

Social Justice Praxis

GWS 302 Fall 2018
 Thursdays 1:15 pm - 4:00 pm
 New London Hall 204

Professor: Ariella Rotramel **E-mail:** arotrame@conncoll.edu **Phone:** 860-439-2858
Office Hours: Wednesdays 1:30 p.m. - 2:30 p.m. & by appointment
Office Hours Location: Blue Camel Café

This is a live [syllabus](#) updated during the semester and must be reviewed regularly.

Course Description

This course challenges you to weave together scholarly research on social justice movements and immigration history with works from activists on organizing practices and experiences. We focus on the praxis (dynamic theory and practice) of social justice, considering activists' motivations, goals, and what their efforts look like in detail. A core component of our course is a collaboration with New London's Immigration Advocacy & Support Center (IASC) that will allow our class to gain hands-on experience with critical aspects of social justice work today as IASC seeks to address urgent needs in our local community.

One of our project point people is Erin Doheny, a recent Connecticut College alumna who works in the non-profit sector and volunteers with IASC to support their fundraising efforts. Ms. Doheny will provide input throughout the project. We will learn about IASC and document the outcomes of its work with immigrant clients and their families thus far. Our work with IASC and Ms. Doheny is supported through the Office of Career and Professional Development's Career Informed Learning program. Another point person is Kathy Parker, IASC's Treasurer and volunteer coordinator. Kathy conducted Market Research in the corporate world, including focus groups, surveys, and data analysis. She has an MBA from NYU and a graduate Survey Research certificate from UConn. Kathy has worked with IASC since its inception and writes the grants for foundation funding. In addition, we are utilizing equipment through Instructional Technology's Digitally Enhanced Learning Initiative to document and create content for this project.

Course readings by Polletta and other scholars provide a deeper understanding of movement history and differing approaches to organizing. Luibhéid's *Entry Denied* along with other readings on immigration serve to ground our understanding of why and how immigration is a central social justice issue today. The collaborative *When We Fight We Win!* by Jobin-Leeds and AgitArte delves further into activists' frameworks and tactics that we will utilize in our own work with IASC.

Learning Goals

This course fulfills Gender, Sexuality and Intersectionality Studies department's learning goals including:

- Analyze course content and complete assignments using interdisciplinary techniques.
- Demonstrate self-reflexivity about one's ideas as well as one's social and political position within systems of oppression and privilege in national and transnational contexts.

- Collaborate with community partners in praxis-based work, using field-specific theories and methods to create and evaluate its conceptualization and outcomes.
- Design and execute independent research, creative projects and/or community engaged projects
- Reflect on and communicate the value of the major or minor towards academic and post-graduation goals.

Students who successfully complete this course will be able to:

- Analyze common approaches to activism in 20th and 21st century social justice movements;
- Collaborate with community partners and classmates to set and meet project goals;
- Reflect on their social location and thoughtfully negotiate interpersonal dynamics.

Classroom Recording

With the exception of those granted accommodations through the Office of Student Accessibility Services, students are prohibited from audio, video, or photographic recording during class periods or out-of-class meetings with the instructor without explicit permission from the instructor. Recordings approved in this manner may not be shared in any form without permission of the instructor. Violations of this policy shall be considered an Honor Code violation.

Lateness and Attendance Policy

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. More than three unexcused absences will result in a failing grade for the course. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade. If you do miss a class, please first contact a classmate to go over the content you missed and based on the day's focus, contact me if you cannot make my next office hours and need to schedule a meeting. For a typical absence such as a cold or migraine, I do not need to be informed of the specific issue unless there is an emerging challenge that we need to address.

Office Hours

I hold office hours to provide students with an opportunity to discuss course-specific issues that we have not been able to address in class. Examples of reasons that you may visit my office hours include: discussing a course topic further; questions about your work in this course; or a personal issue has begun affecting your work and we need to strategize to address this challenge. Do not hesitate to contact me immediately with concerns, as there is little we can do at the semester's end.

