

GYC202 Green Economy & Social Justice– Final Assignment

Stephenie Presseller
COL101-XXX

Unit Title: My Place in the Green Economy & Social Justice

My Place in the Green Economy & Social Justice Unit Rationale

In the COL101 course, diversity issues are a mandatory topic to cover. I have chosen to use social justice as a lens through which we can explore diversity. Currently, we talk about it from several different perspectives. First, we discuss fairness and equity in how students want to be treated by faculty and other students in their college experience. We discuss cultural differences and potential sensitivities to understand what “respect” actually means. We talk about diversity, acceptance and prejudice, judgment, discrimination. Then we get into equity in the distribution of resources locally, nationally and globally. We discuss how this topic and new facts learned makes them feel, how what they might have thought to be true (stereotyping, generalizations, prejudice, opinions w/o facts, etc.) is challenged now, and why.

In the course, we also discuss values and beliefs and how they affect behaviors, i.e, making personal moral and ethical choices. We use several personality tests to help define this for each student. After this GYC201 course, I plan to include a deeper conversation about the green economy as well. We will use career choices as a vehicle to further their understanding of their responsibility to be a part of a successful green economy a/o advancing solutions to issues of social justice.

Clearly this is relevant to the students and their lives beyond Moraine Valley. They will understand personal choice, behavior, and their ability to impact the community and greater part of society. They will understand how their choices could be positive or negative and realize which they would prefer be the outcome of their personal actions.

Learning Outcomes of COL101 and Relationship to My Place in the Green Economy & Social Justice Unit

Below is an abbreviated list of learning outcomes for COL101. Those left out do not directly apply to this unit, however several do. The original outcome is in black, followed by a connection to the unit in blue.

Course content learning outcomes

The student will demonstrate college readiness by:

- Self-assessment of personal responsibility
 - Defining values – identifying beliefs and exploring how they affect behaviors; making moral/ethical choices.
 - **Students will align their values with their career choice and examine its place in the Green, Socially Just Economy**
- Application of self-management
 - Assess study skills
 - Enhance group communication skills including working in teams
 - **Students will work in groups to compare, contrast and critique their positions on how they fit into the green economy and support (or do not) social justice**
- Development of higher learning skills
 - Strengthen critical thinking skills through problem solving and differentiating between studying and understanding.

- Students will utilize critical thinking to evaluate how their values align to career choice, and furthermore how their choices affect the green economy & social justice
- Strengthen information literacy skills through use of library and library resources
- Students will use the library computer labs and resources to define their career choice and find opportunities available that would support their career goals as well as the green economy and social justice
- Appreciating diversity through the exploration of multiple perspectives
- Students will engage in activities that explore topics of diversity as well as inequity to understand why appreciating diversity, respecting it, and embracing it is vital in a socially just and economically prosperous economy

My Place in the Green Economy & Social Justice Unit

Implementation Fall 2014

Duration: 3-4 50 minute class visits

Unit Lectures and Activities

1. Lecture: What is Diversity & why is it important to appreciate? What is discrimination, prejudice and stereotyping; how are they helpful or detrimental to you, others, society?
2. Group Activity: Work through the "Equity and Diversity Awareness Quiz".
<http://www.edchange.org/multicultural/quiz/quizNEW-KEY.pdf> followed by a class discussion
3. Activity: Who's who in the classroom? "Circles of my multicultural self" (worksheet below) – class discussion about original stereotypes and how they might be debunked now
4. Lecture: What are values and beliefs and how do/should/might they affect behaviors?
5. Activity: What do you value, what do you believe, how do your behaviors model your beliefs and values? (Chapter 2)
6. Activity: What is your career choice? Does it align with your values and beliefs?
7. Lecture: What is the Green Economy & Social Justice?
8. Library visit: Explore your career choice and find employers, programs of study, or other opportunities that will ensure your career choice aligns with your values and beliefs; does it also align with supporting the green economy a/o social justice?

