

JOHN JAY COLLEGE OF CRIMINAL JUSTICE

The City University of New York

Education and Justice, EDU 100

Fall 2025

Professor: Dr. Tracie Meyers, LCSW

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Office Hours: By appointment; email me or the SEEK office seek@jjay.cuny.edu to make an in-person (Tuesday, Wednesday, or Thursday), virtual, or phone appointment with me.

Peer Mentor: Renata Florida Cervantes

E-mail: renata.floridacervantes@jjay.cuny.edu

Class Meeting Times: Tuesdays & Thursdays 3:05pm – 4:20pm

Room:

Welcome to “Education and Justice”

Power concedes nothing without a demand. It never did and it never will.

-Frederick Douglass

“All of us share the responsibility and the opportunity to co-create a better world”

-Christiana Figueres

“The paradox of education is precisely this—that as one begins to become conscious, one begins to examine the society in which he is being educated.”

-James Baldwin

Course Description:

This course examines the relationship of education to questions of justice as fairness in the U.S. It explores the historical, social, political, economic, and cultural contexts in which young people receive their schooling and analyzes the nature, causes, and effects of educational inequality. In the process of studying these issues, students will reflect on their own educational experiences and gain an understanding of the processes and expectations of college.

EDU100 is a course that explores power and democracy through a lens of inclusivity and our unique, lived experiences. In this course, we will learn about social action and how our voices, when unified, can promote change to improve the collective experience of others. Every individual, group of citizens, or organization can bring about change. How change happens and how to make it happen serves as the central focus of this course. How does a collective group with shared interests challenge policy or programs in the community or the college campus, providing voice and action to better current practices, programs, or policies?

We will examine how change is accomplished through the power of active, engaged voices. We will explore diverse topics and cases related to current research, issue development, change theory, building power, group dynamics, strategy, and campaign planning and implementation. This course facilitates the learning of “doing” through collaborative discussion, social action, and advocacy. The possibility of making a difference on our campus, in your community, and the experiences of others depend on you. Within this course, you will be asked to think about your experiences, successes, challenges, and examine change that can make the learning journey for others better through social action.

You will reflect on these questions as you navigate this course:

- 1. How can students, as emerging leaders and advocates, use their personal experiences and lived realities to identify and address policy gaps or injustices, and what strategies can they employ to mobilize their communities toward meaningful change?*
- 2. How can students effectively organize and implement social action campaigns that challenge existing policies, institutional practice, programs or infrastructure in education?*
- 3. In what ways can students leverage their unique lived experiences and knowledge of current systems to drive meaningful change, and how can these changes address the needs of underserved or underrepresented communities?*

Justice Core Learning Outcomes, Justice and the Individual:

By the end of the course, students will be able to:

- Describe one's own relationship to significant issues of justice
- Identify problems and propose solutions through evidence-based inquiry
- Assess the effectiveness of one's own role in collaborations with people of diverse backgrounds
- Demonstrate effective planning and reflection to accomplish specific course outcomes
- Engage with co-curricular activities (i.e., clubs, student activities, lectures, tutoring, academic advisement, community service) to develop academic goals and personal growth
- The class will create at least one learning outcome they would like to achieve when the course comes to an end.

This course utilizes an experiential model with students applying social change theories to real campaigns focused on our passions and interests in teaching, learning, programming, and policy. Your lived experience and knowledge serve as the framework for this course. Students identify social issues related to policies, programs, or legislation and develop specific, measurable solutions, providing a *voice for all*. You and your campaign team will lead these campaigns, experiencing democracy firsthand. I will serve as a facilitator, promoting student-centered, collaborative learning where students develop as co-creators of knowledge. Together, this course will prioritize active participation in social action over passive learning in a traditional classroom environment.

A key feature of the social action model is students implementing a campaign to alter or change an existing policy (rule, regulation, norm, or institutional practice) or program on campus, locally, regionally, or nationally. Students choose and develop their campaigns without the instructor's predetermined direction.

The course follows an *"On Your Mark, Go, Get Set"* approach, immersing students in issue development— identifying policy issues, changes, and those in positions of power to address concerns of the issues.