The following information about office hours comes from our Dean of Faculty and is applicable to all courses at Connecticut College:

Office hours provide students with additional opportunities to review or ask questions about the class discussions and assignments. Connecticut College faculty encourage students to go to office hours so they might learn about your interests, both inside and outside the classroom. In addition to talking about class material and assignments, you may find you share common interests, such as music, books, hobbies, and movies. If a professor knows your interest, they may inform you about campus programs and activities or other opportunities like fellowships and scholarships. Most importantly, a professor who knows their students writes better letters of recommendation. Successful students at Connecticut College make time to go to their office hours. All Connecticut College faculty are required to have office hours on their syllabus and posted on their office door. If you cannot make your professor's scheduled office hours, contact your professor to set up an appointment.

Universal Learning and Full Participation

I am committed to the principles of [universal learning](#) and [full participation](#). All of us learn in different ways and our course can be organized to be accommodating of all students across our differences. For example, you may learn more effectively through oral, written, or visual renderings of course topics. Our classroom, virtual spaces, learning and communication practices should be as inclusive as possible. Please meet with me as soon as possible to discuss your individual learning needs and how they can be accommodated in this course. Please also remember that along with our Office of Accessibility Services, our college offers other support services, including the Academic Resource Center, Writing Center, and Counseling Services that are available to all students and offer a range of services that are helpful for everyone at each stage of the college experience.

Gender-Inclusive Language Guidelines

Aspiring to create a learning environment in which people of all identities are encouraged to contribute their perspectives to academic discourse, our department encourages gender-inclusive and non-sexist language. This goal reaffirms Connecticut College's commitment to full participation by fostering an inclusive and welcoming environment where intellectual dialogue can flourish.

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive and non-sexist language acknowledges people of any gender (e.g. first-year student versus freshman, chair versus chairman, humankind versus mankind). It also affirms non-binary gender identities, and recognizes the difference between assigned sex and gender identity. I will ask students to share their pronouns and names at the beginning of the semester and all gender identities should be affirmed and respected by everyone in the course. If, at any point during this class, you would like me to use a different name or pronoun in addressing, please email me. (adapted from GSWS @ Pitt accessed 12/29/2017 with permission)

Content Warning and Class Climate


Our course readings and classroom discussions will often focus on mature, difficult, and challenging topics. As with any course in our department, course content is often political and personal. Readings, films, online content, exercises, and discussions may trigger strong feelings—anger, discomfort, anxiety, confusion, excitement, humor, and even boredom. Some of us will have emotional responses to the class; some of us will have emotional responses to our peers' understanding of course content; all of us are responsible for creating a space that is both intellectually rigorous, respectful, and inclusive. Above all, be respectful (even when you strongly disagree) and be mindful of the ways that our identities, resources, and experiences position us in the classroom. As your professor, I am responsible for classroom management and the pedagogical approaches used during the semester that are based on my expertise.


If you are struggling with the course materials, here are some tips:


- read the syllabus so you are prepared in advance.
- You can approach me at office hours or make an appointment if you would like more information about a topic or reading.
- If you think a particular reading or topic might be especially challenging or unsettling, you can arrive to class early and take a seat by the door so that you can easily exit the classroom as needed.
- If you need to leave or miss class, you are still responsible for the work you miss.

If you are struggling to keep up with the work because of the course content, you should speak with me and/or seek help from the counseling center (adapted from the GSWS@Pitt 2017 website with permission).

Books

 Jobin-Leeds, Greg and AgitArte. *When We Fight We Win!* New York: The New Press, 2016. ISBN: 978-1620970935.

 Luibhéid, Eithne. *Entry Denied: Controlling Sexuality at the Border*. Minneapolis, University of Minnesota Press, 2002. ISBN: 978-0816638048.

 Polletta, Francesca. *Freedom is an Endless Meeting*. Chicago: University of Chicago Press, 2002. ISBN: 978-0226674490.

Course books are available at our bookstore and are on reserve at our library. Confirm the ISBN before ordering elsewhere. All other sources are available via syllabus links and/or as PDFS via our Google folder. All course texts must be brought to class as hard copies - either in book or print form.

Course Technology Policy

Please review [this guide](#) for background on using Google Drive and class technology expectations.

