

SENIOR WRITING SEMINAR: SOCIAL JUSTICE ADVOCACY
LAW 590-003/ 3 CREDIT HOURS
CLASSROOM 164
MONDAY & WEDNESDAY 11:00 A.M. TO 12:00 P.M.

Instructor and Contact Information:

Instructor name: Anna Vick

E-mail address: anna.vick@siu.edu

Office hours: Anytime my door is open. The following are the best times to come by:
Tuesday 9:00 a.m.—11:00 a.m.; Wednesday 9:00 a.m.-11:00 a.m. and 12:00 p.m.—1:30 p.m.; Thursdays 9:00 a.m.—11:00 a.m. and 12:00 p.m.—1:30 p.m. or by appointment.

Office location: Room 226

Office phone: 618-453-8311

Course Description and Objectives:

This course examines four interrelated aspects of social justice: access, participation, rights, and equity; and, the ways in which the social justice lawyer can engage with their community, individual clients, the justice system, and social and political causes to effect social change.

Through weekly readings, active classroom discussion, and independent research of legal cases and movements in social justice, we will examine the interdisciplinary nature of the social justice lawyering. We will explore the types of lawyers working toward social justice, the ways in which lawyers help provide access and participation to clients in social justice cases, and how lawyers use their skills and training to engage in political struggles and movements to achieve social justice for the communities, causes, or individual clients that they represent. You will choose a social justice issue on which to develop your expertise, write a research paper of publishable quality, and present what they have learned to their peers. You will be allowed to choose from a range of interdisciplinary topics such as: race, poverty, healthcare, LGBTQ+ and gender identity, children's rights, religion, refugee and immigration, climate change, gun violence, voting, ethnicity, gender—just to name a few.

This course is designated to meet the senior writing requirement. Students will satisfy this requirement by choosing a topic of interest in the social justice advocacy, researching that topic, and writing a seminar-length paper (approximately 30 pages in length, double-spaced including footnotes) exploring that topic in more detail.

Learning objectives:

During this course, students should:

1. Learn the core concepts for social justice education;

2. Understand how the manifestation of oppression is experienced by specific social identity groups—those privileged and those disadvantaged;
3. Learn the differences between diversity and a social justice approach;
4. Recognize how social constructs of group identities allow for oppression;
5. Understand how the processes and ways in which we learn can reinforce oppressive relationships and social structures;
6. Learn how individual and group identities that we act on in different social contexts operate to maintain unequal privilege or marginalization and disadvantage;
7. Recognize the pervasiveness of systems of oppression at all levels of social organizations;
8. Understand the intersectional nature of social identities;
9. Develop ways to take effective action for change in our communities;
10. Identify appropriate topics, improve research skills, and write good quality seminar-length papers analyzing an aspect of social justice advocacy.

Required Reading:

Reading for Diversity and Social Justice, 4th Edition, Edited by Maurianne Adams, Warren J. Blumenfeld, D. Chase J. Catalano, Keri “Safire” DeJong, Heather W. Hackman, Larissa E. Hopkins, Barbara J. Love, Madeline L. Peters, Davey Shlasko, and Ximena Zúñiga

D2L:

We will be using D2L as the course webpage. I will post the syllabus, any addition reading assignments and materials, and a schedule of assignments on the webpage, as well as other relevant information. Students are expected to check it at least weekly and are responsible for any materials posted there.

Class Attendance and Preparation:

This is a writing-intensive course and time off from some classes will be given to work on research and writing. For this reason, barring extraordinary circumstances, students are permitted only four (4) absences during the semester. Absent extraordinary circumstances, a greater number of absences will result in a withdrawal from the course. Students are expected to be on time for class and attendance will be taken daily. If you are more than five (5) minutes late for class, you will be marked absent. Students are responsible for keeping track of their absences.

Students are expected to read the assigned material for each class, prepare any written assignments, and actively participate in the class discussion of that material. If I call on you and I judge that you are unprepared, I reserve the right to mark you as absent for that class.

