

RESEARCH JUSTICE FOR SOCIAL ACTION

ETHN ###

Quarter, Year

Days & Times / Location

Professor: Jesica S. Fernández, Ph.D.

Email: jsfernandez@scu.edu

Student Hours: TBD

For a meeting outside of these hours, please email Professor Fernández 48 hours in advance

Course Description

The course *Research Justice for Social Action* introduces and supports students developing research skills and praxes that align with a “research justice” framework that posits that communities impacted by systems of inequity and injustice are best positioned to be the lead initiatives, mobilizing efforts and social actions to redress such conditions and actualize equity, justice and change. When a research justice praxis aligns with social action, institutions can change – transformation, at the systemic, relational and individual levels, is possible! In this course students will learn the foundation of research justice to guide them through social action, specifically the development of a campaign. Social action, according to Myers-Lipton (2017), is “when everyday people band together to develop their power in order to change policy, and it has been a part of the American experiment in democracy throughout our history.” In this course we will engage social action through research that is participatory, active and justice oriented.

Course Objectives

- ✓ Students will gain knowledge of the foundations of Ethnic Studies in relation to research justice and social action.
- ✓ Students will develop research skills and ethical principles to guide them in discerning their campaign focus or social issue.
- ✓ Students will design and implement a social action campaign informed by their research.
- ✓ Students will evaluate the impact or outcomes of their campaign.
- ✓ Students will engage in critical ethical reflexivity, community care and relational accountability through every step of their learning and campaign project process.

Required Texts

- All readings & course materials are available on-line via Camino and/or the SCU Library.
- Primary text: Myers-Lipton, S. (2017). *CHANGE! A Student Guide to Social Action*. New York, NY: Routledge.

Academic Integrity Code

Academic Integrity Code

In keeping with Santa Clara University’s goals—to provide all students with a meaningful education to contribute to society and social justice—as your Professor, I expect all students to abide by the *Academic Integrity Code*:

"I am committed to being a person of integrity. I pledge, as a member of the SCU community, to abide by and uphold the standards of academic integrity contained in the Student Conduct Code."

Furthermore:

“There can be no rights and freedoms if all who claim them do not recognize and respect the same rights and freedoms for others. In addition to the laws of the nation, the state of California, and the local community, the University administration has established policies, procedures, and standards deemed necessary to achieve its objectives as a Catholic, Jesuit University.”

All students are to respect each other’s freedom of expression as long as their speech does not inflict harm, hurt or discursive violence on the rights and freedoms of other students or members of our learning community. ***Any speech directed and targeted at a particular person, student, Professor, social group or community, with the intent of inflicting offense or perpetuating a discourse of racism, nativism, sexism, or other –ism, will not be tolerated.*** Upon enrolling at SCU, as a student you completed and signed the *Academic Integrity Code*, in this course you are therefore accountable to upholding all values purported in the statement.

Course Expectations & Policies

Any behavior disrupting the learning community environment will not be tolerated. These behaviors may include, but are not limited to the following: offensive language, and/or derogatory forms of written/verbal and non-verbal language, tone or expression. It is expected that all students will uphold the *Academic Integrity Code*.

Students may not audio, video record, screen-caption, copy or distribute any portion of the course content, curriculum, lecture material, posted discussions or additionally related content without the prior and explicit written permission by the Professor. The Professor and all students in the course prior to copying and distributing course content must grant you consent. The Professor holds copyrights of the course content as organized and presented. Recording and distributing course content without consent is in violation of the “two party consent” law (CA Penal Code, 632).

All email correspondence should follow appropriate and professional etiquette. Please address the Professor with a salutation (e.g., Hello, Hi, Dr. Fernández, Professor, or Jessica). Do not address me with unprofessional greetings please. **In the subject line of the email, include the course number (e.g., ETHN ##),** followed by a short description (e.g., ETHN ##: Assignment). In the body of the email write your question/comment briefly and clearly. In addition to contacting me via email you can also send me a message via Camino or contact me through Skype or Gmail Chat. *Please allow 48 hours for me to respond to your email or inquiry. As a practice of self-care, I do not check emails on weekends.*

Assignments will be given a due date, typically Wednesday at midnight. However, I will have a “flexible due date” policy. *This means that you have 48 hours to submit your assignment, after the due date without any penalty or consequence of being deducted points.* For example, if the assignment is due Wednesday at midnight and you need more time, you have until Friday at midnight to submit it. After that you will be deducted 5% from your overall grade. Please reach out if there is a circumstance preventing you from doing the assignments and keeping up with the course. Manage your time wisely, plan ahead, and keep up with the discussions and assignments – and please communicate with me if you need support.