All students will be involved in social action. This will require a minimum of 1½ to 2 hours per week of campaign work (25 hours minimum over 15 weeks, with about one-

half of the time DOING something, that is, doing *campaign activities* (e.g., tabling, fliering, giving organization raps) or *campaign actions* (marches, rallies, street theater, etc.).

If you do not do more than 25 hours a semester, you will most likely not receive a grade higher than a C on your overall portfolio grade, since it is difficult to do reflection if you are not doing campaign activities and actions. Of course, if you want to do more campaign work, that is great. FYI: The course reading has been reduced to offset the 25 hours of campaign work.

It will be possible to do your social action on campus, so all students should be able to work it into their schedule. In addition, class time will be dedicated to your social action campaign, so you will be able to do some of your organizing in class. During the second through fourth classes, you will brainstorm various ideas for a social action campaign, and then you will choose one to work on.³ The requirements for the campaign are: (i) that you have a minimum of 3 students on your team, (ii) you have a passion for the issue, and (iii) your campaign tries to change some type of policy. The campaign you choose to work on may come from a liberal, conservative, social democrat, or libertarian perspective...or it may have no ideology. Whatever campaign you choose to do, I will teach you about democracy, power, and how to bring about change.

Importantly, there is no political indoctrination, as students develop and choose what campaigns to work on, and can change campaigns at any point in the semester. Furthermore, my role is to offer guidance about strategy and tactics, and to help students consider the variety of options available, with the students deciding on how to best move forward.

Upon successful completion of this course, students will be able to:

1. Conduct issue development
2. Build power
3. Implement various strategies and tactics
4. Conduct research (historical analysis, power map, target analysis)
5. Work with the media
6. Perform campaign implementation and evaluation plans

Americans with Disabilities Act (ADA) CUNY Accommodations Policy

Students who believe that they may need an accommodation due to a disability are encouraged to immediately contact the Office of Accessibility Services (OAS) in room L.66 NB (212-237-8031 or accessibilityservices@jjay.cuny.edu). Students are welcome but not required to speak with the instructor privately to discuss specific needs for the class. Students with disabilities are entitled to confidentiality over disability-related status or details. Students are not required to disclose their specific disability to their instructors or anyone else.

Policy on Religious Accommodations

Students requesting religious accommodations should contact the Dean of Students Office at deanofstudents@jjay.cuny.edu. The Dean's office will work with the student and the instructor to find an acceptable accommodation. Reasonable accommodations may include, but are not limited to, permission to make up a test or lecture, time and/or space to pray, or an accommodation relating to appearance or dress.

Wellness and Student Resources

Students experiencing any personal, medical, financial or familial distress, which may impede their ability to fulfill the requirements of this course, are encouraged to visit the Wellness Center (L.65 NB). Available resources include Counseling Services, Health Services, Food Bank, and emergency funding support. See <https://new.jjay.cuny.edu/student-life/wellness-center>

CUNY Policy on Academic Integrity

Academic dishonesty is prohibited in CUNY. It includes, among other things: *cheating* (e.g., submitting the same paper for more than one course; unauthorized use during an exam of any electronic devices); *obtaining unfair advantage* (e.g., circulating or gaining advance access to exam materials); and *plagiarism*, which is the presentation of someone else's ideas, words, or artistic, scientific, or technical work as one's own creation (including information from the Internet). Using the ideas or work of another is permissible only when the original source is identified. Plagiarism may be intentional or unintentional, but lack of dishonest intent does not 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. If in doubt, it is better to include a citation.

Students who are unsure how and when to provide documentation are advised to consult with the instructor. The Library has free guides designed to help students with problems of documentation at:

http://guides.lib.jjay.cuny.edu/citing_sources.

Resources for Reporting Sexual Harassment, Sexual Assault, Stalking, or Domestic and Dating/Intimate Partner Violence

To speak confidentially, you may contact Women's Center Counselor and Gender- Based Violence Prevention and Response Advocate, Jessica Greenfield, jgreenfield@jjay.cuny.edu. For more information or resources, please see CUNY's Policy on Sexual Misconduct (PSM) or this page:

<https://new.jjay.cuny.edu/about-us/compliance-diversity/non-discrimination-equal-opportunity/training-resources>.

