

Mt. San Jacinto College
Honors Course Outline Addendum

Submitted by:	CSU AREA F APPROVAL	Date:	12/17/2019
Course Discipline:	Social Justice Studies		
Course Number:	SJS 101H or ETHS 101H	Honors Courses End in "H"	
Title:	Honors Introduction to Social Justice	Must begin with "Honors"	

Honors Course Objectives:

1. Apply advanced research and writing/communication skills, using primary and secondary sources, to bring awareness to social justice issues.
 2. Engage in small group discussions over challenging primary and secondary source readings.
 3. Discuss major (and potentially controversial) issues with respect, complexity, sophistication, and open dialogue.

Honors Course Content:

The honors component of SJS 101 will encourage students to work above the survey level to explore issues of race, class, ethnicity, ability, gender and sexuality and explore their individual interests. The topics to be covered in SJS 101 are the same as those covered in SJS 101. In addition, honors students will analyze current research, historical and current events, art and texts by historically marginalized groups such as:

- An exploration of Latinx movements in Los Angeles and with an eye at current struggles and triumphs;
- Researching and analyzing various laws that affect women's reproductive health and the impact they may have on women;
- A historical study of the ADA including what (dis)ability studies scholars think needs adjustment;
- Studying ballroom culture and the contributions of Trans women, using film (*Paris is Burning*) and contemporary television (*Pose*).

Honors Course Assignments:

Students will complete the requirements for the regular section of the course and earn grades based on the same criteria used for all students in the class. In addition, to receive Honors credit students will do the following:

1. Students will read at least 100 additional pages (assigned by the instructor, in consultation with student research interests), which may consist of an additional primary, literary text (such as a memoir or novel about a social justice issue, like Saeed Jones's *This Is How We Fight For Our Lives*), or additional theoretical/critical texts that relate to course texts and social justice theory. This reading will inform honors meeting discussions and should be integrated into the student's research project.
3. Students will complete an additional project, such as one of the following:
 - a. write an additional research paper, a minimum of 8 pages in length, that develops an original, analytical, persuasive argument based on a text of interest that is not assigned to the class as a whole and that is selected or approved by the instructor, such as an exploration of LGBTQ+ affirming school environments in suicide prevention of youths;

- b. expand one required paper by at least 8 pages by conducting research and incorporating at least 5 sources to develop the original ideas into a more sophisticated argument; for instance, a student might revise a short paper that explores a key concept, like privilege, and turn it into a research-driven paper.
- c. create a service learning project based on research, implement it, and in a 3-4 page paper, explain the research and reflect on the experience. This service learning should take place on campus, or the student should work with the instructor to find an appropriate community resource to work with. Volunteer hours are not necessary, but may be appropriate and should not exceed 10 hours.

Whichever option the student chooses, the Honors paper must include secondary sources, present an original argument, and directly relate to course material, themes, and topics. The final paper should cite at least five secondary sources. Students may choose to present their honors research in addition to the written paper either in class or in an instructor organized symposium.

Evaluation of Honors Course Assignments:

Honors students must successfully complete the regular course and honors assignments to receive honors credit.

Research papers will be assessed on clarity of argument, supporting evidence, the number and types of references consulted, depth of analysis, and historical accuracy. Projects will be assessed on how well they address an issue, execute a plan, and bring awareness or make substantive impacts. Honors class discussions of supplemental readings will be judged based on student preparedness as well as the student's ability to summarize, critically analyze, and provide their own perspective on the assigned readings.

Additional Methods of Instruction:

Method: Small-Group Discussion
Integration: Guided small group discussions in the honors course will enable students to analyze and interpret assigned readings or films to gain a deeper understanding of key concepts, people, and events that have shaped modern world history. These discussions can also cover student progress on research projects and peer-reviews of assignments related to the research project.

Method: Oral Presentations
Integration: Oral presentations will provide students the opportunity to present their research projects to fellow honors colleagues or their regular class, enhancing the development of their research projects and oral communication skills.

Method: Service Learning
Integration: Students may develop and implement a service learning project that focuses on a campus or community issue. This project will include a brief written reflection.

Method: Meetings with Instructor
Integration: Students are required to meet with the instructor on a monthly basis, outside of class. These meetings will concentrate on further discussion of course content and additional readings that have been assigned. The meetings will also serve to assist honors students with the development of research questions and strategies.

Method: Field Trips
Integration: If the instructor chooses, and in accordance to district policies, field trips to local museums or cutlural events focused on social justice might be appropriate.