Academic & University Resources

Writing Assistance

Students seeking additional help with their writing or other learning needs are strongly encouraged to visit the [HUB Writing Center](#), you can check the website for more information about writing resources.

Academic Honesty

Santa Clara University insists on honesty and integrity from all members of its community. The standards of the University prohibit any form of cheating, plagiarism, forgery of signatures, and falsification of information. A student who commits any offense against academic honesty and integrity may receive a failing grade without the possibility of withdrawal. An offense may also dictate suspension or dismissal from the University. Please be certain to cite your sources very carefully in all of your assignments. If you are struggling to properly reference information, you must seek help through the HUB Writing Center or make an appointment to meet with me during office hours. It is better to ask, than to make the mistake of plagiarizing or improperly citing.

Discrimination, Harassment, and Sexual Misconduct

Santa Clara University upholds a zero-tolerance policy for discrimination, harassment and sexual misconduct. If you (or someone you know) have experienced discrimination or harassment, including sexual assault, domestic/dating violence, or stalking, I encourage you to tell me or someone you trust promptly. For more information, please consult the [University's Gender-Based Discrimination and Sexual Misconduct Policy](#) at or contact the University's EEO and Title IX Coordinator, Belinda Guthrie at 408-554-3043 or via email bguthrie@scu.edu. [Reports](#) may be submitted online through or anonymously through [Ethics Point](#).

Accommodations for Pregnancy & Parenting

In alignment with Title IX of the Education Amendments of 1972, and with the California Education Code, Section 66281.7, Santa Clara University provides reasonable accommodations to students who are pregnant, have recently experienced childbirth, and/or have medical needs related to childbirth. Pregnant and parenting students can often arrange accommodations by working directly with their instructors. Alternatively, a pregnant or parenting student experiencing related medical conditions may request accommodations through the Office of Student Life. If you are pregnant and need support, please reach out to me for assistance.

Accessible Learning Support Policy

If you have a learning and/or education need for which accommodations may be required in this course, please contact the [Office for Accessible Education](#) (OAE) at 408-554-4109 as soon as possible to discuss your needs or concerns, and to register for accommodations via their office. I am happy to assist you; however I am unable to provide accommodations until I receive verification from OAE. As a student you must contact OAE in advance of your needs, preferably the first week of classes, to arrange special accommodations for academic support. If you have already arranged for accommodations, please reach out to me via email to share these with me so I may support you.

Wellbeing & Health

Wellbeing is critical to individual and collective thriving; therefore I respect each student's process and practice of self-care (e.g., healing, health). You are best positioned to discern what self-care looks like for you, and what you need to do to be and feel well. If you are ill, please seek out the [Cowell Center's Student Health Services](#) for medical assistance. If you are experiencing challenges with mental health and social-emotional wellness, please visit the [Counseling & Psychological Services \(CAPS\) Office](#) in the Cowell Center for guidance, resources and support. Your health and wellbeing are a priority and critical to your academic success, therefore it is required that you be mindful and attentive to your wellness needs with integrity, dignity and honesty. Please seek me out if you need support. Strive to find a balance between your academic responsibilities, leadership roles and extra-curricular activities, with your wellbeing and practice of self-care.

APA Format Guidelines

All assignments should follow the standard APA format guidelines: single or double-spaced (where noted), proofread, spell-checked, 12 point font, Times New Roman, 1 inch margins all around, APA format for in-text citations and references.