Course Requirements

There are four course requirements. They include discussion board posts, a portfolio and log, participation, and a campaign presentation and binder. There is also a personal educational timeline assignment.

Discussion Board Posts (20% of total grade)

The purpose of the discussion board is to encourage reading. To comment, you will need to keep up with the materials.

Educational Lifeline (10% of grade)

Educational Lifeline Project: This project recognizes you: Your Identity, Your Life, Your Journey

Part 1: Students will create a visual timeline that highlights key educational events in their life that have shaped who they are today as a student and how these experiences influence their values and future goals. Identify major milestones—such as personal achievements, challenges, or educational experiences—and use visuals (photos, drawings, symbols) to represent each event. For each milestone, include a brief reflection on its significance, especially in relation to your understanding of education and justice. You can present your timeline in a digital format (e.g., Canva or PowerPoint) or as a physical poster.

Part 2: Students will share 1 – 2 milestones in class.

Portfolio and Log (30% of total grade)

In this class, portfolios take the place of exams. Importantly, the portfolio is where you demonstrate your knowledge of the text in light of your social action experiences. Therefore, you must integrate the text with your community work throughout each portfolio. With no integration of text, you cannot receive above a C on your portfolio. You can talk to your teammates, but all of the portfolios will be your own work.

In addition, you will most likely not receive higher than a C on your overall portfolio grade if you do not complete at least 25 hours of social action work (1.5 to 2 hours a week). Please use the log at this website (www.bonner.org/socialaction-docs) to keep track of your community work and then turn it in with the portfolios. Your portfolio and log will be collected every three to four weeks. Late portfolios will be accepted, but points will be deducted.

Participation (20% of total grade)

The purpose of evaluating your participation is to encourage and reward students who prepare for and engage in the habits of the mind. Thus, you will be evaluated on the extent and quality of your participation in the class. Your classroom participation grade will be based on the following criteria:

Campaign Presentation and Binder (20% of total grade)

For the final exam, students give a group presentation on your social action campaign. In addition, your group will turn in a campaign binder, which will be evaluated. The binder will be used by future students when they choose their campaigns.

Readings may draw from any of the following and others as the semester progresses; all readings will be provided via Brightspace or handouts.

Andre, C. & Velasquez, M. (1990). Justice and fairness: Issues in ethics.

Ayers, W., Ladson-Billings, G., Michie, G., & Noguera, P. A. (2008). *City kids, city schools: More reports from the front row*. New York, NY: The New Press.

Ginwright, S. & Cammarota, J. (2002). New terrain in youth development: The promise of a social justice approach, *Social Justice*, 29, 82-95.

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America. Chapter 1*. New York, NY: Three Rivers Press.

Nieto, S. (2005). Social justice in hard times: Celebrating the vision of Martin Luther King, Jr. *Multicultural Perspectives*, 7(1), 3-8.

SEEK Legislation, Education Law 6452 (1966) (handout)

Brightspace:

We will use Brightspace in this course. Brightspace can be accessed from this page: <https://new.jjay.cuny.edu/learning-management-system>. It is a web-based learning management system that creates a password-protected site for the course. I will post course materials (lecture slides, readings, etc.) and your grades on Brightspace. I will use Brightspace to send announcements to the class, so please check your John Jay email often – *and make sure you are receiving these emails*. If not, please update your email address (Brightspace student user guide:

<https://www.jjay.cuny.edu/sites/default/files/2024>

07/John%20Jay%20Brightspace%20Student%20User%20Guide%20_1.pdf). For Brightspace help, email: LMS.students@jjay.cuny.edu.

COURSE SCHEDULE

Pre-Class Assignment: I AM Poems, Complete Executive Function Scales

WEEK 1:

TUES 8/26 CLASS INTRODUCTION

- Class Expectations & Syllabus Review
- Sharing "I AM" poems
- Submit completed Executive Function Scales

Readings/Activities:

Complete Executive Function Scales

THURS 8/28 EXECUTIVE FUNCTION & LEARNING

- Review remaining questions from the syllabus
- Review of Educational Timeline Project
- Review of EF Scales and Results

Readings/Activities:

Reread your syllabus and note any remaining questions that you may have.