- As laptop usage during classroom engagement often distracts students, you use a notebook and bring printed versions of the day's readings with you.
- If you need any assistance with ensuring you have print copies of the course materials, please meet with me to discuss solutions.
- As appropriate for specific class activities, we use technology and you will regularly bring a charged laptop or tablet to class.
- Any use of phones is not allowed in our classroom. Texting and phone apps should be turned off on your laptop or tablet when you are in class.
- You are responsible for meeting these expectations. Students who do not consistently and respectfully follow the course technology policy will have their participation grade negatively impacted and may be asked to put away and/or not use any technology in class.

Grading

Your final grade is based on your performance in class and course work. The grading scale is:

Excellent	Good	Average	Below Average	Failing
A = 100-93	B+ = 89-87	C+ = 79-77	D = 69-60	F= 59 and below
A- = 92-90	B = 86-83	C = 76-73		

B- = 82-80

C- = 72-7

Late assignments will receive a deduction of one letter grade per 24-hour period they are late.
Assignment extensions may be requested with timely notification.

This course does not have extra credit work as students are expected to consistently dedicate themselves throughout the semester towards the course's core components. Please review and confirm that you have read as well as understood the Community Partnerships Off-Campus Activities Statement of Responsibility along with the Community Partnerships Participation Agreement.

Lateness and Absences

You are required to come to class on time. Lateness and unexcused absences count negatively towards your grade. More than three unexcused absences will result in a failing grade for the course. You may provide proper documentation and/or have your class dean contact me for unavoidable absences in order to avoid a negative impact on your final grade. If you do miss a class, please first contact a classmate to go over the content you missed and based on the day's focus, contact me if you cannot make my next office hours and need to schedule a meeting. For a typical absence such as a cold or migraine, I do not need to be informed of the specific issue unless there is an emerging challenge that we need to address.

Credit Hour Definition

A semester course is normally equivalent to four semester hours. Connecticut College complies with federal regulations defining the credit hour. For each credit hour awarded, a course will provide an average of at least one hour of direct faculty instruction (class meetings, labs, review sessions, field trips, office hours, film screenings, tutorials, training, rehearsals, etc.) and at least two hours of out-of-class work (homework, preparatory work, practice, rehearsals, etc.) per week.

	Course Engagement	Reading Discussion Facilitations	IASC Project	Praxis Oral Reflection
Due	Ongoing	TBD	Aug. 30 - Nov. 8	Dec. 13
%	20	10	50	20

Course Assignments

Course Engagement

This component includes engagement in and outside of the classroom including class discussions, group work, and online communication. Consistent, critically engaged participation is crucial for a successful and productive course. Class discussions are in relationship with the course readings and themes, and you must come to class having completed all assigned reading.

As this is a seminar course, you must come to class well prepared to: 1) ask questions; 2) provide commentary on reading; and 3) engage in active dialogue. As a member of this course, you respectfully engage all members of the classroom and talk only in your turn. Interruptions, hostile remarks, side-talk, or inappropriate non-verbal communication will not be tolerated. Use of electronics in class is solely for work related to our course.

As necessary, we will utilize in-class writing exercises based on course readings' themes. These exercises are designed to assess your completion and comprehension of the day's readings. I will

assess your work on these exercises and track your performance throughout the semester. You will not be able to make up missed exercises.

Reading Discussion Facilitations (x2) - [Schedule](#)

You will team up with a classmate to facilitate a reading discussion for one hour twice during the semester, once before spring break and once after spring break. Your team is responsible for covering all of the day's reading. Your team will present two to three main arguments of each reading; key connecting themes between readings; and an interactive exercise for the class that addresses the readings. As needed, you will check-in with Professor Rotramel regarding your facilitation. Your efforts will be assessed based on the quality of the facilitation and collaboration between you and your partner, in particular your ability to both contribute to the facilitation's efficacy. Your group will be graded together, unless a specific member's participation is notably lacking.

IASC Project August 30- November 8

We are going to document the resources available to IASC's clients and their recent trajectories in our community. The aim of this work is to help IASC assess its work thus far and create materials that can be used for publicity and grant applications. As participants in this project, you will learn key transferable skills related to organization and team work, and other areas such as messaging and media relations. Critically, you will gain an understanding of the financial needs of non-profits and practice research methods to contribute to IASC's efforts.

