation

It is UW System policy 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 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 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 requirement before or after the regularly scheduled requirement.
* You may file any complaints regarding compliance with this policy in the Dean of Students Office.

## Equal Access for Students with Disabilities

UW-Stevens Point will modify academic program requirements as necessary to ensure that they do not discriminate against qualified applicants or students with disabilities.  The modifications should not affect the substance of educational programs or compromise academic standards; nor should they intrude upon academic freedom.  Examinations or other procedures used for evaluating students' academic achievements may be adapted.  The results of such evaluation must demonstrate the student's achievement in the academic activity, rather than describe his/her disability.

*If modifications are required due to a disability, please inform the instructor and contact the Disability and Assistive Technology Center to complete an Accommodations Request form. Phone: 715-346-3365.*

## Academic Honesty

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.

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.

Any student suspected of academic misconduct will be asked to meet with the instructor to discuss the concerns. If academic misconduct is evident, procedures for determining disciplinary sanctions will be followed as outlined in the [University System Administrative Code, Chapter 14](http://docs.legis.wisconsin.gov/code/admin_code/uws/14.pdf).

## 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.

# Help Resources

Not sure where to start? Ask us, your instructors. For quick reference, here are some other support services:

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| --- | --- |
|  Overall EdD Program | IT Technology Issues |
| Erin RedmanDirector of Educational SustainabilityAssistant Professorerin.redman@uwsp.eduPhone: 715-346-2542Office: CPS 451NB: Erin is your go-to for program-level questions, rather than course-level ones. | The Office of Information Technology (IT) provides a Service Desk to assist students with connecting to the Campus Network, virus and spyware removal, file recovery, equipment loan, and computer repair. You can contact the Service Desk via email at techhelp@uwsp.edu or at (715) 346-4357 (HELP) or visit this [link for more information.](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx)Technical AssistanceIf you need technical assistance at any time during the course or to report a problem with Canvas you can:* Visit with a [Student Technology Tutor](https://www3.uwsp.edu/tlc/Pages/techTutoring.aspx)
* Seek assistance from the [IT Service Desk](https://www3.uwsp.edu/infotech/Pages/ServiceDesk/default.aspx) (Formerly HELP Desk)
* IT Service Desk Phone: 715-346-4357 (HELP)
* IT Service Desk Email: techhelp@uwsp.edu
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