

# JOHN JAY COLLEGE OF CRIMINAL JUSTICE

Fall, 2025 August 26 thru December 15 2025 (for us Dec. 11)

## Syllabus

Course Title and Section: EDU 300-SK02: **Education for Social Change in the United States**

Course Meetings: Tuesday/Thursday 10:50AM until 12:05PM

Course Location: Room TBA

Faculty: Schevaletta (Chevy) Alford, Ed D. (salford@jjay.cuny.edu)

Contact Hours: By Appointment (All students are required to have 2 appointments)

Phone: SEEK Office 212 237-8169 or 8168

Office location: 432.07 HH

### Course Belief:

“Learning is self-improvement, while ignorance is stagnation. The spirit of learning leads to peace, progress, and prosperity, while ignorance leads to misery, misfortune and impoverishment.”

Ikeda, D. (April, 2016). *Living Buddhism*

“Education is the great equalizer...” Horace Mann

### Course Description and Overview:

Based on the information garnered from readings, lectures, and videos, the class will consider whether higher education has or is doing anything to equalize the lives of the citizens—nationally, statewide, citywide or in your immediate community. Students will engage in critical analysis of the ongoing struggles for access and equity in society. By viewing the methods used to change unfair practices, students will develop and participate in a social actions project to improve a negative aspect of society. Finally, students will have the opportunity to move from social action to critical reflection by contextualizing their own educational experiences and ambitions in the context of the struggle for justice not only in education but in other arenas requiring reform, such as health care, prisons reform, environmental change and political funding.

### Learning Outcomes:

By the end of the course:

1. You will **understand the ideas and concepts of social actions** and be able to integrate your understanding of these concepts with lessons learned from the work done on your social action project. You will also have a fundamental idea of how higher education has impacted social actions effecting the social, political, economic, and cultural structure within the United States.
2. You will be able to **analyze** how the individual and collective quests for the American Dream have resulted in **struggles for social justice requiring social actions in education** which have led to the reshaping U.S. society and culture.

3. **You will be able to use research and data analysis skills to establish a position and support it with evidence and**
4. You will be able to mount a simple campaign social action platform that reflects your beliefs and critically considers your understanding of the views of others as it relates to education, justice, equality and opportunity in order.
5. **Finally, you will be able to understand your ability to work with others and identify factors that will cause you difficulties in doing social actions activities.**

**Below is a list of requirements and expectations necessary for the successful completion of this course:**

**(1) Attendance** you will be responsible for all material covered in any meetings held with the entire class as well as your group (once assigned). Your discussion board submissions and portfolios will be used to evaluate whether you have understood the material covered and the readings in meetings.

**(2) Assignments are the basic academic types: Reading, writing, video viewing, and speaking.** During Meetings comments can be made about all subjects covered in the class—and in the news. (Information from other classes may be brought in as long as that information can be linked to social actions. In addition, you may use the **Journal function** if you decide the topic is too controversial and you only want the instructor to see it.) This function will be useful for creating midterm and final projects. When you write on the Discussion Board the entire class will see it. Although AI can be helpful don't let it control your thinking. AI will create its own truths. Please cite information you have discovered. (If you use AI remember other students may end up with the exact same words as you. This may appear as plagiarism which will not go well for you.)

(3) You will be creating a portfolio and log (journal), campaign notebook, and final group presentation.

**(3) E-mail:** Students are expected to use their John Jay email address and check emails regularly, as professors will use it to disseminate important information regarding assignments and syllabus changes. Students must use professional salutations, language and format. Do not write "Hey Ms," or "Ms" or simply start writing without a greeting. You can use a more relaxed format when you are writing in your Journal.

**(4) Brightspace (LMS):** Students are required to check their Brightspace course page regularly for updates on class assignments, projects, discussion questions, and/or any changes to the course syllabus.

On some occasion participants will be required to go to the internet.

Komives, S.R., Wagner, W. and Associates (2009). **Leadership for a Better World: Understanding the Social Change Model of Leadership Development.** Jossey-Bass pgs. 7-41; 43-76; 195-228; 299-328; and 397-436. **It is strongly suggested that you read this entire book; however, if you cannot, just read these sections.**

Myers-Lipton, S. (2023). *Change! A student guide to social action* (2<sup>nd</sup> Ed.) Routledge, Taylor and Francis Group.

**Grading:**

A letter grade will be assigned to each student. While grades will be calculated by instructor, your goal is to achieve 100 points, and this will be translated into a letter grade. (We must try to avoid incomplete grades except in the event of an emergency, which must be documented by an official note.) You will be asked to write a self-evaluation as part of your midterm and final.

**Final Grade will be calculated as follows:**

- **25% Identification of Issue**--participation in class discussions and small group which reference readings or viewings. You select an issue and can explain why you have chosen this issue. You can work with your team to map out a fundamental design for getting your concern before the individuals who can do something about it.
- **20% Quizzes** to check whether you have done assignments related to preparation for class.
- **25% Portfolio submissions which will be connected to Discussion Board**
- **30% Final Social Action Project and Paper**  
**Advocacy for Change in \_\_\_\_\_:** Utilizing the concepts of advocacy, social action and change presented in class materials or that you have encountered during this semester, create an advocacy project with your small group. This project should focus on an issue about which you believe there is need for change. This can be presented as a group policy paper which requires all members of your group to submit at least 2 pages and a power point presentation. This presentation will show how your group put together their platform. The presentation will be done in ZOOM Meeting final examination. It must be on a platform which can be viewed by all members of the class.