The project's components are developed in conversation with our IASC team. All students are expected to invest in this project and share their ideas as we move through the work. All students will be responsible for the project components, and you will also document your work and we will develop together a set of practices for accountability building. You will be provided with an assignment guide and grading rubrics during the semester.

Please register with Community Partnerships through Camelink for this course under experiential learning. List Professor Rotramel as your supervisor.

Praxis Oral Reflection

Students prepare and share a brief presentation addressing the key learning outcomes they experience in the course, addressing both readings and the course project. Students are assessed on their reflexivity and analysis of the course content.

Course Schedule

Week 1 Thursday, August 30 Introductions

- 1:15-2:30 IASC's Kathy Parker and Erin Doheny Introduce IASC Project
- 2:45-4:00 Syllabus Review, Course Logistics, etc.

Week 2 Thursday, September 6

- Sign up for [Reading Discussion Facilitations](#)
- Complete [student information questionnaire form](#)
- [Hickmon, "Double Consciousness and the Future of Service-Learning."](#)
- [Tryon and Stoeker, "The Unheard Voices: Community Organizations..." 47-59](#)
- [Piven and Cloward, "The Structuring of Protest," 380-389](#)
- [Lazare and Spade, "Now Is the Time for 'Nobodies'"](#)

- ❑ [Martin, “The Reductive Seduction of Other People’s Problems”](#)
- ❑ [Trần, “Calling IN: A Less Disposable Way of Holding Each Other Accountable”](#)

Week 3 Thursday, September 13

- ❑ [Ngai, “Introduction: Illegal Aliens: A Problem of Law and History.” 1-14](#)
- ❑ [Ngai, “Note on Language and Terminology.” xix-xx](#)
- ❑ [ACLU, “The Rights of Immigrants” ACLU Position Paper](#)
- ❑ [Lopez, “3 Things I Regret Not Asking From Allies and My Community...”](#)
- ❑ [Holson, “The Things They Carried: Items Confiscated From Migrants in the Last Decade.”](#)
- ❑ Optional readings on recent past immigration legislation:
 - ❑ <http://usa.inquirer.net/9301/undocumented-immigrants-face-real-id-act>
 - ❑ <https://www.aclu.org/issues/privacy-technology/national-id/real-id>
 - ❑ <https://www.eff.org/issues/real-id>
 - ❑ <https://www.dhs.gov/real-id>
 - ❑ https://www.washingtonpost.com/news/the-fix/wp/2013/01/30/how-immigration-reform-failed-over-and-over/?utm_term=.8f0fea5ccae0
 - ❑ https://www.washingtonpost.com/news/wonk/wp/2013/04/16/the-senate-immigration-bill-heres-what-you-need-to-know/?utm_term=.6f2f262a2310
 - ❑ <http://www.washingtonexaminer.com/why-immigration-reform-didnt-happen-in-2007/article/2513987>

Week 4 Thursday, September 20

- ★ For project, please read [Immigrants, fearing Trump crackdown, drop out of nutrition programs](#)
- ❑ Sen in Jobin-Leeds and AgitArte, “Foreword,” xi-xiii
- ❑ Jobin-Leeds and AgitArte, “Reclaiming Wholeness: The LGBTQ Movement,” 1-23
- ❑ Jobin-Leeds and AgitArte, “The Power of Stories: The Dreamers and Immigrant...” 77-101
- ❑ [Gilmore, “In the Shadow of the Shadow State”](#)
- ❑ [Guilloud and Cordery, “Fundraising is Not a Dirty Word...” 107-111](#)
- ❑ [Walker and McCarthy, “Legitimacy, Strategy, and Resources in the Survival...” 315-340](#)

Week 5 Thursday, September 27 Learning iMovie and Video Recording Skills

Class meets in the Advanced Technology Lab (ATL) in the basement of Shain Library

- ❑ [DeVault and Gross, “Feminist Interviewing: Experience, Talk, and Knowledge,” 173-197](#)
- ❑ [DiCicco-Bloom and Crabtree, “The Qualitative Research Interview,” 314-321](#)
- ❑ [Bejarano, Greene, and Lara, “A Critical Analysis of Immigrant Advocacy Tropes,” 21-37](#)
- ❑ Post below examples of brief digital interviews that you see as good or not so good examples (minimum of 2 per student)

