



Social Justice Research Academy

The University of Pennsylvania

July 5 - July 25, 2020

The Social Justice Research Academy brings students from around the world together for three weeks to dive deep into the past, present, and future of social justice. Designed to encourage discussion and critical thinking about the political, historical, and cultural context of inequality and resistance, the program welcomes students with a variety of academic interests across the social sciences, humanities, and arts. Topics vary from year to year, but include a selection of significant historical struggles (the American Revolution, slavery and abolition, suffrage, labor, civil rights) as well as those that define our recent past and present (climate change, immigration and refugee/asylum policy, LGBTQ rights, #BlackLivesMatter, disability studies, interfaith leadership, intersectionality, affordable housing, prison reform, #MeToo, food deserts, social distancing as a privilege, access to health care). As they explore the characteristics of effective community leadership and successful movement-building, students develop leadership skills as well as research and analytical skills.

Lectures and workshops: Attend online classes and conversations led by Penn faculty and Teaching Fellows as well as community leaders, political representatives and experts from a range of subjects. Ask questions, debate issues, and participate in lively class discussions as you develop specialized knowledge and leadership skills. Students will have online access to Penn's Van Pelt Library and other University resources, including the program's Canvas course website for additional content and homework assignments, and daily Zoom class meetings with teaching staff and guest speakers.

As a result of the transition to an online program this summer, SJRA2020 will have a Monday - Friday schedule geared primarily for different US time zones: 11-5 p.m. EST with a break for lunch. All Zoom class sessions (including large and small group discussion meetings) will be synchronous to help foster a sense of community and engagement, and every session will be recorded. We will strive to make arrangements for international students.

Virtual site visits: Tour historical and cultural landmarks in Philadelphia such as the National Constitution Center and Independence Hall, Mother Bethel A.M.E. Church, Chinatown, and visit nonprofit organizations for service-learning activities such as the Mural Arts Program and Philabundance.

Capstone project: Drawing from coursework and your own interests, develop a research question around program themes. Explore the answer to your research question using the University's world-class resources and guidance from Teaching Fellows. Capstone projects can take the form of a traditional academic paper or a creative project in the medium of your choosing and could include a project in your own community. Previous capstone projects have included: a paper on Hollywood's portrayal of Asians in film and subsequent stereotypes, a spoken word performance surrounding gun deaths among Black men in Philadelphia, a video on redlining, a slide show about the reception of American Muslim women who wear a hijab or not, a statistical comparison of international human rights laws and violations, a graphic novel comparing sex education in China to that in the US, an immersive art installation depicting sweatshop conditions, and a restaurant business plan offering job training for the homeless.

SJRA2020 Daily Schedule (Monday-Friday, July 6-24) note: all times listed are EST

10:30-11:00 am	Instructor Zoom planning meeting (no students)
11:00-11:30 am	Attendance, checking in with students, discussion of daily activities
11:30-12:45 pm	Morning lecture and Q & A
12:45-1:45 pm	Lunch break
1:45-3:15 pm	Breakout groups for discussions
3:15-3:30 pm	Afternoon break
3:30-4:45 pm	Afternoon lecture and Q & A
4:45-5:00 pm	Wrap-up with students
5:00-5:30 pm	Instructor Zoom meeting daily wrap-up (no students)

Course Format and Policies

The course consists of daily reading and writing assignments on Canvas, lecture/discussion, films, virtual field trips, and a Capstone Project. There are no grades, but regular attendance is expected. The course website on Canvas will contain an updated version of this syllabus, reading assignments and questions, and other course material. You are advised to check Canvas regularly for course updates. We will also send email to the class via Canvas so be sure to check your email regularly.

We will place a high value on participation. In addition to keeping up with readings and other assignments, everyone will be asked to lead discussion in your section on occasion, and we also expect to hear from you regularly throughout the program in class discussions. We hope to create a lively, stimulating class environment where you will feel welcome to ask questions, comment, and debate issues.

Capstone Project – Overview

On the **final day of class**, you will present a capstone project of your own design to your house. Essentially, this project asks you to develop a question around social justice themes, do some research, and try to answer it. The final format can be a traditional academic paper, an art piece, a movie, an app, a comic, essentially anything that conveys your message. For example, you might compare two theories of how to create social justice, investigate the success or failure of a particular movement, try to solve a particular social justice problem, or anything else you can

come up with that connects to the course. The capstone is a chance for you to become an expert in an area of your choice and then share that expertise with an outside audience, in this case, your classmates and beyond.