**College Wide Policies for Undergraduate Courses:**

- (1) **Plagiarism:** Plagiarism is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation. Using the ideas or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism. It is the student's responsibility to recognize the difference between statements that are common knowledge (which do not require documentation) and restatements of the ideas of others. Paraphrase, summary, and direct quotation are acceptable forms of restatement, as long as the source is cited. Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation. (John Jay College of Criminal Justice Undergraduate Bulletin, <http://www.jjay>).
- (2) Internet plagiarism includes submitting downloaded term papers or part of term papers, paraphrasing or copying information from the Internet without citing [cuny.edu/academics/654.php](http://cuny.edu/academics/654.php), see Chapter IV Academic Standards) the source, and "cutting and pasting" from various sources without proper attribution. (From the John Jay College of Criminal Justice Graduate Bulletin, p. 89). Students who are unsure how and when to provide documentation are advised to consult with their instructors. The Library has free guides designed to help students with problems of documentation.

- (3) Americans with Disabilities Act (ADA) Policies: If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact The Office of Accessibility Services (212) 237-8031, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

## ***Assignments***

***There will be class sessions Tuesdays **and** Thursday (10:50PM UNTIL 12:15PM).***

### **WEEK 1**

**Tuesday August 26 and Thursday 28** (History of Higher Education—What were the issues, who fought for what)

Basic Information about class

Get to know your classmates and their concerns “Getting to know you”

Brief History of Higher Education parts 1 and 2 Video.

### **Assignment**

**Write** a brief Self-Introduction (Bio) and The Bio should include one paragraph describing who you are: information such as where you live, how long you have lived there. Another paragraph should consider three areas:

Do you have any concerns about your community?

Do you have any concerns about the education you have received thus far?

Do you have any concerns or problems other than education or community which can be seen as **issues** that need to be addressed?

Lastly what are you presently studying? Have the courses that you have been taking connected to your concerns?

**Review** the Bios of at least 4 other classmates and post comments to at least two who appear to expressed interest in **issues** like your own.

Start to look at information on organizations like ***Citizen Action of New York***

**Read:** Change! A student Guide to Social Action, Student Victories (XI-XII), & P.1-16.

### **WEEK 2 Tuesday September 2nd and 4th**

**Reading Quiz for previous week**

### **Watch**

<https://www.pbs.org/video/generational-activism-rjyyp1>

*<https://www.youtube.com/watch?v=TtGbYi4KtIE>*  
*Reflections on the Greensboro Lunch Counter*

**Write: Portfolio Assignment 1**

**Issue Development:** Is your concern, issue, or cause focused on an individual or is it a societal concern? What is the difference? If you can resolve this issue, will it just fix your situation or will it impact a larger community—who will that include?

**Watch** 2 videos and consider the attitudes of the individuals involved and identify the activity in which they were involved; list at least three key factors that caused them to participate in the social action.

Then **write** a brief statement describing whether their actions have broadened your understanding of what it means to be involved.

**WEEK 3 September 9 & 11**

Assignment 2

Meet with classmates to discuss issue that you will be working on

**Read** Change! A student Guide to Social Action P. 21-25 and 28-37.

**Write** Portfolio Assignment #2.1 through 2.7

**WEEK 4 September 16 & 18**

Assignment 3

**Movements for Social Change**

**Campus Protests and Unrest the Gateway for the Common People**

**Watch** The Kent State Massacre

<https://www.youtube.com/watch?v=2DNdS-JXrLo>

**Five Demands Documentary One to One (CUNY TV)**

Consider each documentary: What are your beliefs about the attitudes of the students?

In what ways are they similar to the students in Greensboro; in what ways are they different?

**Read:** Markowitz, G. (2004). Educating for Justice: A history of John Jay College of Criminal Justice. Pg 117-137. Read

**WEEK 5 September 23 & 25**

**Monday to Wednesday no class**

**Thursday Small group meet with instructor via ZOOM appointments (What to do if your group has a plan or does not have a plan)**

**Portfolio #4**

**Week 6 September 30 & October 2**

**Wednesday and Thursday no class**

**Five Demands (the film by request, in class viewing)**

**Group Meetings for Campaign Planning, Timeline and Implementation**

**Read Change! A student Guide to Social Action P. 44-59**

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**Week 7 October 7 & 9**

**Research –Identify your target audience and/or individuals**

**Change! A student Guide to Social Action P.60-71**

**Portfolio #5**

**Week 8 October 14 & 16 (no class on Tuesday the 14<sup>th</sup>)**

**Strategies and Tactics -- Outline campaign and identify dates of activities (Draft for review and discussion with class)**

**Week 9 October 21 & 23**

**Strategies and Tactics – Finalize campaign actions Confirm dates and verify action of each committee member. Make certain that all appropriate letters have been received and gate-keeper have been verified. Identify any possible elements or individuals who might serve or become a hinderance or interfere with plan of action. Collect and Review video recordings made by team members. Review any narratives from journals of team members to date.**

**Week 10 October 28 & 30**

**Campaign Kick Off (This date will vary depending on group calendar)**

**Week 11 November 4 & 6**

**(All students who are able should vote excused absence)**

**Discussion of strengths and weaknesses in Campaign**

**Portfolio #6**

**Week 12 November 11 & 13**

**How to get your event to the press**

**Write the Press release**

**Week 13 November 18 & 20**

**Midterm Self-evaluation (Guidelines will be provided. In class discussion of guidelines)**

**Week 14 November 25 & 27 Thanksgiving Week**

**Midterm**

**Week 15 December 2 & 4 Holiday Breakfast**

**Report on results of activities**

**Week 16 December 9 & 11**  
**Prepare for group presentations**  
**Writing and video editing**