Students will be expected to prepare an abstract of their paper topic for the class and give a short oral presentation to the class based on their chosen topic. Each student will be asked to read and give constructive feedback on other students' oral presentations. Students will also give feedback on the drafts of their colleagues. All students are expected to come prepared to ask questions and comment on oral presentations. All of these activities will be taken into account in calculating the class participation portion of the grade.

In addition, students will be required to meet with me individually at least twice, and possibly more, during the semester to discuss their paper.

If you are unprepared for class but would like to attend and receive the benefit of the class discussion: (1) do not sign the attendance sheet; (2) give me a note at the start of class with your name and the date. A day of "noting out" counts as one of your permitted absences.

Evaluation:

The final grade will consist of multiple parts. The abstract and oral presentation will count for approximately 10% of the grade. Students will be expected to turn in a written thesis statement, outline, and annotated bibliography for the research paper which collectively will count for approximately 10% of the final grade. The first draft of the paper will count for approximately 25% of the grade. The final draft of the paper will count for approximately 45% of the grade. Class participation will count for the final 10% of the grade. Class participation will include leading discussion on select readings in the first half of the semester, being an active participant in class, submitting peer review assignments in a timely manner, and other activities as assigned by the professor.

Workload Expectations:

The American Bar Association standards for accrediting law schools contain a formula for calculating the amount of work required to earn one credit hour of law school credit. Pursuant to these standards, for this three-credit-hour class, you should spend 150 minutes per week in class (2.5 hours), plus a minimum of six hours of reading, studying, and writing each week, for a total of 8.5 hours per week.

Class Recordings:

This class will be recorded using Echo360. Links to the recordings will be made available upon request. Viewing a recording of the class does not count as being present in the class unless the professor has made a special exception.

Classroom Atmosphere:

During this course we will discuss topics on which personal views may vary. Open discussion of ideas and viewpoints is encouraged. I hope that each class meeting will provide all of us an opportunity to gain new insight and appreciation of our shared experiences. During the first day of class, we will discuss the parameters for group discussion. The classroom is shared space of learning and growth and must be respectful by all participants.

Ban on Collaboration:

Written assignments you submit in this course must be your own original work. You are not allowed to obtain help from generative artificial intelligence (including, but not limited to, ChatGPT) on written assignments for this course. However, you may discuss your seminar paper with others in accordance with the instructions for individual assignments and to obtain research assistance from the law librarians. If you violate the ban on this collaboration policy, you will receive a failing grade on the assignment. You also may be found in violation of the Honor Code, which can lead to serious penalties, including expulsion. An Honor Code investigation must also be reported to the Bar Examiners, even if you are cleared of any violation. When in doubt about how to proceed, ask me.

EMERGENCY PROCEDURES: We ask that you become familiar with Emergency Preparedness @ SIU. Emergency response information is available on posters in buildings on

Assignments and Reading Chart		
WEEK ONE January 15, 2024	MARTIN LUTHER KING, JR. DAY NO CLASS	
January 17, 2024	Chapter 1—all	
WEEK TWO January 22, 2024	Chapter 2 pgs. 65-121	
January 24, 2024	Chapter 2 pgs. 122-162	

WEEK THREE January 29, 2024	Chapter 3 pgs. 163-207	
January 31, 2024	Chapter 3 pgs. 208-246	
WEEK FOUR February 5, 2024	Chapter 4 pgs. 247-297	Individual Meeting to discuss research topic.
February 7, 2024	Chapter 4 pgs. 298-340	Individual Meeting to discuss research topic.
WEEK FIVE February 12, 2024	Chapter 5 pgs. 341-411	
February 14, 2024	Chapter 5 pgs. 412-466	
WEEK SIX February 19, 2024	Chapter 6 pgs. 467-505	
February 21, 2024	Chapter 6 pgs. 506-544	
WEEK SEVEN February 26, 2024	Chapter 7 pgs. 545-583	
February 28, 2024	Chapter 7 pgs 584-599	
WEEK EIGHT March 4, 2024	Abstract Presentations in Class	

