

**HONORS 101 CORE CONCEPT CONTINUUM:
SOCIAL ACTION PRACTICUM**
Professor Risa Gorelick

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Class Time: Tuesday/Thursday 8:30 - 9:45 a.m.

Required Texts:

Adams, Maurianne *et. al.* *Readings for Diversity and Social Justice: An Anthology on Racism, Antisemitism, Sexism, Heterosexism, Ableism, and Classism.* New York: Routledge, 2000.
Selection of Readings available on reserve at the FMU library.

Required Materials:

Notebook
2 computer disks
Stapler

Course Objective:

This course will provide students with an understanding towards justice at the local, state, and national levels. By examining a number of social action concerns, including protecting the environment, maintaining justice for select segments of the population, and educating others on the necessity to focus on the needs of the community and the world at large, this course aims at linking honors students with contemporary social issues and creating dialogues on these issues.

This class will have several foci. First and foremost, the class curriculum would demonstrate the need for socially conscious work in the community. This first focus would come through a study of history, study of the particular subject matter, and through the hands-on work in which the curriculum would require each student to participate. The social action topics would include an overview of racism, sexism, antisemitism, heterosexism, and environmental/ecological concerns. The course would operate as a practicum with a mix of discussion, readings, film, guest lectures, and project-orienting lessons.

Students will choose an area of special focus where they will design a project aimed at FMU college students where they will attempt to facilitate a dialogue on a specific issue of racism, sexism, antisemitism, heterosexism, and/or environmental/ecological concerns. Students may choose to work collaboratively (groups no larger than 3 students) or independently. Such projects may entail arranging events to educate the campus community about their social issue (environmental clean-ups, recycling, etc). Some project idea examples include (but are not limited) to the following: designing a program to educate the campus on a particular social action issue (date rape, AIDS awareness, racial tension on campus, religious differences on campus, etc.), organizing a clothing drive for a local shelter, bringing more recycling to FMU, beautifying the campus in an environmentally friendly manner, trying to get left over food on campus donated to those who are hungry, offering places for students to openly discuss social issues on campus, etc. In their projects, they will produce written materials to assist in publicizing their social issue (brochures, newsletters, web pages, pamphlets, etc.).

Specifically, students will examine the following:

Racism – The Civil Rights Movement began more than thirty years ago but our country has not escaped the evils of racism. Daily news reports recently highlighted how minorities receive higher

interest rates on automobile purchases and risk arrest for doing nothing more than driving on our nation's highways. Locally, the Florence-area has designed "Building Bridges," a non-profit agency which addresses a variety of race-related issues facing our own community and one of the co-executive directors will address our class on racism in the region. This section of the course will educate the students on the effect of race in local and national levels. Although FMU is known as one of the most diverse universities in the South, we will examine how to curb racism at FMU.

Sexism – Women in the 20th Century America made tremendous strides in gaining equality. It is important to note that women first received the right to vote only 80 years ago. Since then, women's power has grown in the political, scientific, economic, educational, and legal arenas, to name a few. There is still a need, however, to address gender equality in the family, workplace, courtroom, and society as a whole. Through examining this history, students will gain awareness of how the laws impacted their great-grandmothers, grandmothers, mothers, sisters, and themselves in areas of the control of women's bodies (and how they are and are not protected by the law), motherhood and childcare concerns, women and the environment, the education of women, and the legal ramifications of gender, to name a few.

Antisemitism – Often called "the longest hatred," students will explore the way antisemitism hurts more than just those who are Jewish. Even though there is not a large Jewish population at FMU or in the Pee Dee region of South Carolina, we will examine why antisemitic occurrences happen regularly in the United States. We will take a closer look at the Holocaust and more recent antisemitic tragedies.

Heterosexism (a.k.a Homophobia). "Heterosexism, which has its roots in sexism, is the institutionalization of a heterosexual norm or standard, which establishes and perpetuates the notion that all people are or should be heterosexual, thereby privileging heterosexuals and heterosexuality, and excluding the needs, concerns, cultures, and life experiences of LGBT [lesbian, gay, bisexual, and transgendered] people" (Adams et al. 262-3). We will examine injustices done to those who are not heterosexual as well as the achievements of those who are LGBTs.

Environment – The world has a limited supply of a great many resources. We have not always been judicious in how we take advantage of them. Even while we are concerned for social justice, we too often ignore the ecological effect of our actions. With the help of colleagues in the FMU biology department, students will learn the importance of recycling, the dangers of air/water pollution, and the effects of beach erosion, logging and strip mining on a community's environment, to name a few. Learning skills for disseminating this type of information and educating the public as to its severity would enable students, under this curriculum, to become environmentally active.

In all, this course would prepare students to be better citizens in their communities. Matriculating students would find themselves equipped to take on leadership roles in the professional and/or volunteer world of social and environmental justice.