Week 6 Thursday, October 4

- ❑ Meet w/ Kathy in-class at 1:15pm
- ❑ Luibhéid, “Introduction: Power and Sexuality at the Border,” ix-xxvii
- ❑ Luibhéid, “Entry Denied: A History of U.S. Immigration Control,” 1-29
- ❑ [Abolishing ICE](#)
- ❑ [ICE/EI Hielo](#)
- ❑ Kim Sanchez class visit at 3:30 to discuss work with [Raices](#) supporting migrants

Week 7 Thursday, October 11

- ❑ Luibhéid, “A Blue Print for Exclusion: The Page Law, Prostitution, and Discrimination...” 31-54
- ❑ Luibhéid, “Birthing a Nation: Race, Ethnicity, and Childbearing,” 55-76
- ❑ Jobin-Leeds and AgitArte, “‘When We Fight, We Win!’: The Struggle for Economic...” 103-127
- ❑ Jobin-Leeds and AgitArte, “Epilogue: Solidarity - A Gathering,” 155-161
- ❑ Darder in Jobin-Leeds and AgitArte, “Afterword: Stories of Love and Fury,” 163-166

Week 8 Thursday, October 18

- ❑ Luibhéid, “Looking Like a Lesbian: Sexual Monitoring at the U.S.-Mexico Border,” 78-102
- ❑ Luibhéid, “Rape, Asylum, and the U.S. Border Patrol,” 103-136
- ❑ Luibhéid, “Conclusion: Sexuality, Immigration, and Resistance,” 137-146

Week 9 Thursday, October 25

- ❑ Polletta, “Preface” vii-xi
- ❑ Polletta, “Strategy and Democracy,” 1-25
- ❑ Polletta, “Army, Town Meeting or Church in the Catacombs?” 26-54

Week 10 Thursday, November 1

- ❑ Polletta, “A Band of Brothers Standing in a Circle of Trust” 55-87
- ❑ Polletta, “Letting Which People Decide What?” 88-119
- ❑ Polletta “Participatory Democracy in the New Left” 120-148
 - ❑ Optional video -
 - ❑ <https://www.youtube.com/watch?v=QZE0a5-p9pg>
 - ❑ <https://vimeo.com/11875218>
 - ❑ <https://www.youtube.com/watch?v=t96fnyLMihA>
 - ❑ <https://youtu.be/AJeAF3E2yI0>

Week 11 Thursday, November 8 Project Work Day - Meet in ATL**Week 12 Thursday, November 15 Project Work Day - Meet in ATL****Week 13 NO CLASS - THANKSGIVING BREAK****Week 14 Thursday, November 29 Project Work Day - Meet in the PC Classroom**

- ❑ Polletta “Friendship and Equality in the Women’s Liberation Movement” 149-175 - Emma
- ❑ Polletta “Democracy in Relationship,” 176-201 - Evangeline
- ❑ Polletta “Conclusion: Rules, Rituals, and Relationships,” 202-230 - Grace

2 pm Erin Doheny joins class to workshop immigration allyship content for the video

Week 15 Thursday, December 6

- ❑ Project Debrief with IASC Team - 1:15-2:15pm
- ❑ Please bring a charged laptop to complete the all-campus course evaluation

CLASS MEET UP FOR FINAL PRAXIS ORAL REFLECTION

Thursday, December 13 - meet at 2pm in Blue Camel and walk over to Pink House

- 3 key takeaways that are drawing from readings
- Estimated talking between 5 and 10 minutes each

The Connecticut College Honor Code

Academic integrity is of the utmost importance in maintaining the high standards of scholarship in our community. Academic dishonesty is considered to be a serious offense against the community and represents a significant breach of trust between the professor, the classmates, and the student. There are many forms of academic dishonesty including plagiarism, falsifying data, misrepresenting class attendance, submitting the same work in two courses without prior approval, unauthorized discussion or distribution of exams or assignments, and offering or receiving unauthorized aid on exams or graded assignments. Students violating the Honor Code may be referred to the college's Honor Council for resolution. It is your responsibility to ask for assistance if you need clarification or support with any academic concerns, such as how to properly cite sources or prepare for course assignments.