WEEK 2:

TUES 9/2 Issues of Education and Justice in America

- Review remaining questions of the Educational Timeline Project (due 9/4/25)

- Discussion on Education in America

Readings/Activities:

Kozol, J. (2005). *The shame of the nation: The restoration of apartheid schooling in America*. Chapter 1. New York, NY: Three Rivers Press.

Watch Affirmative Action for the Rich

THURS 9/4 ISSUE DEVELOPMENT

- ASSIGNMENT DUE: Educational Timeline Project Due by the start of class
- Be prepared to share 1-2 pivotal moments in your educational journey
- Discussions on educational experiences/ similarities/ differences

Readings/Activities:

Watch: The Problem We All Live With

Myers-Lipton, *CHANGE!*, Student Victories (XI-XII), Preface (XIII-XVII), & Ch. 1, p 1-6

Myers-Lipton, 2021 Silicon Valley Pain Index

Student Reflection: Josh Barousse, Class of '08

WEEK 3:

TUES 9/9 ISSUE DEVELOPMENT

Readings/Activities:

Myers-Lipton, *CHANGE!*, p. 7-19, Message to Teachers (XIX-XXIII)

Myers-Lipton, *CHANGE! A Guide to Teaching Social Action*, Ch. 1, Section A & B

Myers-Lipton, 2020 Silicon Valley Pain Index

Video: "Walk the Walk" (first 15 minutes)

Portfolio 1: Assigned

THURS 9/11 CHOOSE CAMPAIGNS/SETTING THE TONE

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 2, p. 21-28

Video: "Walk the Walk" (2nd 15 minutes)

Portfolio 2: Assigned

WEEK 4:

TUES 9/16 CHOOSE CAMPAIGNS

Readings/Activities:

To be determined

THURS 9/18 CHOOSE CAMPAIGNS/DEVELOPING HEALTHY TEAMS

Readings/Activities:

Why Do Leadership Teams Matter

WEEK 5:

NO CLASS TUES 9/23/25

THURS 9/25 CHANGE THEORY

Freire's Critical Consciousness

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 3, p. 31-38

Watch: Paulo Freire's Critical Pedagogy

<https://www.youtube.com/watch?v=jXUv7pIveMA&pp=ygUYZnJlaXJIIGNyaXRpY2FsIHBIZGFnb2d5>

Watch: bell hooks on Freire, Transgressing, and Joy

<https://www.youtube.com/watch?v=54muCymYIXY&pp=ygUwZGVjb2xvbmI6aW5nIHRoZSBjbGFzc3Jvb20gYmVsbCBob29rcyBhbmQgZnJlaXJl>

Watch Summary: Pedagogy of the Oppressed: Chapter 2 Summary | Paulo Freire | Critical Pedagogy

<https://youtu.be/HZINdlQGdZE?si=2oqvu00sWoOIzUr>

If you would like to read more:

Read: bell hooks, Teaching to Transgress ch. 2

Freire Pedagogy of the Oppressed ch. 2

Student Reflection: Rochelle Jackson-Smarr, Class of '08

TUES 9/30 CHANGE THEORY

Marshall Ganz

Public Narrative Activity

Watch in class:

Coaching Story of Us | How to Coach Public Narrative

<https://youtu.be/IEIOpsvJX-Y?si=fPQK8as13l47v0vf>

The Story of Self by Tarneen Onus Browne <https://youtu.be/veeXBmUBhXM>

Coaching Story of Us | How to Coach Public Narrative

<https://youtu.be/IEIOpsvJX-Y?si=2FA5e9QNkrMNZ2S->

Coaching Story of Now | How to Coach Public Narrative

<https://youtu.be/ZqNKixaRx3U?si=G3wtKN199ZxWgW8I>

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 3, p. 38-48

Marshall, G. (2009). *What is public narrative: Self, us & now* (Public Narrative

Worksheet). Working Paper.

