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Leadership for Social Justice Seminar at Mount Mary College

The Leadership for Social Justice Seminar was developed to provide the context of leadership and social justice for students to see their subsequent professional preparation and to equip students with the communication and critical thinking skills necessary for leadership in a culturally diverse environment. (Sample syllabus is attached.)

Leadership:

Students will identify opportunities for developing leadership skills in their service learning experience: risk-taking, problem solving, dealing with conflict, collaborating with others, etc. They will analyze how they responded to the situations and how their own leadership skills have developed or could develop further.

Self Learning:

Before they begin their service learning experiences, students will identify the assumptions they bring to the particular project they've chosen (e.g. if homelessness, then assumptions about homeless people, shelters, social service personnel, etc.). Through class discussion and writing assignments they will recount their perceptions as they begin their service and describe any changes in their assumptions and perceptions as they complete their service.

Service Learning Project:

Because service is part of the college mission and because it is an integral dimension of leadership, students in the Leadership for Social Justice Seminar are required to participate in a minimum of six hours of approved service learning activities outside of class. The project enables students to learn experientially with nonprofit agencies throughout the area, reflect on what they learn in the process, and share their experiences with their classmates orally and in writing.

Social Justice:

Through their service learning experience, students will become more aware of social inequities and injustices. They will make connections between what they are observing and what they are learning about through assigned readings, videos, and class discussions. They will document this awareness and the connections they are making through written and/or oral communication.

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Leadership for Social Justice
SYM110.02 M/W 10-11:15

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Course Description

Leadership for Social Justice is a three-credit seminar introducing students to the depth of thinking called for in a college environment and addressing the mission and values of Mount Mary College. This interactive and reflective course focuses on social justice principles and global and local issues of social justice, particularly as they pertain to women. The course also emphasizes service learning as a means of increasing understanding of social justice issues and leadership skills based on the Mount Mary Leadership model. Critical thinking, oral, written and small group communication skills are also emphasized.

Course Themes/Structure

- Education – excellence for women; succeeding at MMC and beyond
- Social Justice – analysis of issues; learning through service
- Women – women-centered learning *content* and *structure*
- Leadership – developing skilled change agents for justice

Course Objectives

1. To introduce students to Mount Mary's Mission and the Mount Mary Women's Leadership Model.
 - ✓ To make students aware of the nature and challenges of college discourse.
 - ✓ To provide a context in the liberal arts and the women's leadership model for students to see their subsequent education at Mount Mary and beyond.
2. To increase self-knowledge leading to an understanding of personal leadership styles.
3. To develop and increase skills and strategies for dealing with difficult issues and conflict.
 - ✓ To improve listening skills.
 - ✓ To be able to see from new perspectives.
 - ✓ To be able to agree and disagree with ideas, thoughts, and concepts and to allow others to do that without anger or defensiveness.
4. To expand knowledge of local and global social justice issues.
 - ✓ To become aware of power structures that disadvantage groups of people
 - ✓ To explore the systemic nature and manifestations of social justice issues.
 - ✓ To explore issues related to race, gender and class.
 - ✓ To learn about organizations working for social justice.
 - ✓ To develop/strengthen a sense of responsibility for social justice and the attendant leadership skills needed to move towards action.
5. To experience service learning as a means of growing in leadership, self-understanding, and knowledge of social justice issues.
 - ✓ To integrate experiential knowledge with conceptual understanding.

- ✓ To improve leadership skills in problem solving, dealing with conflict, risk-taking, collaborating, etc.
 - ✓ To become conscious of personal assumptions and to grow in self-assessment.
6. To further develop reading, writing, and oral communication skills.

Required Texts (available in the MMC bookstore)

MMC Leadership Instructors. (2006). *Leadership Seminar for Social Justice: Readings and Resources*. (Milwaukee, WI: MMC)
Additional handouts as provided in class.

Attendance

Leadership for Social Justice Seminar is a foundational course for Mount Mary College. Your attendance and promptness at every class are important. If you must be absent from any class due to illness or emergency it is expected that you will contact the instructor and request information about missed work. **If you miss more than 2 class periods your final grade will be negatively affected.** *The professor reserves the right to give a failing grade if attendance is not adequate.* **Please make sure to sign in during each class.** Please plan to arrive to class on time and turn cell phones or beepers off.

Plagiarism

Any work you turn in for this course should be your own original work. When you use the work or ideas of others within your assignments or paper you must properly document it using the *American Psychological Association (APA) format*. We take the citation process very seriously; failure to do so on your part may lead to a failing grade on the assignment and possibly for the course.