My Place in the Green Economy & Social Justice Unit Assessment

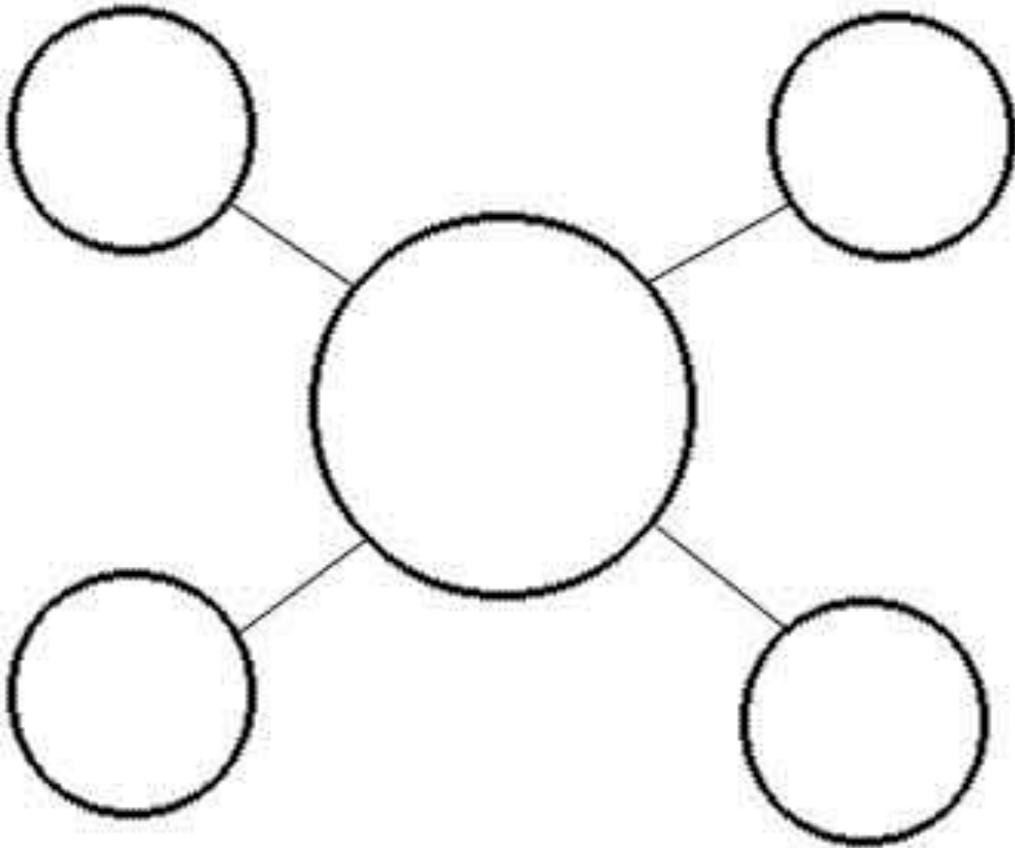
Final activity: Class presentations on individual Values aligned with Career Choice and their Place in the Green Economy or Social Justice

Students will provide critiques of each presentation as well, I will evaluate if they were able to explain with competence their connection to the green economy and/or social justice.

Circles of My Multicultural Self

This activity highlights the multiple dimensions of our identities. It addresses the relationships between our desires to self-define our identities and the social constructions that label us regardless of how we define ourselves.

Place your name in the center circle of the structure below. Write an important aspect of your identity in each of the satellite circles -- an identifier or descriptor that you feel is important in defining you. This can include anything: Asian American, female, mother, athlete, educator, Taoist, scientist, or any descriptor with which you identify.



1. Share a story about a time you were especially proud to identify with one of the descriptors you used above.
2. Share a story about a time it was especially painful to be identified with one of your identifiers or descriptors.
3. Name a stereotype associated with one of the groups with which you identify that is not consistent with who you are. Fill in the following sentence:

I am (a/an) _____ but I am NOT (a/an)_____.

(So if one of my identifiers was "Christian," and I thought a stereotype was that all Christians are radical right Republicans, my sentence would be:

I am a Christian, but I am NOT a radical rightwing Republican.