		Abstracts due by Monday, March 4, 2024 by 11:00 a.m. on D2L
March 6, 2024	Abstract Presentations in Class	Peer Feedback due by Friday, March 13, 2024 via D2L (and email)
WEEK NINE March 11, 2024	SPRING BREAK	
March 13, 2024	SPRING BREAK	
WEEK TEN March 18, 2024	Peer Workshopping	Thesis statement, outline, and annotated bibliography due by March 18, 2024 at 11:00 a.m. via D2L.
March 20, 2024	Peer Workshopping	
WEEK ELEVEN March 25, 2024	Peer Workshopping	
March 27, 2024		
WEEK THIRTEEN April 1, 2024	Editing and Refining Discussion	Rough Draft due Monday, April 1, 2024 by 11:00 a.m. via D2L
April 3, 2024	No class, but work on Peer Review Assignment	
WEEK FOURTEEN	TOTAL SOLAR ECLIPSE	

April 8, 2024	No Class, but work on Peer Review Assignment	
April 10, 2024	No Class	Peer Review Assignment Due Wednesday, April 10 at 12:00 p.m. Individual Meetings with Professor Vick over Rough Draft
WEEK FIFTEEN April 15, 2024	No Class work on paper	Individual Meeting with Professor Vick over draft
April 17, 2024	No Class work on paper	
WEEK SIXTEEN April 22, 2024	No Class work on paper	
April 24, 2024	Final thoughts on research paper	Final Paper due by Friday, April 26 at 12:00 p.m.

SYLLABUS ATTACHMENT

SIU SCHOOL OF LAW – Spring 2024

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DISABILITY POLICY. SIU Carbondale is committed to providing an inclusive and accessible experience for all students with disabilities. Disability Support Services coordinates the implementation of accommodations. If you think you may be eligible

for accommodations but have not yet obtained approval, please contact DSS immediately at 618-453-5738 or disabilityservices.siu.edu. You may request accommodations at any time, but timely requests help to ensure accommodations are in place when needed. Accommodations and services are determined through an interactive process with students and may involve consideration of specific course design and learning objectives in consultation with faculty. Please send approved accommodations to your faculty through the DSS online portal.

SALUKI CARES and COUNSELING & PSYCHOLOGICAL SERVICES (CAPS). The purpose of Saluki Cares is to develop, facilitate and coordinate a university-wide program of care and support for students in any type of distress—physical, emotional, financial, or personal. By working closely with faculty, staff, students, and their families, SIU will continue to display a culture of care and demonstrate to our students and their families that they are an important part of the community. For Information on Saluki Cares: (618) 453-2461, or siucares@siu.edu, <https://salukicare.siu.edu/>. Associate Dean Angela Upchurch (aupchurch@siu.edu or (618) 536-8314) is available at the School of Law to help students access university resources. Additionally, counseling services are available through CAPS (Counseling and Psychological Services (CAPS) | Student Health Services | SIU). A counselor is at the law school every Wednesday from noon until 4:30pm in Room 268 for drop-in appointments.

SAFETY AWARENESS FACTS AND EDUCATION Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <http://safe.siu.edu>

Syllabus Attachment

Spring 2024

MISSION STATEMENT FOR SOUTHERN ILLINOIS UNIVERSITY CARBONDALE

SIU embraces a unique tradition of access and opportunity, inclusive excellence, innovation in research and creativity, and outstanding teaching focused on nurturing student success. As a nationally ranked public research university and regional economic catalyst, we create and exchange knowledge to shape future leaders, improve our communities, and transform lives.