- *Your full name (first and last) on the left-side heading of the paper. The date and course number must be noted below your name. All pages should be numbered on the top right side heading.*

Links to information on how to do APA academic references and in-text citations:

- <http://libguides.scu.edu/c.php?g=175673&p=1157061>
- <http://library.williams.edu/citing/styles/apa.php>
- <http://owl.english.purdue.edu/owl/resource/560/01/>

Below are some examples of how to format the references (e.g., works cited) in APA

How to do in-text citations

- For paraphrased content from a book or research journal article, write the author's last name and the year of publication: (Takaki, 2008)
- For writing that you are directly quoting, include the page number in addition to the author's last name and the year of publication: (Takaki, 2008, p. 341)
- For lectures or personal communication/interviews include last name of person and the date of lecture/interview: (Fernández, lecture 1/1/2016) or (Fernández, interview 1/1/2016)

- For media sources write the author’s last name and the year: (Jackson, 2016)
- If there is not author, write the news media source and the year: (New York Times, 2016)

How to list references (e.g., works cited)

- **To cite research journal articles:** Author last name, A. A. & Author Last name, B. B. (Year). Title of article. Title of Journal, *volume number (issue number)*, ##-##.
 - *Example:* Cammarota, J., & Romero, A. (2006). A Critically Compassionate Intellectualism for Latina/o Students: Raising Voices above the Silencing in Our Schools. *Multicultural Education*, 14(2), 16-23.
- **To cite books:** Author last name, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* Location: Publisher.
 - *Example:* Hurtado, A. (1996). *The color of privilege: Three blasphemies on race and feminism.* Michigan, MI: University of Michigan Press.
- **To cite news or other media sources:** Author last name, A. A. (Year, Month Day). Title of media article. News/ media source. Retrieved from URL/link.
- **If there is no author, include the news media source, as follows:** News/media source. (Year, Month Day). Title of media article. Retrieved on [date you accessed it] from URL/Link
 - *Example:* McLaughlin, E. C. (2015, October 26). Ole Miss removes state flag from campus. *CNN News.* Retrieved on November 3, 2015 from <http://www.cnn.com/2015/10/26/us/ole-miss-confederate-state-flag-removed-campus/>
- **To cite lectures or interviews:** Author last name, A. (Year). Lecture title [PowerPoint]. Retrieved on (date of lecture).
 - *Example:* Fernández, J. S. (2016). Social structures lecture [PowerPoint]. Retrieved on 1/1/2016.

If you are unsure about your in-text citations and references, I encourage you to see me during office hours, or ask for help at the HUB Writing Center.

Course Evaluation

Grading Scale

A 93.5-100	B+ 86.7-89.9	C+ 76.7-79.9	D+ 66.7-69.9
A- 90.0-93.4	B 83.3-86.6	C 73.3-76.6	D 63.3-66.6
	B- 80.0-83.2	C- 70.0-73.2	D- 60.0-63.2

Pass (P) – between 100 (A) and 70 (C-)

No Pass (NP) – less than 69.9 (D)

If you are concerned about your grade, please make an appointment to meet with me. I am open to discussing your concerns on your performance and grades.

Breakdown of Assignments

- Student Participation & Engagement (30%)
- Campaign Project Portfolio (50%)
- Reflection Paper (20%)

Description of Assignments

Student Participation & Engagement (30%)

Student Participation in class activities and discussions includes the following:

- 1) Providing an informed response to discussion questions/prompts related to the readings and/or course content

- 2) Answering questions/prompts posed by the Professor and by your classmates
- 3) Sharing your thoughts, questions and/or opinion in a compassionate thoughtful manner
- 4) Synthesizing and/or summarizing your reflections on the readings and/or course content
- 5) Facilitating a caring, meaningfully, constructive and critically engaging discussion

Our course will be structured as a participatory *learning community*. What I mean by this is that we are all accountable to each other's learning, academic thriving and wellbeing. I consider all students to be *active* and *engaged learners*. We all have something to teach, and we all have something to learn; and we do this all by practicing critical reflexivity, humility and respect for our learning community. Your participation and contributions to discussions facilitates your role as an active-engaged critical student-learner.

In addition to *Professor Fernández's Principles for Learning*, you are to follow these *Guidelines for Discussions & Participation*, which specify that as a student in my course, I expect you to:

- 1) Read/listen to others' posts carefully and non-defensively.
 - 2) Take a few minutes to reflect and examine your thoughts, assumptions and intentions.
 - 3) Always think before you write/speak.
 - 4) Be mindful about *what* you write/say and *how* you write/say it.
- Where appropriate, you are encouraged to utilize your own life experiences to make sense, and enhance your learning and understanding of the course material. Although discussion participation is essential to your academic thriving, you are not obliged to share your personal experiences or feel pressured to share if it compromises your wellbeing. I am here to support you, and we can work together to find ways for you to engage in discussions in ways that are productive, positive and supportive of your own learning process.
 - I am committed to fostering a learning community where we can engage in critically reflexive dialogues, while remaining respectful, compassionate and professional at all times.
 - Anything and everything posted and/or discussed in this course, including information that pertains to another student's lived experience is *confidential* – it stays within the learning community we have all agreed to create and sustain. Under no circumstance are you to discuss the personal experiences revealed by classmates to anyone outside of our course.
 - The *Academic Integrity Code*, along with *Professor Fernández's Principles for Learning*, apply at all times in the course. *If at any point over the course of the quarter you feel uncomfortable, or the atmosphere of respect and civility is being threatened in our learning community, please let me know.*

Positionality Assignment

The goal of the *Positionality Assignment* is for you to reflect upon and consider your expectations for this course. Your responses will provide me with a sense of what brings you to the course, and how I can help you meet your academic goals, while furthering your critical reflexivity and social analysis of race/ethnicity, and Latinx/Chicanx communities in the U.S.

Please respond to the following questions in your paper:

1. What brings you to this course? What motivated you to decide to enroll in this course?
2. What are your goals for this course (e.g., develop your critical thinking, gain new knowledge, earn a good grade, fulfill a requirement, etc.)? Is there something in

- particular you want to achieve or learn? If so, what is it, and how can I best help you meet your academic goals, or what you want to get out of this course?
3. How much do you know about activism, organizing and/or social movements? Be sincere in your response. I want genuine responses to what you know.
 4. How much do you know about race and ethnicity, and topics on diversity, social justice, and power/oppression in the U.S.?
 5. What experiences or sources of information shape what you know about these topics (e.g., race, ethnicity) and activism/organizing and/or social movements? Be reflexive about what you do not know, as well as what you do know – and the sources for this knowledge. For example, does the media, friends, family etc., shape what you know (or do not know) about race and ethnic relations in the U.S. and/or activism/organizing?
 6. What would help you learn best in a learning environment? Do you anticipate any challenges or difficulties with accessing learning materials and resources for our course?
 7. What other commitments or obligations do you currently have that are time consuming, or that might prevent you from dedicating time to this course?
 8. What are your pronouns? And, do you have preferred name (other than what is noted in the course roster) that you'd like to go by?
 9. Anything else you'd like to share with me that I did not ask you about? In other words, is there anything else you'd like me to know that would help me be a better educator to support you in your academic success?
 10. And lastly, what is one word that best describe YOU. This will help me memorize your name by word association.

Please answer all of these questions. Be as brief or elaborate as you'd like – you can answer in numerical or essay format. In order for us to build a supportive learning community, we must reflect upon and consider our expectations for the course, and the differing perspectives, or lenses, through which we come to understand our experiences, our worldviews and ourselves.

Campaign Project Portfolio (50%)

The *Campaign Project Portfolio* is a group project, a collaborative and collective process of having you develop, design, implement and evaluate a campaign. The social issue that you will focus on will be determined by you as group. You will be required to complete smaller in class and out of class assignments and activities that will build toward the *Campaign Project Portfolio*, which you will submit at the end of the quarter.

Components of the *Campaign Project Portfolio* include:

- i. Issue Development: What's Your Issue?
- ii. Sociohistorical & Structural Analysis Assignment
- iii. Strategic Action Plan Worksheet
- iv. Implementation & Campaign Kick Off (activity)
- v. Impact Evaluation & Reflection of Process Worksheet
- vi. Calling On & Sustaining Social Action Assignment
- vii. Individual Reflection Papers (see assignment below)

Below is a list of some of the campaign topics or issues you may choose to focus on that students in prior courses have engaged in, or that align with ongoing student movements and causes.

- 1) Evolution of UNITY Movements at SCU
 - Documenting and understanding the various iterations of UNITY Movements, so far there have been 4, and these have all contributed in some way to the formation of the MCC, OML, Ethnic Studies and Women & Gender Studies Departments
- 2) Unearthing the Histories of Inclusion at SCU
 - Documenting the experiences of institutionally marginalized and under-represented groups at SCU, specifically women, women of color, and LGBTQ+ students, and how the inclusion of these student demographics have led to the formation of student cultural groups and spaces, like MCC, RRC, Cowell; relatedly is understanding why SCU does not have a women's center and/or a gender equity center
- 3) Affirming Black Student Experiences at SCU
 - Documenting the experiences of Black and African American students at SCU, specifically experiences of resistance, agency and political mobilizing, often in response to histories and continuous anti-Blackness, explicitly and implicit racism, and discrimination in various ways, including Campus Safety.
- 4) Uplifting Dreamer/Undocu-Student Voices at SCU
 - Documenting the experiences of undocumented/DREAMer students, as well as Hurtado Scholars; understanding the history of SCU's immigrant rights advocacy and reform to offer sanctuary to immigrant communities, and to advocate for the academic engagement and opportunities of DREAMers