Capstone Project - Schedule

By the end of **Week 1** (Friday, July 10th), you will have developed a topic to research. To do this you will identify a tentative research question (see handout, how to develop a research question) and some possible sources. You will upload to these to Canvas by the end of the day, Friday. Your teaching fellow will provide feedback.

By the end of **Week 2** (Friday, July 17th) you will have your research question finalized, and your research largely completed. You will have developed a thesis, the argument you are trying to prove. You will have decided on the form your final project will take.

During **Week 3** you are taking your research and putting it into your final form. Remember that different projects require different outcomes. Art projects require an artist's statement, written papers use footnotes, and all projects should have a works consulted list (sometimes called a works cited or bibliography). If you aren't sure how to format footnotes or bibliographies see [here](#) for MLA in text citation and works consulted formatting. Or use a citation generator like Easybib, Noodletools (which also allows you to manage your research notecards), or Citation Machine. When choosing a citation format use MLA or Chicago (sometimes called Turabian).

The project is largely up to you. You should work closely with your discussion section leader to turn your area of interest into a project that is done by the last day of class.

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SJRA2020 Staff



R. Scott Hanson
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Program Director: R. Scott Hanson, Ph.D.

R. Scott Hanson is a Lecturer in the Department of History at the University of Pennsylvania, where he teaches courses in American history on a range of topics. He earned a B.A. in the Honors Program at the University of Texas at Austin, M.A. in Religion at Columbia University, and Ph.D. in History of Culture from the University of Chicago. Dr. Hanson has been at Penn since 2012 and is also an Advisor to the Pluralism Project at Harvard University. He is the author of *City of Gods: Religious Freedom, Immigration, and Pluralism in Flushing, Queens* (New York: Fordham University Press, 2016), now in its second printing. Outside of academia, he enjoys traveling, sports, and spending time in nature with his two sons and dog, collecting vintage guitars and musical equipment, cooking, and working on a screenplay adaptation of Thoreau's *Walden*. You can find out more about his work at www.rscotthanson.com on Facebook at www.facebook.com/rscotthanson and on Twitter @rscotthanson



Sarah McDowell <smcdowell@sch.org>

Assistant Director: Sarah McDowell, J.D.

Sarah McDowell is a history teacher and the History Department Chair at Springside Chestnut Hill Academy in Philadelphia. She currently teaches Modern World History and has taught a number of elective courses, including Film History, History of East Asia, History of Latin America, International Relations, and Government and Constitutional Law courses. Prior to becoming a teacher, Sarah was an attorney and worked as a public defender in Portland, Oregon, representing both adults and juveniles. Sarah earned her JD at Georgetown University Law Center and a Master's in History at Villanova University. She spends her free time enjoying the Philadelphia area with her husband and three teen-aged sons.



Shantee Rosado
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Senior Teaching Fellow: Shantee Rosado, Ph.D.

Shantee Rosado is the U.S. Afro-Latinidades Post-doctoral Fellow in Latina/o Studies at Williams College. She received a B.A. in Psychology and Sociology from Macalester College and an M.A. and Ph.D. in Sociology from the University of Pennsylvania. Her current book project, “Puerto Ricans, Dominicans, and the Emotional Politics of Race and Blackness in the U.S.,” examines how collective emotions shape the racial and political ideologies of second-generation Puerto Ricans and Dominicans in Central Florida. In addition to her book project, Dr. Rosado has conducted research on Black land rights and displacement in Colombia, as well as on Afro-Latinxs in popular culture. She is also a proud member of the Black Latinas Know Collective (check us out at www.blacklatinasknow.org). In fall of 2020, she will join the Africana Studies and Latino and Caribbean Studies departments at Rutgers University as an Assistant Professor.



