

**Cal State East Bay
ILO Social Justice Assignment Guide**

Considerations for designing ILO Social Justice assignments

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- Identify how context may be perceived differently for

- Explore and examine multiple contexts and how they're related.
 - Emphasize how understanding various contexts at play in your discipline can highlight how they influence or pave the way for problems and issues most often considered in your discipline.
 - Consider having students provide various types of evidence that they considered different contexts.
 - Note how complex and fluid contexts can be.
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- How can you encourage students to integrate varied contexts?
 - How do various contexts impact students' perceptions of power, equality, equity, inclusion, exclusion, and dignity?
 - Which contexts do you tend to include or center in your pedagogy, course content, and assignments?

- What contexts are considered taboo or irrelevant in your discipline and how might understanding these dynamics shape your class?

- : Research a specific policy. Discuss the historical, political, and economic contexts that shaped that policy.
- : Choose a historical law and discuss the origins of the law, specifically the context of the law passage including who supported and opposed it. Have students identify how that historical law continues to influence society.

- Encourage students to engage underlying issues, not stay on the surface. For example, go beyond the “obvious” interpersonal examples and explore how perceived reality is
 - constructed by various perspectives to uncover the fundamental challenges in identifying a single truth. Then relate back to concrete social problems.
- Provide guidance/examples about self-reflection - consider expectations and disciplinary norms which may cause confusion about reflective writing (e.g. the use of “I...” statements)
- Provide definitions of positionality, intersectionality, etc.
- “Critical” - what does this mean in your course/disciplines?
- Have students reflect on their lived experience and how that affects their perspective relative to others.
- Encourage students to engage underlying issues, not stay on the surface. For example, go beyond the “obvious” interpersonal examples and explore how perceived reality is
 - constructed by various perspectives to uncover the fundamental challenges in identifying a single truth. Then relate back to concrete social problems.
- Challenge students to consider that it is not always individuals but collectives, and institutions (corporations, non-profits, movements, cults, etc.) that produce and promulgate cultural ideas and perspectives, and that these

- What are the norms in your discipline with regard to self- reflection?
- What/whose perspectives are considered part of the canon of your discipline? What/who else can be considered?
- Considering your discipline, what other disciplines' perspectives seem relevant or would add to nuanced reflection?
- How are various perspectives communicated? (e.g. social media, peer-reviewed journals, mainstream media, etc.) What are the biases in these communication platforms?

- Decide what/who you or your students are advocating for.
- Consider that advocacy does not automatically lead to desired outcomes or success.
- Discuss what intersectionality means to you/your students.
- Provide guidance about change; Aspirational - not necessary actually done during the assignment/academic term.
- Allow students to choose a topic they are "enthusiastic" about. Consider making it personal.
- Be mindful of how student engagement with the assignment is likely to be related to their personal experiences with the topic.

- Identify how academic research can lead to raising awareness and influencing policy/social change.
- What is or might be the outcome of the advocacy work?
- Anticipate potential unintended consequences of advocacy work.
- How might various forms of advocacy include individual and collective strategies?
- Imagine you had all the resources you needed, how would that change your advocacy strategy?
- How might you address the issue of gentrification and ongoing displacement on access to urban space? How would you use your power to advocate for change?

What is the best course of action for companies concerned about wage equity while seeking to be cost effective? For example, California AB 5.

Lobby for a policy. Research an existing policy and what elected representative supports/opposes it. You have three minutes to make your case.

Taking \$20, cause the greatest social change you can with it, and write about your experiences.

Conduct an interview with someone who has experienced discrimination. Ask them for their thoughts on what can be done to achieve reconciliation, and whether they believe sports can help achieve such reconciliation, or if they perceive sports as a barrier to such reconciliation. Ask them to elaborate as to why.

- In what ways are you asking students to consider how change / advocacy are relevant to them personally, academically, and professionally?
- What experiences (of privilege and/or marginalization) do students bring to the assignment?
- Once you identify an issue, challenge students to not only describe the issue but possibilities for change.

ILO Social Justice Rubric: Approved by Academic Senate 11-17-20

Description: Given the dynamic landscapes of our local and global communities, social justice is an ongoing process of advocating for change based on critical reflection, examination of context and power structures, and application of disciplinary/interdisciplinary approaches.

Criteria

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Assignment Essentials Relevant to All Assignments

Students complete assignments to:

practice applying skills, content, and concepts learned, demonstrate their achievement, and to be assessed and receive feedback on the achievement of assignment, course, and program learning outcomes.

How will my assignment prompt students to show what content they have learned and/or demonstrate their skills?

Does the array of assignments in this class address students with varied learning preferences multiple means of demonstrating knowledge and skill acquisition?

Students need _____ and instructions documented _____ :

Assignment instructions should clearly identify tasks, provide the required format elements, and describe the final product.

Assignment descriptions should help students clearly understand the main purpose.

Assignment descriptions should also demonstrate