Reflection Paper (20%)

After submitting your *Campaign Project Portfolio* you will individually write and submit a 2 page single-spaced *Reflection Paper*.

In your *Reflection Paper* please write about your overall learning experience in your campaign group. Use the following questions to help guide your thinking, reflection and writing:

- What was your experience like? How did you feel in your group?
- What did you learn? What are 2 takeaways from your experience as a group?
- What feedback might you have for other groups?
- What responsibilities, roles and contributions did you make to the campaign?
- How did you work together in your group? What roles did you take?
- Be as sincere as possible in your evaluation of your contributions, those of your other group members, and why you believe your campaign, specifically the *Campaign Project Portfolio* merits a particular grade?

Course Schedule

Course schedule is subject to change, please check email & Camino for updates

Week 1 – Welcome: Setting Intentions & Cultivating Community

Overview:

- We will devote this week to setting intentions – goals, visions and objectives for ourselves, and as a class. We will also spend time grounding ourselves in what we want to learn, how we will learn and why it matters. We will foster a critically compassionate learning community and develop community agreements.

Readings:

1. ETHN ### Syllabus & Professor Fernandez's Principles for Learning
2. Arao, B. & Clemens, K. (2013). *From Safe Spaces to Brave Spaces*. In L. M. Landreman, (Eds.), *The Art of Effective Facilitation: Reflections from Social Justice Educators* (pp. 135-150). Sterling, VA: Stylus Publishing.
3. paperson, I. (2017). Chapter 1 - *A third university is possible*. Minneapolis, MN: University of Minnesota Press.

Week 2 – Foundations: Research Justice & Social Action

Overview:

- We will develop our foundational understanding of “research justice,” and begin to engage in the practice of critical ethical reflexivity. We will engage with the following questions: What are you radically hopeful for? What is your issue?

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 1: Issue Development (p. 1)
2. hooks, b. (1989). Choosing the margin as a space of radical openness. *Framework: The Journal of Cinema and Media*, (36), 15-23.
3. Jolivéte, A. J. (2015). Chapter 1 - *Research Justice: Radical love as a strategy for social transformation*. Bristol, UK: Policy Press.

Week 3 – Change Theory: Issue Development & Setting the Tone

Overview:

- We will learn about theories of change, what change is and looks like; how change aligns with decolonization, liberation, transformative justice and abolition. We will learn about action research and related paradigms, specifically participatory action research (PAR).

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 2: Setting the Tone (p. 21)
2. Myers-Lipton, S. (2017). CHANGE! – Chapter 3: Change Theory (p. 31)
3. Newton, H. (1968). An interview with Huey P. Newton. *The Movement*.
<https://medium.com/@merricatherine/huey-p-newtons-interview-with-the-movement-magazine-1968-a328e6b78c32>

Week 4 – Building Power: Historical & Contemporary Movements

Overview:

- We will learn how to engage in a power analysis, as well as deconstruct different modes of understanding power – power as a system and structure, and power as people. We will engage with historic and more recent case studies of social movements and/or community organizing campaigns as examples of groups building power for action and change.

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 4: Building Power (p. 51)
2. *Not a Moment, But a Movement* <https://magazine.scu.edu/magazines/fall-2020/not-a-moment-but-a-movement/>
3. Dong, H. (2009). Third World Liberation Comes to San Francisco State and UC Berkeley. *Chinese America: History and Perspectives*, 95.

Week 5 – Research Justice: Methodology & Data Analysis

Overview:

- We will brainstorm ideas for an issue or campaign. Once the issue or topic has been determined collectively by the groups, you will be tasked with researching some of the systemic or root causes to the issue, collecting and analyzing information or data about the issue or topic via a research justice oriented methodology that abides by ethical principles and values of epistemic justice. Upon concluding your research, you should have a more finalized campaign topic. State clearly: What's your Issue?