Watch: Hidden History: Cesar Chavez

https://www.youtube.com/watch?v=YreAD3_PMeI&pp=ygU5VW5pdGVkIEZhcm0gV29ya2VycyAmIENlc2FyIENoYXZlejoGVGhIE9yZ2FuaXppbmcgU3Rvcnkg

Watch: Labor Organizer Marshall Ganz

<https://www.youtube.com/watch?v=NgIXpj94Z2o&pp=ygU5VW5pdGVkIEZhcm0gV29ya2VycyAmIENlc2FyIENoYXZlejoGVGhIE9yZ2FuaXppbmcgU3Rvcnkg0gcJCc0JAYcqIYzv>

WEEK 6:

THURS 10/2 NO CLASS

TUES 10/7 UNDERSTANDING POWER

Readings/Activities:

Batliwala, S. (2019). All about power: Understanding social power and power structure.

Forms of Power Handout

Power cube activity

DUE: Portfolio 1-3 and Social Action Log

THURS 10/9 BUILDING POWER

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 4, p. 51-59

Myers-Lipton, "Chicano Commencement"

Myers-Lipton, *CHANGE!*, Ch. 4, p. 60-68

Student Reflection: David Salinas, Class of '19

Portfolio 4: Assigned

Reader: Student Reflection: Leila McCabe, Class of '12

Portfolio 5: Assigned

WEEK 7:

TUES 10/14 NO CLASS

THURS 10/16 RESEARCH

History Overview

- Power mapping

Watch: **Power Mapping**

<https://youtu.be/OBgnumu34n8?si=pi21oFWi1BwF3HyG>

Power-Mapping and Identifying Targets for Organizing | Theory of Change

<https://youtu.be/hBOvqNouaUw?si=KE8TYV6JAr51sjGL>

Readings/Activities:

Power Mapping to Design a Winning Campaign Strategy

TUES 10/21 TARGET ANALYSIS

Readings/Activities:

Developing Theory of Change

Watch: The Theory of Change The Blueprint for Lasting Social Impact

<https://www.youtube.com/watch?v=cg4J1g0IVHg&pp=ygUhdGhlc3J5IG9mIGNoYW5nZSBleHBsYWluZWQgc2ltcGx5>

Watch: DIY Toolkit Theory of Change

https://www.youtube.com/watch?v=6zRre_gB6A4&t=23s&pp=ygUhdGhlc3J5IG9mIGNoYW5nZSBleHBsYWluZWQgc2ltcGx5

WEEK 8:

THURS 10/23 STRATEGY & TACTICS

- Organizational Rap
- Legislation
- Policy Alliance Building

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 6, 87-96

Video: Student Homeless Alliance

Myers-Lipton, *CHANGE!*, Ch. 6, 96-102

Reader: Franco, "Students Declare Housing Crisis"

Mehta, "No Deal"

DeRuy, "SJSU Students Blast University Leaders for Handling of Housing Crisis"

Trujano, "SJSU's New Housing Solutions"

Student Reflection: Mayra Bernabe, Class of '19

TUES 10/28 STRATEGY & TACTICS

- Media & Public Relations
- Disruption
- Target Meetings

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 6, 103-108

Reader: Rey, "Campus Safety: A Reason to be Worried?"

Bradley, "Campus Safety and Statues Garden"

Clark, "Escort Program to Expand Its Boundaries of Transportation"

CMS Info, "Students Auto-Enrolled in Alert-SJSU"

Student Reflection, Natasha Bradley, Class of '11

Portfolio 7: Assigned

WEEK 9:

THURS 10/30 (TSA MEETUP) CAMPAIGN KICKOFF

- Brainstorm ideas on types of kickoff activities
- Plan
- Meet with your groups during class time to continue planning your event kickoff.