IMPORTANT DATES:

Semester Classes Begin:01/16/2024
Last day to add full-term course (without Dean's signature):01/21/2024
Last day to withdraw from the University with a full refund:01/26/2024
Last day to drop a full-term course for a credit/refund:01/28/2024
Last day to drop a full-term course (W grade, no refund):03/31/2024
Final examinations:05/06/2024–05/10/2024

Note: Please verify the above dates with the Registrar calendar and find more detailed information on deadlines at <http://registrar.siu.edu/calendars>. For add/drop dates that apply to shorter-than-full-term courses, please look at the Schedule of Classes search results at <http://registrar.siu.edu/schedclass/index.php>

SPRING SEMESTER HOLIDAYS:

Martin Luther King, Jr.'s Birthday 01/15/2024
Spring Break 03/09/24-03/17/24
Total Solar Eclipse (classes cancelled) 04/08/24

DIVERSITY: Southern Illinois University Carbondale's goal is to provide a welcoming campus where all of our students, faculty and staff can study and work in a respectful, positive environment free from racism and intimidation. For more information visit: <http://diversity.siu.edu>. Additional [informational flyer](#).

DISABILITY SUPPORT SERVICES: SIU Carbondale is committed to providing an inclusive and accessible experience for all students with disabilities. Disability Support Services coordinates the implementation of accommodations. If you think you may be eligible for accommodations but have not yet obtained approval please contact DSS immediately at (618) 453-5738 or <https://disabilityservices.siu.edu>. You may request accommodations at any time, but timely requests help to insure accommodations are in place when needed. Accommodations and services are determined through an interactive process with students and may involve consideration of specific course design and learning objectives in consultation with faculty.

MILITARY COMMUNITY: There are complexities of being a member of the military community and also a student, and military and veteran related developments can complicate academic life. If you are a member of the military community and in need of accommodations please visit Veterans Services at <http://veterans.siu.edu/>.

STUDENT MULTICULTURAL RESOURCE CENTER: The Student Multicultural Resource Center serves as a catalyst for inclusion, diversity and innovation. As the Center continues its work, we are here to ensure that you think, grow and succeed. We encourage you to stop by the Center, located in the Student Services Building Room 140, to see the resources available and discover ways you can get involved on the campus. Visit us at <https://smrc.siu.edu/>.

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SIU COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS): Mental health counseling services are available by calling CAPS at (618) 453-5371. CAPS offers confidential same-day services and ongoing counseling. For after hours crisis care, students are encouraged to call 988, 911, or present to their nearest emergency room.

WITHDRAWAL POLICY (Undergraduate Only): Students who officially register for a session must officially withdraw from that registration in a timely manner to avoid being charged as well as receiving a failing grade for those classes. An official withdrawal must be initiated by the student, or on behalf of the student through the academic unit, and be processed by the Registrar's office. For the proper procedures to follow when dropping courses and when withdrawing from SIUC visit: <http://registrar.siu.edu/students/withdrawal.php>.

SIUC'S EARLY WARNING INTERVENTION PROGRAM (EWIP): Students enrolled in courses participating in SIUC's Early Warning Intervention Program might be contacted by University staff during a semester. More information can be found at the University Core Curriculum's Overview webpage: <https://corecurriculum.siu.edu/for-faculty/>.

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CATALOGS:

catalog.siu.edu
gradcatalog.siu.edu - Graduate policies often vary from Undergraduate policies. To view the applicable policies for graduate students, please refer to the graduate catalog.

CENTER FOR LEARNING AND SUPPORT SERVICES:

Tutoring: <https://class.siu.edu/>
Math Labs: <http://math.siu.edu/courses/course-help.php>

WRITING CENTER: <http://write.siu.edu/>

PLAGIARISM: See the Student Conduct Code: <http://srr.siu.edu/student-conduct-code/>

INCOMPLETE POLICY (Undergraduate Only): <http://registrar.siu.edu/grades/incomplete.php>

REPEAT POLICY: <http://registrar.siu.edu/students/repeatclasses.php>

MORRIS LIBRARY HOURS: <https://libcal.lib.siu.edu/hours/>

ADVISEMENT: <http://advisement.siu.edu/>

SIU ONLINE: <https://online.siu.edu/>