



**El Camino College**  
**COURSE OUTLINE OF RECORD – Official**

**I. GENERAL COURSE INFORMATION**

**Subject and Number:** Social Science 103  
**Descriptive Title:** Introduction to Social Justice Studies  
**Course Disciplines:** Anthropology or Economics or History or Philosophy or Political Science or Psychology or Sociology or Ethnic Studies or Women's Studies  
**Division:** Behavioral and Social Sciences

**Catalog Description:**

This course introduces students to social justice theories and the historical and contemporary responses to inequality and injustice. The role of imbalances of power in society, social movements, culture, politics and institutions will be discussed. The course also explores a broad range of issues including notions of inequality based on race, class, gender, sexuality and issues related to environmental and criminal justice and human rights. Diverse theories and practical applications of social justice and social movements that have been made over time to remedy social injustice will be examined.

**Conditions of Enrollment:**

**Recommended Preparation:** Eligibility for English 1A

<b>Course Length:</b>	<b>X Full Term</b>	<b>Other (Specify number of weeks):</b>
<b>Hours Lecture:</b>	<b>3.00 hours per week</b>	<b>TBA</b>
<b>Hours Laboratory:</b>	<b>0 hours per week</b>	<b>TBA</b>
<b>Course Units:</b>	<b>3.00</b>	

**Grading Method:** Letter  
**Credit Status:** Associate Degree Credit

**Transfer CSU:** X Effective Date: Proposed  
**Transfer UC:** X Effective Date: Proposed

**General Education:**

**El Camino College:**

**2A – Social and Behavioral Sciences – American Society and History**

Term: Other:

**2B – Social and Behavioral Sciences – Political Science**

Term: Other:

**2C – Social and Behavioral Sciences – General**

Term: Other:

**CSU GE:**

**D7 - Interdisciplinary Social and Behavioral Science**

Term: Other:

**IGETC:**

**4G - Interdisciplinary, Social & Behavioral Sciences**

Term: Other:

## II. OUTCOMES AND OBJECTIVES

### A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon completion of *Social Science 103: Introduction to Social Justice Studies*, students will demonstrate an understanding of the socioeconomic and political factors that give rise to social injustices and social inequities at national and global levels.
2. Upon completion of *Social Science 103: Introduction to Social Justice Studies*, students will demonstrate the ability to propose resolutions to social injustices drawing on social theory, historical precedents and methods pertinent to the study of social structures and change.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at <http://www.elcamino.edu/academics/slo/>.

### B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Explain and discuss what social justice is and trace its development as an academic field.
  - Essay exams
2. Define the conceptual and intellectual approaches to social justice.
  - Essay exams
3. Explain and evaluate the impact that historical values, ideologies and economic structures have on social justice.
  - Essay exams
4. Discuss and critique the interplay of economic, ideological, and political forces in sustaining or addressing social justice.
  - Essay exams
5. Assess the impact of public policies on social groups related to age, culture, class, ethnicity, disability, gender, sexual orientation, national origin, race and religion.
  - Essay exams
6. Evaluate the impact of social protest movements on social justice and the role of the individual on social justice.
  - Essay exams
7. Identify and assess the impact of colonialism and global racism on social justice.
  - Essay exams
8. Analyze the impact that globalism and multiculturalism have had on social and economic justice.
  - Essay exams

**III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)**

<b>Lecture or Lab</b>	<b>Approximate Hours</b>	<b>Topic Number</b>	<b>Major Topic</b>
Lecture	6	I	Social Justice and its Development A. David Miller B. John Rawls C. Sidney Tarrow D. James Scott E. Virginia Wolf F. Bell Hooks
Lecture	6	II	Conceptual and Intellectual Approaches to Social Justice A. Classic Conceptions of Social Justice: Justice, Equality and Politics B. Modern Inquiries on Social Justice: Social Contract, Social Order and Feminist Ethic of Care C. Justice and Social Structure D. Postmodern Conceptions of Social Justice E. Distributive and Retributive Social Justice
Lecture	12	III	Historical Values, Ideologies and Economic Structures and Social Justice A. Power and Ideology B. Formation of Prejudice C. Market Capitalism, Economic Inequalities and Social Classes D. Individualism, Independence, Self-Reliance and the Protestant Work Ethic E. Upward Mobility, Equal Opportunity and Equality of Condition F. Social Darwinism G. Cultural Lag H. Market and Dual Labor Market Economy I. Origins of Inequality Based on Race, Gender, Class, and Sexuality J. The Historical Basis for Socially Constructed Categories K. The Role of Neighborhood, Urban Development, and Use of Land and Resources
Lecture	6	IV	Economic, Ideological, and Political Forces and Social Justice A. Family B. Education C. Religion D. Work and the Economy E. The State and Public Policy F. Mass Media, Language and Culture G. Art, Film and Music H. Violence and Social Control
Lecture	6	V	Public Policies and Social Groups A. Age, Culture, Class, Ethnicity, Disability, Gender, Sexual Orientation, National Origin, Race and Religion