Title IX Statement

It is important for you to know that **all faculty members are trained and required to report any incidents of gender-based discrimination, including discrimination based on gender identity, gender expression, and sexual orientation.** This means that I cannot keep information confidential about sexual misconduct, intimate partner violence, stalking, or other forms of gender-based discrimination. Heidi Freeland-Trail, the Director of Sexual Violence Prevention and Advocacy, can advise you confidentially as can Counseling Services and any of the College chaplains. Heidi can also help you access other resources on campus and in the local community. You can reach Heidi at 860-439-2219 or hfreelan@conncoll.edu, and her office is in Cro 222.

The student sexual misconduct, intimate partner violence, stalking, and non-discrimination policies are in the Student Handbook, which can be found on CamelWeb, in the "Documents/Policies" section, under the Student Life section. There you will find the policies, definitions, procedures, and resources. If you need to report an incident or have any questions about the policy, you can contact the Office of Institutional Equity and Inclusion at 860-439-2035 or Fanning 110.

Library Research Liaison

Our research and instruction librarian is Ashley Hanson, MLIS. She welcomes your research questions and is available to meet one-on-one to assist you with your developing projects. Ashley can be reached via e-mail at ashley.hanson@conncoll.edu and her campus phone is x2653.

Academic Resource Center

The Academic Resource Center (ARC) offers services to support your academic work such as study skills workshops, time management, coaching and tutoring. Its offices are located on the second floor of Shain Library. Please visit it or call 860-439-5294 for more information or to schedule an appointment.

Writing Center

The Roth Writing Center provides one-to-one peer tutoring (free of charge) to help student writers of all abilities during all stages of the writing process. To make an appointment, call 860-439-2173 or stop by the Writing Center at 214 Blaustein. If you're a confident, experienced writer the Center can

help you to push your ideas and polish your style; if you're a relatively inexperienced and not-so-confident writer it can also help you, by working on grammar or organization or whatever you need. Writing Center tutors are trained to help you to discover what you think through writing. Working with a tutor gives you the opportunity to share your work-in-progress with an actual reader, so that you can get useful feedback on that work before you have to turn it in for a final grade. For further information, visit the Writing Center web page at <http://write.conncoll.edu/>.

Office of Student Accessibility Services

Connecticut College complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. If you have a documented disability and have been approved for academic accommodations, please present your Accommodation Memo privately during my office hours as early as possible in the semester. If you are not approved for accommodations, but have a disability requiring academic accommodations, or have questions about applying for accommodations, please contact Student Accessibility Services at 860-439-5428 or sas@conncoll.edu.

Student Health Services

[Student Health Services](#), located in the Warnshuis Student Health Center behind the library, is available to all full-time, matriculated students. Our purpose is to help students maintain optimal general health through the disciplines of physical and mental health, and health education around lifestyle choices. This is accomplished through a full-time staff and a variety of professional consultants in many disciplines. All professional services are delivered with attention to confidentiality. In the event of a serious illness or injury, parents or guardian will be notified at the discretion of the staff. You can schedule an appointment Monday through Friday by calling 860-439-2275. Information on Care When We Are Closed, Our Services, and Student Health Insurance may be found on Camelweb, in the Student Life Section, under Student Health Services.

Student Counseling Services

The mission of the Student Counseling Services is to promote the emotional and psychological growth and well being of the students at Connecticut College. The Student Counseling Services' goal is to enhance each individual's ability to learn, to create and to be fully participating members of the College community by utilizing safe, culturally sensitive and inclusive approaches to mental health treatment. To carry out this mission, Student Counseling Services makes available to students a wide range of outpatient clinical services in a safe, non-judgmental atmosphere including:

Evaluation	Individual and group counseling	Crisis intervention services	Psycho-educational forums
Outreach and consultation to the College community			
Psychopharmacological evaluation and medication management			
Referral to off-campus clinicians for specialized and/or intensive treatment			

Connecticut College [Student Counseling Services](#) has been accredited by the International Accreditation of Counseling Services (IACS) since 2005. Appointments may be made by phone at (860) 439-4587 or via email at SCS@conncoll.edu.