Haley Pilgrim
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Senior Teaching Fellow: Haley Pilgrim

Haley Pilgrim, originally from Grand Rapids, MI, is a fifth year doctoral student in Sociology at Penn. Her Master’s Thesis focused on the identity choices of multiracials and the meanings of racial categories. Currently, Haley is working on a co-authored paper about the influence of education, religion, and racial status on political views. She has been a teaching assistant for Sociology of the Family, Social Statistics, and Race, Science, and Justice. On campus, Haley is involved as a Graduate Associate (RA) in the College Houses and the former President of the Graduate and Professional Student Assembly, and former Co-President of the Black Graduate and Professional Student Assembly. In 2018, she was elected to the democratic ward executive committee. Prior to coming to Philadelphia, Haley graduated cum laude from Northwestern University with a major in Learning and Organizational Change and a minor in Sociological Research. As a researcher, she has been employed to work on various social justice issues from discrepancies in the retention rate of minorities at one of the top 10 largest universities in Michigan to LGBTQ experiences with adoption at a premier adoption agency. You can reach her @HaleyGPilgrim on twitter where she discusses her interests of race relations, multiracials, inequality, and #resisting.



João Victor Nery Fiocchi Rodrigues
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Teaching Fellow: João Victor Nery Fiocchi Rodrigues

João Fiocchi is a doctoral student in the Department of Sociology at Penn. His Master's Thesis was a United States-Brazil comparative historical project that analyzed the ways in which race played a central role in the definition of citizenship in the legal systems of these nations in the process of state formation. João earned his Bachelor of Laws and Master of Laws degrees from the University of Brasilia (Brazil) and worked as a volunteer at the Institute Migration and Human Rights (IMDH) in Brasilia, Brazil - where he provided legal support to refugees and asylum seekers. He was also an exchange student at the University of Porto (Portugal) as a Santander Luso-Brazilian undergraduate scholar. He tweets about social justice issues @jvnfr



Raka Sen <rakasen@sas.upenn.edu>

Teaching Fellow: Raka Sen

Raka Sen is a graduate student in the sociology program at Penn. Her research interests include the sociology of climate change, social resilience, cities, neighborhoods and disaster sociology, and she looks at how everyday adjustments in peoples lives are in fact a form of climate change adaptation. Raka was awarded the 2019-2020 Fulbright Nehru Research Grant to study how climate change adaptation in the Indian and Bangladeshi Sundarbans is fundamentally reshaping gender roles in the region. Prior to beginning her graduate study, she was a Researcher at Rebuild By Design, a resilience initiative launched after Hurricane Sandy. At Rebuild she worked on a study of managed retreat in the Sandy region and studied how long term infrastructure projects develop over time. A Colorado native, she holds a B.A. in Sociology, Urban Design & Architecture Studies from New York University.

The Final Weekly Course Schedule is still taking shape but the list of confirmed speakers and topics includes:

Dr. Albert Broussard, Department of History, Texas A&M University

- textbooks/curricula

Lee Carpenter, Beasley School of Law, Temple University

- LGBTQ issues and the law

Lilian Carswell, Department of Ecology and Evolutionary Biology, UC-Santa Cruz

- human population size/consumption and environmental destruction

Yun Cha, Department of Sociology, University of Pennsylvania

- education, class, and inequality

Dana Cook, Atlantic Center for Capital Representation

- juvenile life without parole and the death penalty

Dr. Eileen Doherty-Sil, Political Science and Economics, University of Pennsylvania

- international human rights

Erica Gillaspay, Student Disabilities Center, University of Pennsylvania

- disability issues and services

Dr. Adam Goodman, Department of History and Latino Studies, University of Illinois at Chicago

- deportation history

Rev. Dr. Charles L. Howard, University Chaplain, University of Pennsylvania

- faith and social justice

Tre Johnson, writer and journalist

- race, class, and culture

Valarie Kaur, activist, documentary filmmaker, lawyer, educator, and faith leader

- Revolutionary Love Project

Jeff Kollath, Stax Museum of American Soul Music

- music and civil rights

Kareli Lizarraga, La Casa Latina, University of Pennsylvania

- DACA

Stephanie Mach, Penn Museum, University of Pennsylvania

- Native American history and culture in museums

Dr. Deborah Dash Moore, Department of History and Judaic Studies, University of Michigan

- anti-Semitism

Kermit Roosevelt, Penn Law School

- Constitutional law

Kim Sajet, Smithsonian National Portrait Gallery

- art and museums

Nicole Santiago, Van Pelt Library, University of Pennsylvania

- library services and digital resources

Dr. Dan Taylor, Drexel College of Medicine

- poverty, medicine, and COVID-19

Dr. Robert Wilson-Black, CEO, Sojourners

- faith and social justice