Grades:

Presentation	25%
Project	30%
Mid-Term	20%
Final Exam	20%
Participation	5%

Attendance: It is important that you attend every class. **If you miss more than four classes for whatever reason, your grade will be in jeopardy and you may fail the course. There is no distinction between "excused" and "unexcused" cuts. SAVE YOUR CUTS** for foreseeable or

unforeseeable circumstances such as illness, family death, official school functions, athletic participation, etc. If you anticipate an absence, please let me know ahead of time and make arrangements to make up the work missed. Get the telephone number of at least one classmate so that you can get the notes and assignments if you miss a class. **I do not send out compulsory attendance forms.**

Academic Cheating or Plagiarism (see page 125-6 in the FMU Student Handbook): All work you hand in must be your own. Work that is copied or paraphrased from someone else (another student, a book/journal, the Internet, etc.) or work that someone else does for you is plagiarism, and it's illegal. **Any student who cheats will be punished to the fullest extent permitted under university policy.**

Fall 2001 Syllabus

**Unless otherwise noted, readings are from *Reading for Diversity & Social Justice*.
Readings will be discussed on the day they are listed.**

- R 8/23 Course Introduction; Read Bray's "So How Did I Get Here?" (425-430) Write a brief essay answering the question, "So How Did I Get Here?: You may approach this question in whatever way you believe will be meaningful. Some possibilities are to reflect on (and perhaps ask your family) how you and your family came to be here in the United States or to reflect on how you came here to college. You may also decide to interpret "here" less literally, and reflect on how you "got" to where you are now in a less geographical sense. We will share these responses, so please do not write about anything you do not wish to share with members of this class.
- T 8/28 **What is Race? What is Racism?**
"Prejudice & Discrimination" 21-30; Racism Introduction 61-66;
- R 8/30 Takaki "A Different Mirror" 67-73; Tatum "Defining Racism: 'Can We Talk?'" 79-82
- T 9/4 Cooper "The Heatland's Raw Deal: How Meatpacking Is Creating a New Immigrant Underclass" 99-103; Thompson "White Men and the Denial of Racism" 104-109
- R 9/6 Root "A Bill of Rights for Racially Mixed People" 120-127; Schniedewind & Davidson "Linguicism" 129-130
- T 9/11 **What is Sexism?**
Introduction 199-202; Lorber "'Night to His Day': The Social Construction of Gender" 203-213
- R 9/13 Bem "The Conundrum of Difference" 228-233; Scott 233-238; Anonymous "The 'Rape' of Mr. Smith" 246-247
- T 9/18 Film "If These Walls Could Talk II"
- R 9/20 **Speaker: Rev. Leo Woodbury, Director of the Pee Dee Community Center, "Response to The United Nations Conference on Racism"**
- T 9/25 **What is Feminism?**
hooks "Feminism: A Movement to End Sexist Oppression" 238-24;

- R 9/27 Steinem “Revving Up for the Next Twenty-Five Years”256-260
- T 10/2 **What is Antisemitism?**
Introduction 133-137; Langman “Including Jews in Multiculturalism” 169-176
- R 10/4 Dinnerstein “The Christian Heritage” 144-149; Mennis “Jewish & Working Class”188
Speaker: Dr. Amar Amasude (FMU Director of Instructional Technology) on “Understanding the Koran: Basic Beliefs of Islam”
- T 10/9 Fall Break–No Class
- R 10/11 **Mid-Term (covering Racism & Sexism)**
- T 10/16 Kaye/Kantrowitz “Jews in the U.S.” The Rising Cost of Whiteness”138-143; Holocaust maps 150-162; “Menorah Light Banishes Hate” 190
- R 10/18 **Speaker: Thomas Grossman “Surviving the Holocaust”**
- F 10/19 **Attend Beth Israel Congregation 6:45 PM - 10 PM (make up for missed classes on 9/18 & 9/27). Conversation with Rabbi Marc Kline on “Antisemitism in the New Millennium”**
- T 10/23 **What is Heterosexism?** Introduction 261-266; Miller “Stonewall and the Birth of Gay and Lesbian Liberation”288-290
Speaker: Patrick Rabin, President of FMU’s Crossroads (LGBT Alliance)
- R 10/25 Blumenfeld “How Homophobia Hurts Everyone” 267-275; Rev. Deacon “What Does the Bible Say About Homosexuality?”290-293
- T 10/30 Meiner “Memoirs of a Gay Fraternity Brother” 299-301; Burns “Why Don’t Gay People Just Keep Quiet? Listening to the Voices of the Oppressed” 306-308
- R 11/1 **Speaker: Dr. Gabriel Batarseh, FMU Psychology Dept., “Anti-Semitism? Perspectives from a Palestinian Christian”**
- T 11/6 **Why Care About the Environment?** Do a search at the library or on the Internet. Bring in an article on an environmental issue which you will copy for the entire class. You will present the findings in the article, and we will discuss them as a class.
- R 11/8 Student mini-presentations on environmental readings.
- T 11/13 Student mini-presentations on environmental readings.
- R 11/15 Honors Trip to NYC–No Class
- T 11/20 **Speaker: Richard Turner, Senior Environmental Health Manager, Pee Dee Health District of DHEC on “Bioterrorism: & Response”**
- R 11/22 Thanksgiving–No Class
- T 11/27 **Speaker: Professor Travis Knowles, FMU Biology Dept. on “Environmental Conservation”**
- R 11/29 **Project Presentations**

T 12/4 Reading Day–No Class

R 12/6 **Final Exam (covering Anti-Semitism, Heterosexism, & Environmental Concerns) 8:30-10:30 a.m.**