			B. Theories of Racism and Racialization C. Indigeneity, Diaspora, Migration E. Civil Rights Policies F. Economic Rights and Policies G. Housing Policies H. Education Policies I. Child Welfare Policies J. Health and Mental Health Care Policies K. Americans with Disabilities
Lecture	6	VI	Social Protest Movements A. Legal Struggles B. Labor Movements C. Environmental Justice Movements D. Civil Rights Movements E. Gender, Sexual and Class Movements for Justice F. The Role of Individuals
Lecture	6	VII	Colonialism and Global Racism A. History of Colonization and Segregation B. Systematic Dehumanization and Genocide C. Slavery D. Persecution and Internment E. Decolonization and Liberation
Lecture	6	VIII	Globalism and Multiculturalism A. The Idea of Globalization B. United Nations and Social Justice C. Technology and Social Justice D. War and Migration E. Economic Rights F. Human Rights and Globalization G. Gender, Sexuality, and Ethnic Oppression
<b>Total Lecture Hours</b>		54	
<b>Total Laboratory Hours</b>		0	
<b>Total Hours</b>		54	

#### IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

##### A. PRIMARY METHOD OF EVALUATION:

##### B. TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:

Read and critically analyze Chapter 6 of your textbook: Oppression and Social Justice in the United States. In a three-page essay answer the following questions: What are the most grievous examples of social policies based on oppression in U.S. history? What past and new factors currently contribute to ongoing discrimination and oppression in the United States?

**C. COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. In a five-page essay evaluate the extent federal policies have manifested racism toward Native Americans, African Americans, Latinos, and Asian Americans?
2. In a five-page essay identify the major benefits and drawbacks to globalization and analyze the implications globalization has on for human rights around the world?

**D. OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Essay exams  
Objective Exams  
Quizzes  
Written homework  
Term or other papers

**V. INSTRUCTIONAL METHODS**

Discussion  
Guest Speakers  
Internet Presentation/Resources  
Lecture  
Multimedia presentations

**Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.**

**VI. WORK OUTSIDE OF CLASS**

Study  
Required reading  
Written work

**Estimated Independent Study Hours per Week: 6**

**VII. TEXTS AND MATERIALS**

**A. UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

Jimmenez, Jillian. Social Policy and Social Change. 2nd ed. Sage, 2015.

**B. ALTERNATIVE TEXTBOOKS**

**C. REQUIRED SUPPLEMENTARY READINGS**

Scholarly Articles

**D. OTHER REQUIRED MATERIALS**

## VIII. CONDITIONS OF ENROLLMENT

### A. Requisites (Course and Non-Course Prerequisites and Corequisites)

Requisites	Category and Justification
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### B. Requisite Skills

Requisite Skills
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### C. Recommended Preparations (Course and Non-Course)

Recommended Preparation	Category and Justification
Non-Course Recommended Preparation Eligibility for English 1A	Students need to be able to read and effectively analyze college level texts, and they need to be able to write a paper that persuasively proves an original thesis.

### D. Recommended Skills

Recommended Skills
Ability to read and effectively analyze college level texts, as well as be able to write a paper that persuasively proves an original thesis. ENGL A - Read and apply critical thinking skills to college-level expository prose for the purposes of writing and discussion. ENGL 84 - Select and employ reading strategies to interpret the content of a college-level textbook, with special focus on constructing a thesis statement and providing valid support. ENGL 84 - Identify an implied main idea (thesis), and support with major and minor details, from a longer text or novel. ENGL A - Apply appropriate strategies in the writing process including prewriting, composing, revising, and editing techniques.

### E. Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact
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Course created by Jason Suarez on 09/30/2016.

BOARD APPROVAL DATE: 11/20/2017

LAST BOARD APPROVAL DATE:

Last Reviewed and/or Revised by

19665