Assignment etiquette

Please type, double-spaced ALL assignments you submit in class. Use a 12 point font and spell-check and proofread your assignments before turning them in. For assistance with paper writing and study skills, contact the Academic Resource Center (ARC) located in the lower level of the library.

Late assignments will have credit deducted. Extensions on due dates should be arranged in advance except in the case of a serious personal/family emergency (e.g. car accident driving to class, sudden death in the family). Assignments will not be accepted more than a week late unless special arrangements have been made with the instructor *ahead* of time.

Handing in Late Assignments

If you do not have your work ready to hand in at class you may make arrangements to email it to me that same day. Do not skip class just to finish or print your work. Any work not submitted on the date due can be turned in the following week for 50% of the credit as the maximum grade. Please plan to schedule your week so as to complete your assignments on time. Discuss with me any missed or late work.

Getting Assistance

If you are having problems with the content or work for the course, or have something you would like to discuss please come to my office hours, email or call me, or make an appointment with me.

The Academic Resource Center is located in the lower level of Haggerty Hall (below the library). They can provide assistance on writing, studying, and making sense of your college classes. Please

call ahead for individual appointments. Consider attending one of their helpful seminars during the semester.

Mount Mary College complies with Section 504 of the Rehabilitation Act of 1973, which stipulates that the College will make reasonable accommodations for persons with documented disabilities. If you have a disability that may have some impact on your work in this class and for which you may require accommodation, please see Marci Ocker, Coordinator of Disability Services (NDH 152 – main campus) so that such accommodations may be arranged. Documentation is required, but all requests will be kept confidential and the instructor will work with students to achieve a positive learning environment.

Course Requirements

Class Participation 20% - You are expected to come to class each day prepared to discuss the assigned readings for the day. As you read you should make notes on any questions you have, concepts you want explained, ideas or issues you would like to discuss, and any comments or critiques you have of the readings. Occasionally we will do reflective writing and in-class exercises that you may be asked to turn in. The following are criteria used to grade you:

- ✓ Participation in class discussion
- ✓ Apparent preparation of readings prior to class
- ✓ Use of concepts in the readings in contributing to class discussion
- ✓ Showing a mindful and engaged presence in class
- ✓ Willingness to work with classmates and participate in exercises and in-class assignments
- ✓ Contributing to a positive and respectful learning environment
- ✓ Participating in initiating discussion by sharing ideas and experiences and raising questions
- ✓ Catching up on what was covered if you miss a class

Reflection Essays (RE) 25% - During the semester you will be writing essays to respond to ideas in the readings and course lecture/discussion. The due dates for your essays are listed on the syllabus and the questions you should answer will be handed out in class. I will grade them and return them to you. At the end of the semester you will submit the entire set of reflections again with a summary reflection about the course experience *so keep the graded entries I hand back to you*. Each essay should be 2-3 pages (double-spaced) and incorporate analysis of the readings. Please type the paper and put the entry at # at the top and put it in your in the journal folder I give you at the beginning of the semester. Please clearly label your folder with your name, the semester, and my name on the cover. Turn in the journal folder each time an RE is due.

Individual Leader Oral Presentation 15% - From a list of suggested options I will provide, you will choose a leader that you would like to study. Your task is to research the person using the library and develop a profile of the person that you can share with the class in an oral presentation **detailing the contributions this person has made to social justice and the leadership skills as outlined in the MMC leadership model**. An outline of your talk and a bibliography of resources about the person should be turned in (typed, please) when you give your presentation. You may want to consider using Power-point, showing a video clip, or making a handout for your presentation, please discuss these plans with me.

Service Learning Activities 25% - Because service is part of the college mission, and it gives you a chance to develop leadership skills you are required to participate in a minimum of **10 hours** of approved service learning activities outside of class time. A list approved sites will be given to you and you will make arrangements for your service learning placement and submit the required forms to me. It is important to arrange your service site promptly as we will be discussing your experiences in relation to the course readings and assignments. In preparing your oral presentation on the service experience you are encouraged to ask questions of the people who work at and use the facilities of

the organization to find out more about the group. You are also expected to search for additional information on the social justice issue your service placement addresses using the library and the internet. At the end of the semester you will do an oral report about what you learned.

Final Exam 15% - The exam will be composed of several questions which will focus on the readings and activities of the course.

