

## **Social Justice Syllabus Mr. Amerson UCHS email yamerson@ucity.org**

### **Course Description**

This is an introductory survey course of social justice issues. Social justice can be defined as the act of "... promoting a just society by challenging injustice and valuing diversity." Social justice is generally equated with notions of equality.

The scope of this course is as broad as the idea(s) of social justice itself and as complex as notions of equality. We will begin with a foundational exploration into social justice concepts, issues, and policy remedies—thereby developing the necessary analytical tools and information to assess inequality and injustice and address historical and contemporary issues.

Students will be encouraged to think critically and open minded on social issues both old and new confronting the United States. Learning in this course will be facilitated through a variety of means including reading (our primary reader *Taking Sides Clashing Views on Controversial Social Issues 13<sup>th</sup> Edition*), lectures, student presentations, class discussions, electronic media, and other assignments.

**Late after school days are Tuesday and Thursday.**

### **Learning Objectives**

Students who have fully participated and read all course material should have:

1. An appreciation of the diversity of forms of social justice that exist.
2. A broad understanding of the social policies intended to create justice.
3. An ability to critically analyze and problem-solve the social justice topics presented in class uses both the Right and Left winged ideologies.

### **Culture and Values**

1. Is America in Moral Decline?
2. Does the News Media Have a Liberal Bias?
3. Is Third World a Threat to America's Way of Life?

### **Sex Roles, Gender, and the Family**

4. Should Same-Sex Marriages Be Legally Recognized?

### **Stratification and Inequality**

5. Is Increasing Economic Inequality a Serious Problem?
6. Has Affirmative Action Outlived Its Usefulness?
7. Is Government Dominated by Big Business?
8. Has Welfare Reform Benefited the Poor?
9. Should Doctor-Assisted Suicide Be Legalized for the Terminally Ill?
10. Is Street Crime More Harmful Than White-Collar Crime?
11. Should Drug Use Be Decriminalized?
12. Does the Threat of Terrorism Warrant Curtailment of Civil Liberties?

## Assignments

Social Justice Response Papers	Individual	Each student must write authentic one page (full page, 1.5 spaced, 1 inch margin, 12 font). Essays will be written in either; Descriptive, Expository, or Persuasive format as assigned by teacher.	
Presentations	Individual/ Group as assigned	As a means of both formative and summative assessments presentations will be assigned to show mastery of content.	
Assessments	Individual/ Group as assigned	Quizzes can be expected over terminology and content as assigned.	

## Attendance

Active participation is one of the best and most reliable ways to demonstrate your understanding of ideas and concepts discussed in the reading and presented in class. My role is to provide you with a conceptual framework and to facilitate your learning. It is NOT merely to disseminate information and materials to a passive audience. The activities and discussions in this course are intended to provide you with an opportunity to test your knowledge, formulate ideas, and get feedback from your peers. Attendance is necessary but not the only requirement for passing grades.

Written work is expected to be typed at all times and submitted on time without exception. Students are expected to use the MELT Con format for all writing assignments. Grade level appropriate writing is expected for high marks.

## Main Idea

**E**vidence (should always be text based, direct quotes, summaries, references to the source)

**L**ink (this is where you explain the reason you are using a piece of evidence, how it "links" or makes sense in the context you are providing.)

**T**ransitions and transitional phrases (we refrain from using basic transitions such as because in our writing)

**C**onclusion you restate your main idea and refer back the evidence and finally use the links to wrap up your position.