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 5: Research (p. 71)
2. Keating, A. (2008). "I'm a citizen of the universe": Gloria Anzaldúa's Spiritual Activism as Catalyst for Social Change. *Feminist Studies*, 34(1-2), 53-69.

Week 6 – Social Action: Strategies, Allies & Institutional Engagement

Overview:

- We will develop 2-3 strategies or actions that can be engaged and implemented in relation to the campaign. Also, identify key allies or supporters with whom you can build and strengthen your power. Determine which institutions and/or organization you must engage and connect with to either hold them accountable, or bridge a dialogue. Determine what key questions you will ask stakeholders. Identify 2 key demands.

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 6: Strategy & Tactics (p. 87)
2. Myers-Lipton, S. (2017). CHANGE! – Chapter 7: Campaign Kickoff (p. 111)
3. Brown, M., Ray, R., Summers, E., & Fraistat, N. (2017). # SayHerName: A case study of intersectional social media activism. *Ethnic & Racial Studies*, 40(11), 1831-1846.

Week 7 – Action Time: Campaign Implementation

Overview:

- We will kick off the campaign! Ready, set, action – go! As a group you must begin to implement 2 of your campaign strategies purposefully. Be sure to document and record how the strategy was implemented, challenges or limitations encountered, and process for resolving or innovating the strategy. Consider documenting the process and outcome if the strategy was productive and generative toward redressing the campaign focus/issue.

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 8: Group Dynamics (p. 129)
2. Myers-Lipton, S. (2017). CHANGE! – Chapter 9: Campaign Plan (p. 143)
3. Nash, J. C. (2020). Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality. *Meridians*, 19(S1), 439-462.

Week 8 – Relational Solidarities: Community Care & Accountability

Overview:

- We will foster and cultivate community care, practices for accountability and radical relationality to ensure that no one is taking on more than needed; time will be devoted this week to check in with each other, and uplift and affirm each other to sustain us. Assess where you are in the campaign and whether the demands you have set out to

achieve are likely to be met. What are possible resolutions? There is no failure in striving toward change: “Freedom is a constant struggle.”

Readings:

1. Gorski, P. C. (2019). Racial battle fatigue and activist burnout in racial justice activists of color at predominantly white colleges and universities. *Race Ethnicity & Education*, 22(1), 1-20.
2. Combahee River Collective. (1995). *Combahee River Collective statement*. In B. Guy-Sheftall (Ed.), *Words of fire: An anthology of African American feminist thought* (pp. 232–240). New York, NY: New Press.
3. Mosley, D. V., Neville, H. A., Chavez-Dueñas, N. Y., Adames, H. Y., Lewis, J. A., & French, B. H. (2020). Radical hope in revolting times: Proposing a culturally relevant psychological framework. *Social and Personality Psychology Compass*, 14(1).

Week 9 – Sustainability: Evaluating the Process & Impact
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Overview:

- We will devote time to evaluating and assessing the process of the campaign, the impact on the issue or impacted groups, and lessons learned for future implementation and/or strategic efforts for other groups to build upon. In class Show & Tell Presentations.

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 10: Evaluation: Passing It On (p. 153)
2. Alicia Garza “Dear Mama Harriet” / De Robertis, C. (Ed.). (2017). *Radical hope: Letters of love and dissent in dangerous times*. Vintage. E-book available through the SCU Library <https://ebookcentral-proquest-com.libproxy.scu.edu/lib/santaclara/detail.action?docID=6051068>

Week 10 – Reflections: Transformative Justice & Abolition

Overview:

- We will honor and celebrate where we are and what we’ve learned and achieved! Share outs of campaign reflections – visions toward transformative justice and abolition: What does it *look* like and *feel* like? Is *another world* possible?

Readings:

1. Myers-Lipton, S. (2017). CHANGE! – Chapter 11: The Hero’s & Shero’s Journey (p. 157)
2. Davis, A. (2015). *Freedom Is a Constant Struggle: Ferguson, Palestine, and the Foundations of a Movement*. Chicago, IL: Haymarket Books. (selected Chapters in PDF format available via Camino, complete e-book available through the SCU Library <https://ebookcentral-proquest-com.libproxy.scu.edu/lib/santaclara/reader.action?docID=4351308&ppg=12>)