Extra credit: Throughout the semester there will be opportunities to earn extra credit by attending a course-related event and writing a reflection essay on it (label them “Extra 1...):

- ✓ Oct 12th: Women’s Leadership Institute program
- ✓ All-college First Tuesday events (North Dining Room 12-1 on first Tuesday of the month)
- ✓ Extra hours in service learning assignment (with reflection on why you chose/needed to do more than 10 hours)
- ✓ More may be announced in class

Grading Components

Class Participation	20%
Reflection Essays	25%
Individual leader presentation	15%
Service Learning Activities	25%
Final Exam	<u>15%</u>
Total	100%

MMC Grading Scale

A	- 95% +
AB	- 91% - 94%
B	- 87% - 90%
BC	- 83% - 86%
C	- 79% - 82%
CD	- 75% - 78%
D	- 70% - 74%
F	- 69% and below

Course Schedule

Date	Topic	Reading Read PRIOR to class	Assignment/Activity +Prepare ahead * In-class
Aug 28	Introduction to Course	(Read together in class): MMC Mission Statement “A Method for reading Academic Materials”	*Handout on journal assignment
Aug 30	What is Justice and what is Charity?	Rollheiser “What is Christian Social Justice?”	+RE#1 College life *Self-assessment
Sept 4	NO Class	LABOR DAY break	
Sept 6	What is Social Justice?	Scenarios King, “A Revolution of Values” “Major Themes from Catholic Social Teaching”	*College Life discussion
Sept 11	What is Service Learning?	HANDOUT: Cebulski “Lessons in Service Learning	+RE#2 Social Justice *Discuss the how, what and where of service learning for the class
Sept 13	Challenges to Action	Diggs “We See From Where We Stand”	

		Hilfiker, "The Limits of Charity"	
Sept 18	What is Leadership?	Mount Mary Leadership Model	*View: This Black Soil
Sept 20	What is Leadership?	Loeb "Making Our Lives Count"	+RE #3 Finding Voice
Sept 20	Community Connections Fair	Chance to sign up for your Service Learning Placement	11:30-1:30 North Dining Room
Sept 25	Skills Spotlight: Giving Oral Presentations	Read through assignment sheet on Individual leader presentation	*Guest: Beth Brown, Academic Resource Center +RE #4: Service Learning
Sept 27	Skills Spotlight: Handling Conflict	HANDOUTS: Lederach "Truth and Mercy, Justice and Peace" Nolan "Taking Sides"	*CR styles worksheet
Oct 2	Case Study: Global dimensions of Inequality	Giddens "Globalisation" UN Development Goals	+RE #5 Global Identity *Service Learning updates *Globalization Pre-survey
Oct 4	Case Study: Global dimensions of Inequality	Ehrenrich, "Life on the Global Assembly Line"	*Video: Hidden Face of Globalization
Oct 9	Case Study: Global dimensions of Inequality	Lewan, "Isolated Alaskan Tribe..." NICWJ, "Giving Life to a Living Wage" www.globalgirlfriend.com	+RE #6 Global Problems *Globalization Post-Survey *Video: Community
Oct 11	Case Study: Global dimensions of Inequality	Handout Visit: www.ssnd-milw.org/gprw.htm	*Guest speaker: S. Jan Gregorcich
Oct 12	<i>Extra Credit Opportunity</i>	<i>MMC Leadership Institute Forum</i>	
Oct 16	Presentations on Individual Leaders	-----	*Be prepared to present Hand in bibliography and presentation notes
Oct 18	Presentations on Individual Leaders	-----	*Be prepared to present Hand in bibliography and presentation notes
Oct 23	Structures of Justice: Society	Johnson, "Privilege, Power, Difference, and Us"	+RE #7 Service Learning *Video: Skin Deep
Oct 25	Structures of Justice: Culture and Conflict	Dalton, "Failing to See" McIntosh "White Privilege"	RE #8 Leadership
Oct 30	Structures of Justice: Gender at Issue	Katz, "Pornography and Men's Consciousness"	*Video: Killing Us Softly

Nov 1	Structures of Justice: Gender at Issue	Steinem “Judging the Beauty Judges”	+Bring in sample ad +RE #9 Gender Justice
Nov 6	Case Study: Food, and Justice	Handout on Food Security	
Nov 8	Case Study: Food, and Justice	Ryan and Durning “Hamburger and French Fries”	+RE #10 Service Learning *Service Learning updates
Nov 13	Case Study: Food, and Justice	Harris “The Industrialization of Agriculture” FIC, “Why Save Farmland?”	
Nov 15	Case Study: Food and Justice	Nuru and Korschink “Taking the Lead in Building Community...”	
Nov 20	Case Study: Food, and Justice	“A Blueprint to End Hunger”	+RE #11 Food Security
Nov 22	Thanksgiving Break	-----	-----
Nov 27	TBA	Handout	
Nov 29	Oral Reports on Service Learning	-----	
Dec 4	Oral Reports on Service Learning		
Dec 6	Personal Leader Goals and Mission Statement	Review MMC mission statement and MMC Leadership Model	+Entire Journal due with RE #12 Summary Reflection
Dec 11	Final Exam		