Readings/Activities:

- Watch video of campaign kickoff event

TUESDAY 11/4 CAMPAIGN KICKOFF

- Media Relations
- Recruitment Plan
- Sharing Kickoff ideas with class

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 7, p. 111-120

Reader: Myers-Lipton, "Donald Williams Jr. and Students 4 Racial Equality"

Murphy, "San Jose State Donor's Alleged Remarks about Latinos Investigated"

O'Connor, "University's Officials Step Down After Anti-Latina Comments"

Hernandez, "Sit-in for Racial Justice: Students Ask for Apology from President"

Murphy, "SJSU Donor Did Makes Offensive Remarks about Latinos, Investigation Confirms"

Student Reflection: Estelia Velasquez, Class of '16

Video: SJSU Students Denounce Board Member's Alleged Racist Statement

WEEK 10:

THURS 11/6 CAMPAIGN LAUNCH

- Timeline and campaign plan
- Construct timeline for series of actions that will occur

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 7, p. 120-126

Reader: How to Get Press to your Event

Ewing, "Anti-Sweatshop Groups Gain Steam"

Morgan, "Groups Rally for WRC Support

AS University Affairs Meeting

Parker, "SJSU Signs with Labor Rights Group"

Student Reflection: Austin Gieger, Class of '08

Student Reflection: Darcie Kiyan, Class of '07

Yap, "Labor Rights Violations Suspected"

Videos: United Students Against Sweatshops and GCCWP

Portfolio 8: Assigned

TUES 11/11 CAMPAIGN IMPLEMENTATION

Readings/Activities:

Myers-Lipton, *CHANGE!*, Ch. 7, p. 120-126

Reader: How to Get Press to your Event

Ewing, "Anti-Sweatshop Groups Gain Steam"

Morgan, "Groups Rally for WRC Support

AS University Affairs Meeting

Parker, "SJSU Signs with Labor Rights Group"

Student Reflection: Austin Gieger, Class of '08

Student Reflection: Darcie Kiyan, Class of '07

Yap, "Labor Rights Violations Suspected"

Videos: United Students Against Sweatshops and GCCWP

WEEK 11:**THURS 11/13 CAMPAIGN EXECUTION & CASE STUDIES****Readings/Activities:****U.S. CASE STUDY: ACT-UP (1990)**

Reader: DeParle, "Rage, Rash, Effective, Act-Up Shifts Aids Policy"

Myers-Lipton, "Graduate Schools for Social Action"

Video: United in Anger (from 0-4:22 minutes, and 21-34 minutes)

TUES 11/18 CAMPAIGN EXECUTION & CASE STUDIES**Readings/Activities:****CASE STUDY: OCCUPY WALL STREET (2011)**

Reader: Hammond, "Anarchism of Occupy Wall Street"

Declaration of the Occupation of New York City

Kina, Prichard, and Swann, "Anarchy in the USA: 5 Years on and the Legacy of Occupy..."

Video on Occupy: "Consensus: Direct Democracy at Occupy Wall Street"

WEEK 12:

THURS 11/20 CAMPAIGN EXECUTION & CASE STUDIES

Readings/Activities:

U.S. CASE STUDY: BLACK LIVES MATTER (2013 - present)

Reader: Lowery, "Black Lives Matter: Birth of a Movement"

Belton, "Leaderless or Leader-ful?"

TUES 11/25 CAMPAIGN EXECUTION & CASE STUDIES

Readings/Activities:

U.S. CASE STUDY: SUNRISE MOVEMENT (2018 - present)

Reader: Witt, "The Optimistic Activists for a Green New Deal"

Video: Inside the Sunrise Movement

WEEK 13:

THURS 11/27 NO CLASS

TUES 12/2 PRESENTATIONS

- Groups will share an overview of the campaigns with the class.

Readings/Activities:

THURS 12/4 Teaching Social Action Summit

- Students will virtually join the TSA Summit with students from around the world to share an overview of their campaigns from the Fall semester.
- Groups that present during the summit will receive extra credit.

Readings/Activities:

Continue preparing your campaign notebooks and portfolios for submission

WEEK 14:

TUES 12/9 PRESENTATIONS

- Groups will share an overview of the campaigns with the class.

THURS 12/11 LAST CLASS

- PORTFOLIOS DUE
- CAMPAIGN NOTEBOOKS DUE
- Course wrap-up

